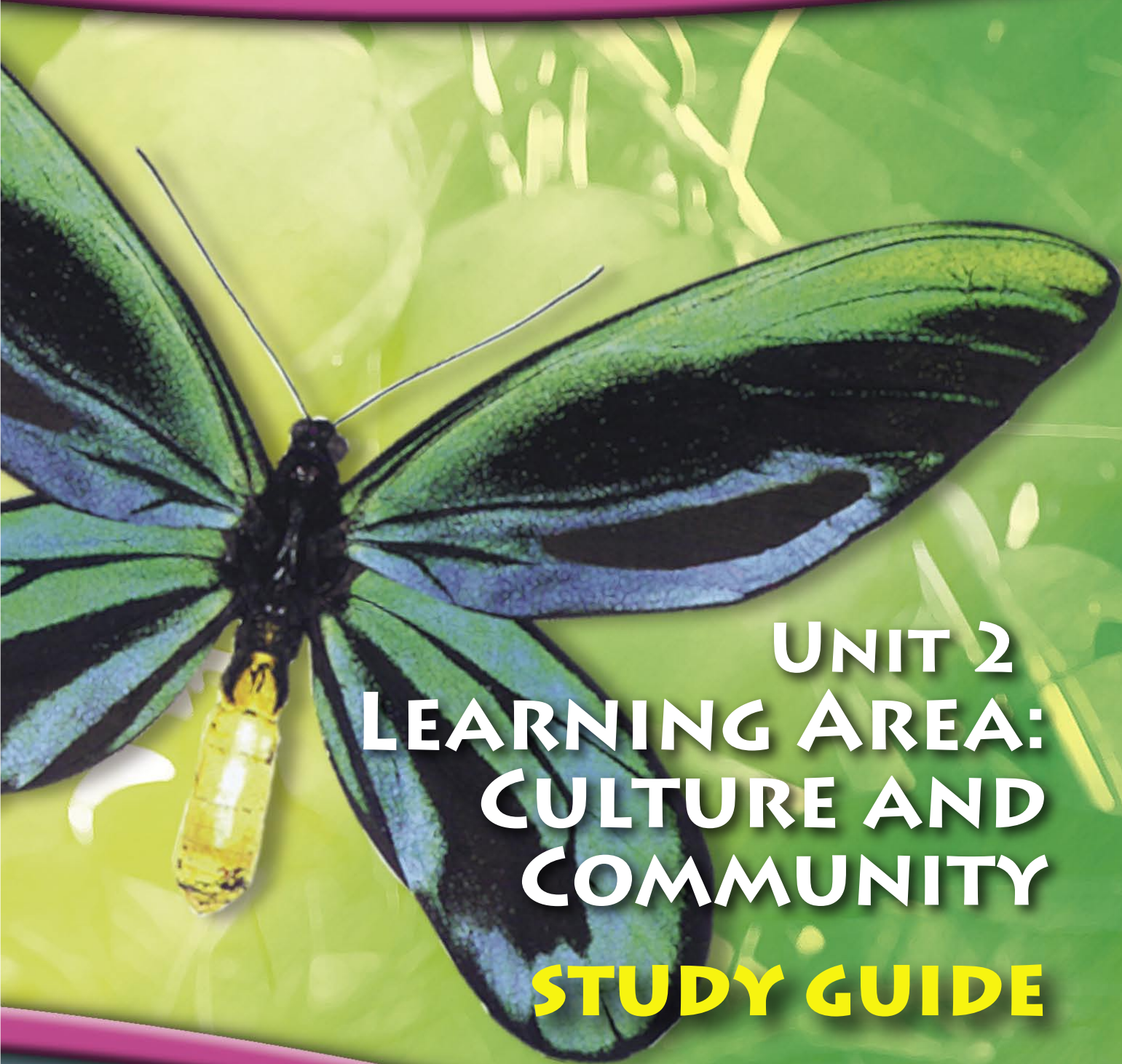


**INSERVICE UNITS TO SUPPORT THE IMPLEMENTATION OF THE
PRIMARY REFORM CURRICULUM**



**UNIT 2
LEARNING AREA:
CULTURE AND
COMMUNITY
STUDY GUIDE**



Department of Education

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Australian Government

AusAID

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

**Unit 2:
Learning Area: Culture
and Community**

Study Guide



Department of Education



Australian Government
AusAID

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**For further information about the units contact the
Teacher Education and Staff Development Division.**

Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 2: Learning Area: Culture and Community

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Secretary's message

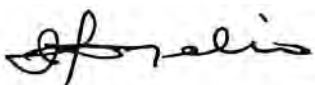
The Papua New Guinea Department of Education *In-service Management Plan 2001-2005* sets out the policies and practices for in-service to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality in-service for 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 co-ordinator, the district education co-ordinator, 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.

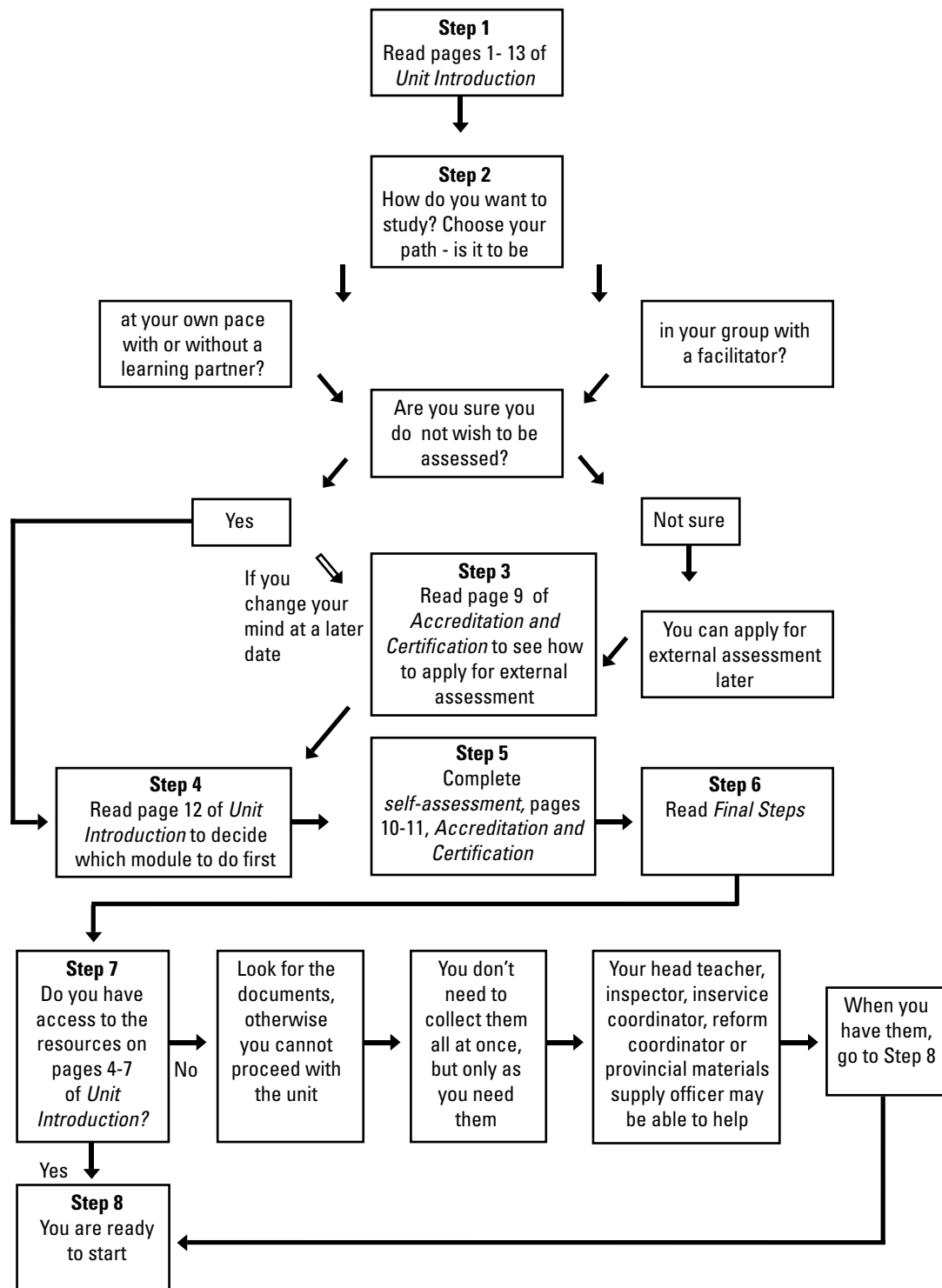
It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The self-assessment on page 13 of the *Accreditation and Certification* section can be used for this purpose.

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.

Study Pathway Planner for Self-improvement

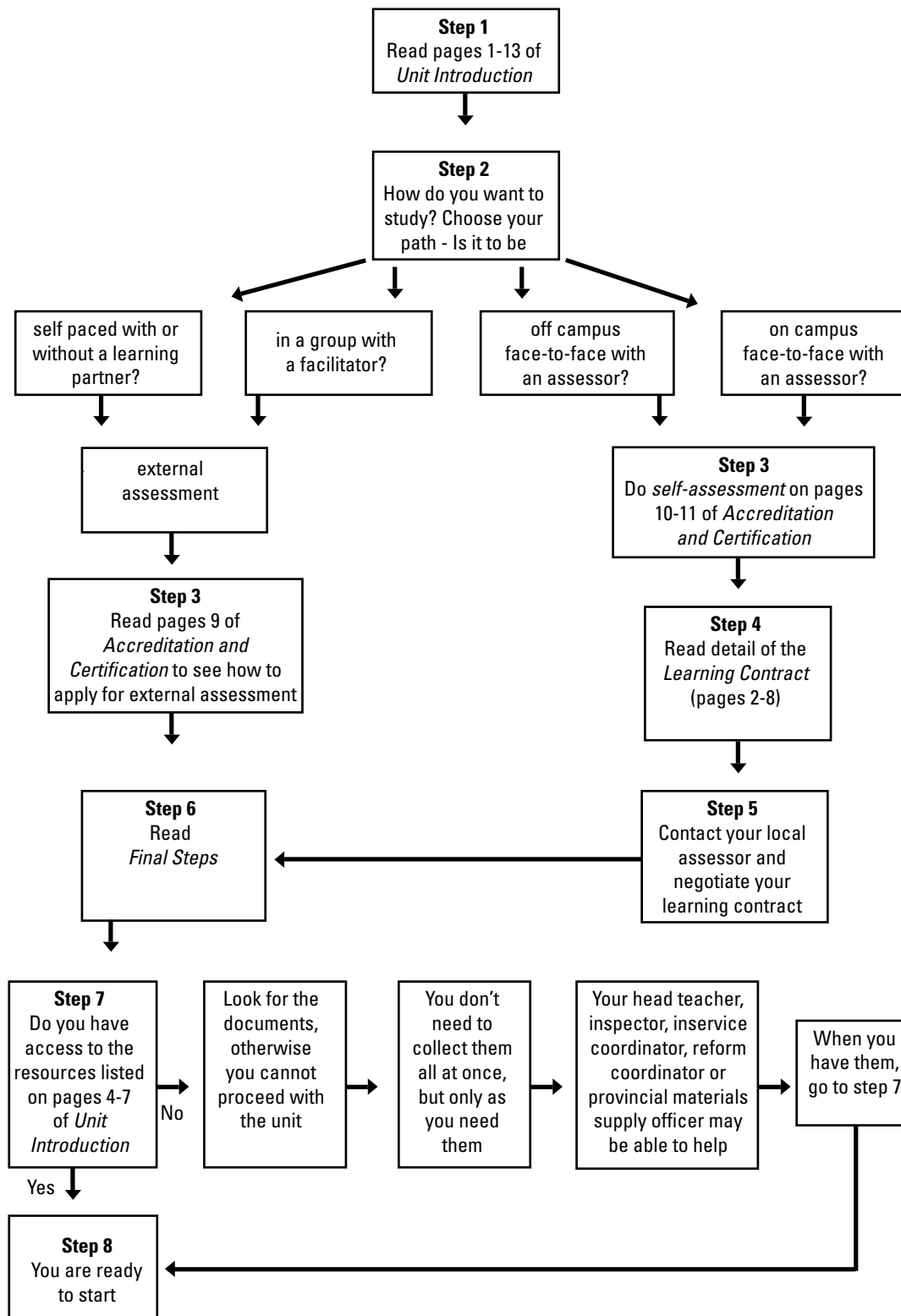


Option 3. Improve your qualifications

You may complete this unit to gain potential credit points to upgrade your qualifications through the DEP(I) or other programs offered by PNGETI 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...



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 

 <p>Learn (Lainim)</p> <ul style="list-style-type: none"> • Find out more about • Use information to create knowledge 	 <p>Do (Wokim)</p> <ul style="list-style-type: none"> • Do tasks • Practise skills • Apply new knowledge
 <p>Share (Tok tok wantaim)</p> <ul style="list-style-type: none"> • Talk to others about what you are learning • Discuss findings with a colleague, learning partner or group or and individual acting as a critical friend. <p>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.</p>	 <p>Reflect (Tingim bek)</p> <ul style="list-style-type: none"> • Think critically about what you have learnt, done and shared • Think about changes to your practice • Think about changes to your beliefs and attitudes <p>Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be:</p> <ul style="list-style-type: none"> - what does this mean for my practice in my current position? - what are the implications for the group? - what are the implications for the school or my classroom?

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.

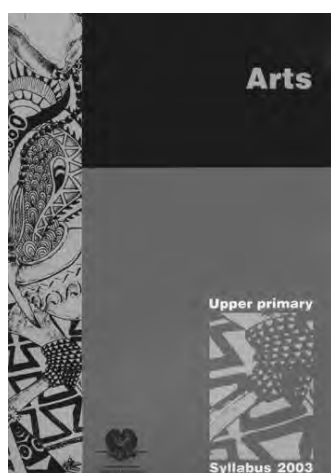
At the beginning of each module, the resource books you will need for that module are identified.



1. *National Curriculum Statement*, Department of Education, 2002, Papua New Guinea



2. *National Assessment and Reporting Policy*, 2003, Department of Education, Papua New Guinea



3. *Arts, Upper Primary Syllabus*, 2003, Department of Education, Papua New Guinea



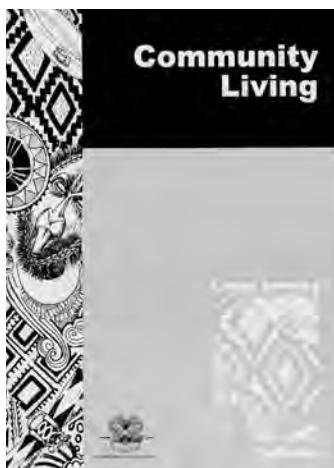
4. *Arts Teacher Guide, Upper Primary*, 2003, Department of Education, Papua New Guinea



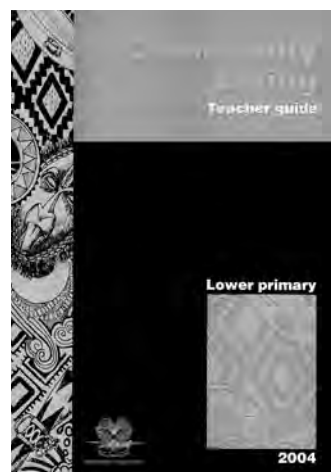
5. *Arts, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



6. *Arts Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



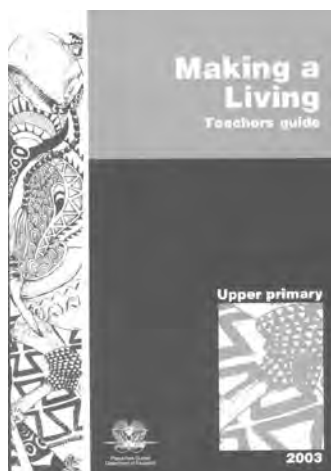
7. *Community Living, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



8. *Community Living Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



9. *Making a Living, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



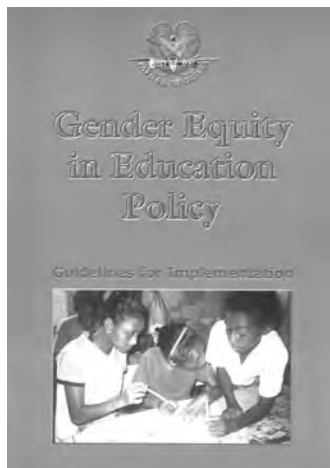
10. *Making a Living Teacher Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



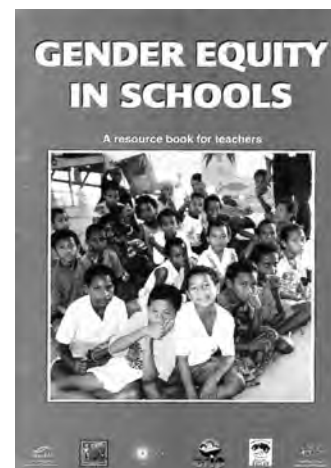
11. *Social Science, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



13. *Social Science Teacher Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



14. *Gender Equity in Education Policy, 2003*, Department of Education, Papua New Guinea.



15. *Gender Equity in School: A resource book for teachers, 2003*, Department of Education, Papua New Guinea

Upper Primary Learning Outcomes for Grades 6, 7 and 8

Department of Education 2013

Learning Area	Subject	Broad	Grade 6	Grade 7	Grade 8
Languages	English	Reading & Writing	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text
		Speaking & Listening	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text
		Thinking & Problem Solving	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text
		Language & Literature	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text
Mathematics	Mathematics	Number & Algebra	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text
		Geometry & Measurement	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text
		Statistics & Probability	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text
		Mathematical Communication	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text
Science	Science	Physical Science	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text
		Life Sciences	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text
		Earth & Environmental Science	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text
		Science Communication	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text
Personal Development	Personal Development	Health & Well-being	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text
		Citizenship & Social Responsibility	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text
		Career Development	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text
		Personal Development Communication	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text
Arts	Arts	Visual Arts	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text	1.1 Understand the purpose of a text 1.2 Identify the main purpose of a text 1.3 Identify the main message of a text 1.4 Identify the main message of a text 1.5 Identify the main message of a text
		Music	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text	2.1 Understand the purpose of a text 2.2 Identify the main purpose of a text 2.3 Identify the main message of a text 2.4 Identify the main message of a text 2.5 Identify the main message of a text
		Dance	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text	3.1 Understand the purpose of a text 3.2 Identify the main purpose of a text 3.3 Identify the main message of a text 3.4 Identify the main message of a text 3.5 Identify the main message of a text
		Creative Arts Communication	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text	4.1 Understand the purpose of a text 4.2 Identify the main purpose of a text 4.3 Identify the main message of a text 4.4 Identify the main message of a text 4.5 Identify the main message of a text

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

[illegible]

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.

This unit focuses on the primary curriculum learning area of **Culture and Community** and involves a close study of the following syllabuses and teacher guides.

Arts, Lower Primary Syllabus 2004

Arts, Upper Primary Syllabus 2003

Community Living, Lower Primary Syllabus 2004

Social Science, Upper Primary Syllabus 2003

Making a Living, Upper Primary Syllabus 2003

Arts, Teacher Guide Lower Primary 2005

Arts, Teacher Guide Upper Primary 2003

Community Living, Teacher Guide Lower Primary 2005

Social Science, Teacher Guide Upper Primary 2003

Making a Living, Teacher Guide Upper Primary 2003

Through these documents and others DoE makes clear that it is shifting its curriculum focus from objectives to outcomes.

This unit helps you understand outcomes-based education (OBE) as both an educational philosophy and a system for managing student-centred planning, programming, teaching, learning, assessing and reporting student learning. The unit takes you through the culture and community syllabuses and teacher guides and shows you how OBE is applied in your teaching practice. In OBE the outcomes are the same for all students. However, there is flexibility in the way they learn and demonstrate the outcomes. This approach caters for differences among students.

Culture and Community Learning Area

National Curriculum Statement, (2002) states

“This learning area includes subjects deeply associated with the many cultures, community life, traditions and cultural practices of Papua New Guinea. This learning area makes a vital contribution to Integral Human Development, covering many aspects of cultural, social physical, aesthetic, sensual, emotional and intellectual development. This learning area includes subjects with a technological bias such as Making a Living, Agriculture, Home Economics, Design and Technology and subjects with a sociological bias such as Social Science, Arts, Economics and Business Studies. Some subjects at Elementary and Lower primary have both technological and sociological aspects such as Community Living. In Upper primary, these subjects become more distinct in preparation for more specialization in Lower Secondary. In many ways, this learning area reflects and will support the development of Papua New Guinea’s unique national identity and the important place its many cultures and communities have in daily life and nation building. A study of the subjects in this learning area will enable students to appreciate and understand Papua New Guinea’s values, cultures and traditions and provide students with many practical skills.

The technological subjects in this learning area will assist students to appreciate Papua New Guinea’s past as well as prepare them for a productive future. Subjects such as Community Living, Making a Living, Agriculture and, Design and Technology equip students with practical knowledge, skills and attitudes that will enable them to contribute meaningfully to their local communities and societies. Beginning at the Elementary level of schooling, students will gradually develop technological knowledge, skills and attitudes as they progress through Primary and Secondary schooling. Students will be encouraged to use their intellectual (head), emotional (heart) and physical (hands) attributes to become active and informed citizens capable of achieving a sustainable way of life.

The technological component of Culture and Community encourages self-reliance through teaching students to think critically and become problem solvers. It will enable them to tackle real –life problems by designing and developing solutions to these problems. Students will be encouraged to work creatively to produce their own products to meet human needs, by generating and maintaining an income as well as participating in community development. Students will learn how to contribute to the social and economic well being of the school, community and the nation.

Subjects associated with the sociological aspects of Culture and Community draw upon many branches of learning including history, geography, economics, politics, sociology, anthropology, law and a wide range of studies, including environmental and consumer education and the Arts.

The sociological and the technical subjects complement each other. They provide an opportunity for students to gain an informed sense of their national and regional identities. They enable students to develop skills and knowledge in active learning environments and in relevant contexts. For instance, experiences in the Arts assist the development of language and social skills, as well as knowledge and skills, in other areas such as technology, organization and management.” (pages 33-34)

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.

Learning area	Elementary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary
Culture and Community	Culture and community includes aspects of the following: Arts Community Living Environment Health Physical Education Design and Technology	Arts Community Living	Arts Social Science Making a Living	Arts Social Science Business Studies Applied Soc Science Agriculture Design & Technology (including modules such as home economics, practical skills, computing, rural technology, tourism, hospitality) or each developed as full courses	Arts Music Drama Applied Soc Science Economics Political/Civics Geography History Business Studies Urban Technology Applied Technology Information Technology Rural Technology Computing

Table: Subjects included in the Culture and Community Learning Area
National Curriculum Statement, pages 33-34

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 (is able to):

1. explain to others the structure and contents of the syllabuses and teacher guides in the Culture and Community learning area
2. describe and discuss ways progress from grade 3 to grade 8 is described in the Culture and Community syllabuses
3. make links between the five subjects in the Culture and Community learning area
4. make links between the syllabuses and teacher guides and the *National Curriculum Statement (2002)* and the *National Assessment and Reporting Policy, 2003*
5. link the teacher guides with the syllabuses as a tool in your planning and programming
6. use the content of the syllabuses and teacher guides to construct units of work based on learning outcomes
7. assist others to understand and use these primary syllabuses and teacher guides.

The Modules

In order to help you achieve the unit learning outcomes, *Unit 2: Learning Area: Culture and Community* is developed through four modules.

The modules are linked. This means that you should do them in the order in which they are being presented.

Module 1: Introducing the Culture and Community primary syllabuses and teacher guides

In this module you are introduced to the structure of the five Culture and Community syllabuses and teacher guides, focusing on the Secretary's message and the introductory material.

Module 2: Content overview, outcomes, indicators and elaborations

The major focus of this module is how the syllabus content is organized into strands with learning outcomes. It shows how to take the learning outcome and expand on them with indicators and elaborations. You consolidate your understanding by linking and comparing aspects of the syllabuses and teacher guides.

Module 3: Teaching and learning, assessing and reporting

In this module you are introduced to a range of general and subject-specific teaching and learning strategies. You are also introduced to new strategies for assessing and reporting student achievement. You consolidate your understanding by linking and comparing aspects of the syllabuses and teacher guides.

Module 4: Bringing it all together – units of work

In this module you explore the links between the five syllabuses that will assist you with your planning, especially for integrated learning. You also explore how to use information from the syllabuses and teacher guides about outcomes, indicators and elaborations to design units of work.

(*Unit 5: Outcomes-based planning and programming* in this set of in-service units deals with planning and programming, including units of work in greater detail).

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.

NSW Department of Education and Training, 1999. *Quality Teaching Learning Materials (QTML)*.

Department of Education, March 2002. *The State of Education in Papua New Guinea*,

Killen, R (2002). *Outcomes-Based Education: Principles and Possibilities*. Interpretations, 35 (1), 1-18.

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*

Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 2: Learning Area: Culture and Community

Module 1: Introducing the Culture and Community primary syllabuses and teacher guides

Contents	Page
Module introduction	2
Module learning outcomes	3
Section 1: Introducing the Culture and Community primary syllabuses	4
Section 2: Introducing the Culture and Community primary teacher guides	14
Module Summary <i>(and additional space for your notes)</i>	19

Name: File N°:.....

Date commenced: Date completed:.....

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

.....(insert name)

Assessor: Date:

Module 1: Introducing the Culture and Community primary syllabuses and teacher guides

Module Introduction

Welcome to *Module 1: Introducing the Culture and Community primary syllabuses and teacher guides*

This module focuses on the five culture and community primary syllabuses and teacher guides.

Arts, Lower Primary Syllabus, 2004

Arts, Upper Primary Syllabus, 2003

Social Science, Upper Primary Syllabus, 2003

Community Living, Lower Primary Syllabus, 2004

Making a Living, Upper Primary Syllabus, 2003

Arts Teacher Guide, Lower Primary, 2004

Arts Teacher Guide, Upper Primary Guide, 2003

Social Science Teacher Guide, Upper Primary, 2003

Community Living Teacher Guide, Lower Primary, 2005

Making a Living Teacher Guide, Upper Primary, 2003

In this module we look at each of the documents in detail to understand their general structure and content and the ways student learning is described. We consider ways the knowledge, skills, attitudes and values that support the aims of the primary curriculum described in the *National Curriculum Statement* (2002) are made clear in each syllabus. This will help you link the reform agenda and the curriculum.

To do this module you will need access to all the documents listed above. These are shown on pages 4-7 of the *Unit Introduction*. All activities in this module are based on these documents.

If you are seeking academic credit, make sure you do the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you do 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* found towards the end of this study guide.

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 introductory parts of the lower and upper primary Culture and Community syllabuses
2. describe the structure and contents of the introductory parts of the lower and upper primary Culture and Community teacher guides
3. explain why these subjects are included in the primary curriculum
4. describe the curriculum principles underlying the Culture and Community syllabuses
5. identify the focus areas in each syllabus and their links with each other.

Section 1: Introducing the Culture and Community primary syllabuses

To complete this section you will need a copy of the syllabuses listed below. The best way to approach the activities in this section is to have several syllabuses open in front of you at the same section so you can quickly scan for similarities and differences.

Arts, Lower Primary Syllabus, 2004

Arts, Upper Primary Syllabus, 2003

Social Science, Upper Primary Syllabus, 2003

Community Living, Lower Primary Syllabus, 2004

Making a Living, Upper Primary Syllabus, 2003

In this section you examine and compare the introductory material in the five Culture and Community syllabuses. The introductory material includes the *Secretary's message*, *Introduction*, *Rationale*, *Curriculum principles*, and the *Aims of the syllabus*.



Scan the contents page of the *Social Science, Upper Primary Syllabus* and *Community Living, Lower Primary Syllabus*. You will see they have the same headings. Open both syllabuses at the *Secretary's message* and quickly scan each paragraph. You will notice that the first three paragraphs are very similar and the rest are different.



Use dot points to summarise the common features of the Secretary's message.

Hint: You should have three dot points.

- How do these primary syllabuses help implement the policy of Integral Human Development in education?

Now open the *Making a Living, Upper Primary Syllabus*.

The *Secretary's message* on page iv includes a reminder that this is a new syllabus incorporating the subjects of Commerce, Agriculture and Technology.



Read the *Secretary's message* on page iv and prepare a simple justification for the inclusion of this syllabus in the total range of syllabuses for use in the upper primary grades.

Hint: The Matane Report was important to the development of this syllabus.

To help you to appreciate further the implications of this message you need to examine the contents of the Culture and Community syllabuses in depth.



The *Introduction* is found on page 1 of the *Social Science, Upper Primary Syllabus*, and *Community Living, Lower Primary Syllabus*.



Read page 1 of the two syllabuses and list any ideas, concepts or 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 second paragraph of the introduction brings to you the characteristics, purposes and functions of the learning outcomes.

Firstly, the learning outcomes are student-centred, not teacher or activity-centred. Students are the direct beneficiaries of school-based learning. This applies to all levels of schooling – elementary, lower primary, upper primary and secondary.

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 (verb) such as describe, list, explain, evaluate, etc. Such words make clear to students and teachers what is to be achieved. Students demonstrate the achievement of the outcomes; teachers facilitate learning that enables students to do so.

Thirdly, the outcomes are written to show a progression from one grade to the next. You notice two kinds of changes as you begin to compare the outcomes for grades 3 to 8. These will be explored further in this module.

The third paragraph explains the concept of indicators. Indicators are some examples of the kinds of things students are able to do, know and understand when they are achieving an outcome. In other words, indicators help you to understand the range of ways 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. You, in the course of time, 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.

The fourth paragraph elaborates on ways learning outcomes and indicators together can assist you in your work situation.



Think about what you have just read and answer these questions.

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

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



With reference to the statements in *Introduction, (Arts, Upper Primary Syllabus)* explain what you understand by the following phrases.

1. The course is balanced
2. The course is sequenced
3. The course is cumulative
4. The course is written for generalist teachers

Hint: If you are not sure, re-read the Introduction.



Read pages 1-2 of the *Community Living, Lower Primary Syllabus*.

- What assumptions are made about language and mode of instruction?



Examine the key links table on page 2 of the *Community Living, Lower Primary Syllabus* and the key links table on page 1 of the *Arts, Lower Primary Syllabus*.

- The tables contain some errors. Use the template below and fill in the gaps to produce one correct table.
- Add a row for time allocations for each lower and upper primary subject.

		Lower Primary	Upper Primary
Learning area	Culture & Community		Culture & Community
Subject	Culture & Community	Community Living	Social Science Making a Living
Strands	Me and My Community	Community Trading Culture	
Time allocation			

Hint: Look at the table headings and the subjects listed for Culture and Community.

- What lower primary Arts strand is not included in upper primary Arts?
- What do you find in its place in upper primary Arts?



Pages 2 and 3 of the Community Living, Social Science and Making a Living syllabuses contain the *Rationale*. A rationale provides the underlying reasons for the inclusion of subjects in the primary curriculum. Read this section carefully.



Imagine you are writing a short article about these three Culture and Community syllabuses for the school newsletter. The newsletter is for students and their parents.

- Draw from ideas in the *Rationale* on pages 2 and 3 of the three syllabuses and prepare the short article.

Hint: Describe how each subject will help students contribute to their community and participate in their cultures. The article would be different if the audience was, instead, other teaching colleagues. So be careful in selecting what's important for the audience to know and how best to present the information for a school newsletter.



The next section in each syllabus refers to the *Curriculum Principles*. Read pages 4-9 of the *Community Living, Lower Primary Syllabus* with a colleague. You will notice that the curriculum principles are set out under a number of headings.



Think about and reflect upon the following curriculum principles in all the Culture and Community syllabuses.

- Record the key ideas or emphases in the following table.

Bilingual education	
Sustainability	
Relevance	
Multi-grade teaching	
Integration	
Catering for diversity	
Bridging to English	
Student-centred learning	



Ask another colleague who has not had the opportunity of looking at these syllabuses to define the following terms or expressions. Make a note of their responses.

- Sustainability
- Integration
- Multi-grade teaching
- Bridging to English
- Catering for diversity

- Use any differences in the explanations as points of discussion and clarification.

The next section in each syllabus refers to *Teaching and Learning*.



Read page 5 of the *Making a Living, Upper Primary Syllabus* and write down some ideas that come to mind that are particularly relevant to education of girls and those students with special education needs.

Write two ideas for each of these groups.

Girls:

1.

2.

Students with special education needs:

1.

2.

The next section of the syllabuses is the *Aims* page. The format is the same in each syllabus. This consistency of format should make the task of understanding and implementing the syllabuses easy.



On page 8 *Arts, Upper Primary Syllabus* and page 11 *Arts, Lower Primary Syllabus* are the *aims* of the syllabuses. Note that each statement begins with an action word (verb) after the words ‘students’.



Make a list of the actions words from the *aims* of these two syllabuses.

- Reflect on the similarities and differences in the *aims* of the two syllabuses and make a comparative statement about the nature of the *aims* of the two syllabuses.

Hint: In responding here, state whether the aims are similar or different and ways they are similar or different.



Page 8 of the *Arts, Lower Primary Syllabus* contains the list of *aims* and pages 9-10 give the *Content overview*.

Clearly there is a link between the aims and the content. The content and the learning outcomes support the achievement of the syllabus *aims*. The achievement of the syllabus *aims* support the achievement of the *Aims of Primary Curriculum* on page 14 of the *National Curriculum Statement* (2002).

The aims of primary curriculum are intended to be achieved through all subjects, grades 3-8.



The aims of primary curriculum (page 14 of the *National Curriculum Statement, 2002*) and the *aims* of Community Living are copied below. Read them carefully.

- Draw one or more arrows or lines to show connections between them. There may be more than one link between some of the aims.

While you are doing this activity be aware that the aims of primary curriculum identify the overall intentions and directions of the curriculum for the primary years and are intended to be achieved through all subjects, grades 3-8.

Aims of primary curriculum are to:	Aims of Community Living Students:....
help students develop basic knowledge, skills and attitudes that they need for effective communication, resource development, social development, and spiritual development	become active and informed citizens who contribute in a positive way to their community
provide students with knowledge, skills and attitudes that will enable them to continue to learn after Grade 8	develop positive attitudes of pride, respect, acceptance, responsibility, honesty, caring, sharing and stewardship
encourage students to regard learning as a lifelong education process	develop skills that promote good relationships in their lives
maintain communication in vernaculars for students	develop skills of problem-solving, critical thinking, initiative and curiosity
assist students transfer their study skills and knowledge learned in vernaculars to English	develop an appreciation of their own and other cultures
help students to communicate effectively in both written and oral English in all subjects, and to participate in a wider national and international community in English	develop an understanding of the importance of cultural and environmental sustainability
help students express greater appreciation of their own cultures and languages by acquiring a set of basic life skills and practical applications that they can use in their daily lives no matter where they live	develop an understanding of the importance of technology in improving community life
encourage students to develop confidence and self-esteem so that they will improve their standard of living and their families	develop the skills of gathering and analyzing information and acting on the new information
assist students to develop and demonstrate the ability to participate better in community affairs	develop an understanding of the importance of goods and services in their everyday living

enable students to be responsible citizens who are able to gain the necessary qualities and skills, in order to live happily and productively in the communities in which they choose to live and serve	
help students to acquire greater skills and content in all subjects	
enable students to understand and explain basic concepts about the world in which they live	
ensure students become mathematically and scientifically literate in both the physical and social sciences in ways that are relevant to daily life	
encourage teachers to use local resources that deal with important local and national issues	
encourage teachers to be creative and improvise with materials that are around them	

Hint: There are no right or wrong answers here. This exercise is to help you see how the aims of a subject link up with the aims of primary curriculum identified in the National Curriculum Statement (2002).

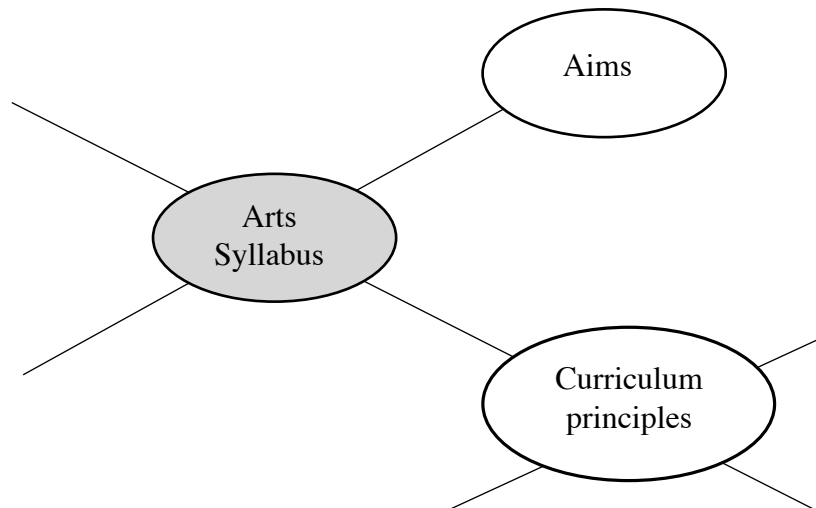


Reflect on the structure of the primary Culture and Community syllabuses and the kind of advice contained in them.

- Does the new structure, information and advice appeal to you?
- What are the implications of the advice for your practice?
- List five things you can do by yourself or with a colleague to understand the syllabuses better.



Summarise your general learning about the primary syllabuses by focussing on *one syllabus* using the following structure or one of your own.



The syllabuses also contain sections on Content Overview, Learning Outcomes, Outcomes and Indicators, and Assessment and Reporting. These sections will be covered in detail in the remaining modules of this unit.

Section 2: Introducing the Culture and Community primary teacher guides

To complete this section you will need a copy of the teacher guides listed below. The best way to approach the activities in this section is to have several teachers guides open in front of you at the same section so you can quickly scan for similarities and differences.

Arts Teacher Guide, Lower Primary, 2004

Arts Teacher Guide, Upper Primary, 2003

Social Science Teacher Guide, Upper Primary, 2003

Community Living Teacher Guide, Lower Primary, 2004

Making a Living Teacher Guide, Upper Primary, 2003



Open all the guides and browse through them, noting similarities and differences.

All the guides contain the secretary's message and an introduction.

- Read the last two paragraphs of the *Secretary's message* in the *Community Living Teacher Guide*.



Summarise the recommendations in these two paragraphs into 4-6 dot points. One example is provided.

Teachers should:

- read the guide carefully
-
-
-
-



Read the *Introduction* in the *Community Living Teacher Guide* pages 1-3 and *Social Science Teachers Guide* pages 1-2. The first part of the *Introduction* explains the purpose of the guides. What information would you highlight if you had to explain the purpose of the guides to a colleague who hasn't seen them before?



There are seven or eight dot points listed under the heading ‘Using this teacher guide’. Rewrite these as a step-by-step guide on a chart to put up in your staffroom or office.

- List the other topics that are covered in the *Introduction* and write a brief note about each one. An example is provided here.

Topic	Notes
Bilingual education	using two languages for instruction

- Read the section 'Links to other subjects' on page 3 of the *Arts Teacher Guide, Upper Primary* carefully.
- Explain to a colleague how the Arts can contribute to learning in other subjects and how the content of other subjects can be used for Arts topics. Tell your colleague about at least two occasions from your past practice when you integrated Arts learning with other subjects. Write down some points you intend to share with the colleague.



Most of the primary teacher guides contain a section that outlines the *focus* for each grade. Find this section in all Culture and Community teacher guides.



Now complete the following table by filling in the focus area for each grade. An example has been done for you.

Grade	Arts (lower)	Arts (upper)	MAL (upper)	CL (lower)	Soc Sc (upper)
3				Neighbouring communities	
4					
5					
6		Traditional art, dance etc			
7					
8					

- Study your table and highlight any focus areas that overlap in the subjects. These overlaps will help you with integrated planning.

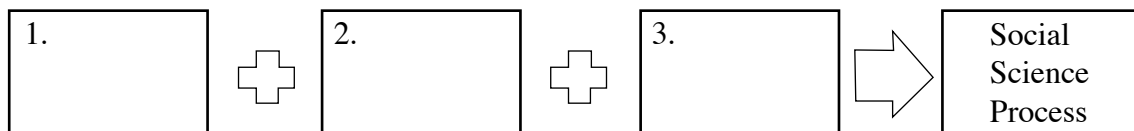


Read the following pages that describe the processes, skills or techniques associated with each subject: MAL page 5, Community Living page 4 and pages 10-11, UP Arts pages 4-5, LP Arts page 5, and Social Science pages 4-5. These pages are part of the 'key features' section of the teacher guides.



Focus firstly on page 4 of the Social Science Teacher Guide where you will find a reference to the 'Social Science Process'.

- Think about what this process is and show it in the following form.



- Now read the other page references and make a list of the processes, skills or techniques for each subject.
 - Highlight any processes and skills that are common across the subjects.

These common processes and skills are useful for linking the subjects for integrated units of work. One of the common processes or skills you should have identified is *investigating*.



Provide an example of an integrated student activity based on the skill of *investigating*.

- What could upper primary students *investigate* that would link two or three subjects?

- What would lower primary students investigate that would link two or more subjects?

You have now completed Module 1.



Assess your learning by reflecting on the following:

Do you understand:

- the structure of the syllabuses and teacher guides?
- why curriculum principles are identified in each syllabus?
- how to use the teacher guides?
- the links between the teacher guides and the syllabuses?
- which sections of the syllabuses and teacher guide are most useful for integrated planning?

Module Summary

Congratulations! You have come to the end of this module! In doing so you have worked your way through the five Culture and Community syllabuses and teacher guides and done the 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 situation.

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

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

Can you:	Yes/No/ Not sure
1. describe the structure and contents of the introductory parts of the lower and upper primary Culture and Community syllabuses?	
2. describe the structure and contents of the introductory parts of the lower and upper primary Culture and Community teacher guides?	
3. explain why these subjects are included in the primary curriculum?	
4. describe the curriculum principles underlying the Culture and Community syllabuses?	
5. identify the focus areas in each syllabus and their links with each other?	

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' 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.

Remember these *module outcomes* help you achieve the outcomes of the unit. 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 accreditation, 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

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 2:
Learning Area: Culture
and Community

Module 2: Content Overview,
learning outcomes, indictors
and elaborations

Contents	Page
Module introduction	2
Module learning outcomes	3
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Section 2: Learning outcomes and indicators	8
Section 3: Elaborations of learning outcomes	18
Module Summary <i>(and additional space for your notes)</i>	21

Name: File N°:.....

Date commenced: Date completed:.....

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

.....(insert name)

Assessor: Date:

Module 2: Content overview, learning outcomes, indicators and elaborations

Module Introduction

Welcome to *Module 2: Content overview, learning outcomes, indicators and elaborations*.

This module focuses on the five Culture and Community syllabuses and teacher guides.

Arts, Lower Primary Syllabus, 2004
Arts, Upper Primary Syllabus, 2003
Social Science, Upper Primary Syllabus, 2003
Community Living, Lower Primary Syllabus, 2004
Making a Living, Upper Primary Syllabus, 2003
Primary Learning Outcomes for Grades 3, 4 and 5, 2004
Arts Teacher Guide, Lower Primary, 2004
Arts Teacher Guide, Upper Primary, 2003
Social Science Teacher Guide, Upper Primary, 2003
Community Living Teacher Guide, Lower Primary, 2004
Making a Living Teacher Guide, Upper Primary, 2003
Primary Learning Outcomes for Grades 6, 7 and 8, 2003

We look at each of the documents in detail to understand the way the subject content is organised in strands with learning outcomes. We examine how the learning outcomes are expanded by looking at indicators in the syllabuses and elaborations in the teacher guides.

To do this module you will need access to all the documents listed above. These are shown on pages 4-7 of the *Unit Introduction*. All activities in this module are based on these documents.

If you are seeking academic credit, make sure you do the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you do 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*, found towards the end of this study guide.

Module learning outcomes

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

1. describe the way content is organised into strands and sub-strands in each syllabus
2. explain the numbering system used to list outcomes
3. describe the relationship between strands, sub-strands, learning outcomes, indicators and elaborations
4. identify ways progress from grade 3 to grade 8 is indicated in these sections of the syllabuses and teacher guides
5. demonstrate how the syllabuses and teacher guides can be used together for planning and programming
6. discuss the functions of indicators and elaborations
7. identify ways the lower and upper primary outcomes charts can be put to good use in your work.

Section 1: Content overview

To complete this section you will need copies of all the Culture and Community syllabuses.

The best way to approach the activities in this section is to have all the documents open in front of you at the same section so you can quickly scan for similarities and differences.

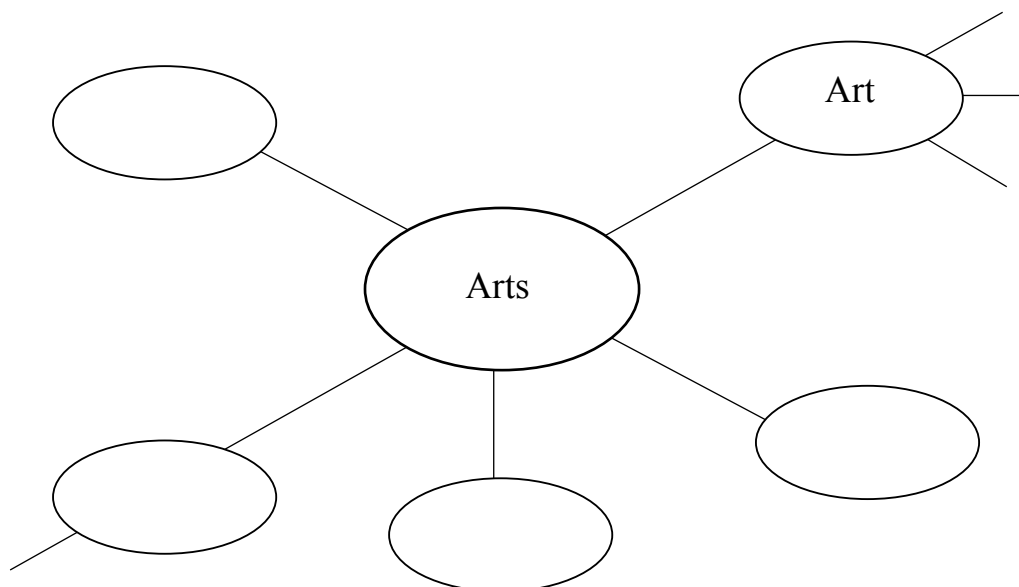


The Content Overview, *Arts, Lower Primary Syllabus* appears on pages 12-15. Read pages 12-15. The content is organized into strands and sub-strands. The strands are Art, Craft, Drama, Dance and Music. Each strand is further divided into sub-strands.

- Read page 12-15.



Draw a mind map of the structure of strands and sub-strands.



- Make a statement about the sub-strands for each strand.
- How many of the strands have to be taught to achieve the aims of this subject?
- Complete the following table by selecting an example for each sub-strand (pages 12-14). One example from three sub-strands has been done for you.

Strands	Sub-strands		
	Skills	Creativity	Responding
Art	Applying paint, pencil and charcoal etc.		
Craft		Exploring patterns, forms, textures	
Dance			
Drama			
Music			Describing and giving opinions about music



Think about the strand of Music.

- Describe how each syllabus *aim* (page 11) can be met through the Music strand by writing a response in the following table.

Aims	Music Strand
Students express ideas through Arts works.	
Students exhibit a wide range of skills in the Arts.	
Students understand that the Arts are an important part of culture and society.	
Students appreciate the Arts of Papua New Guinea and other cultures.	
Students demonstrate a foundation for future training, employment and study in the Arts.	



Now look at the *Content Overview, Arts, Upper Primary Syllabus* which appears on pages 9-10.



List the strands for Arts in the upper primary. Compare your list with the lower primary strands (pages 12-13).

- Is there any evidence of continuity from lower to upper primary? Do you notice any differences between both sets of strands?
- Write down your conclusions about the connections you see.



The *content overview* on pages 11-13 of *Community Living, Lower Primary Syllabus* once again shows that the content is organised into strands and sub-strands.

The three strands for community living are:

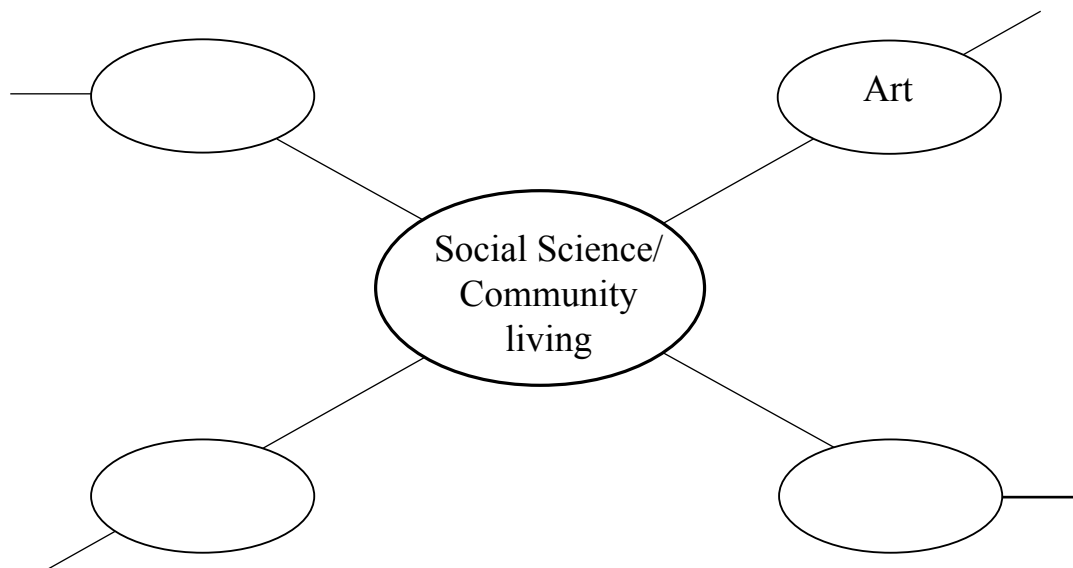
- community
- trading
- culture.



Identify the sub-strands for the 'Community' strand.

.....

- Now read the content overview on pages 7 and 8 of the *Upper Primary Social Science, Syllabus*. Draw a mind map that shows diagrammatically the links between the strands and sub-strands in Social Science and Community Living.



Hint: The tables on page 8 of the Social Science syllabus and page 12 of the Community Living syllabus should be of assistance. How many sub-strands are there for each strand?



Share this with a colleague explaining how the content is organized.

- Add an explanation of how the focus of the syllabus develops from grades 3 through to 8. Take notes on important points raised by the colleague.

Section 2: Learning outcomes and indicators

To complete this section you will need copies of all the Culture and Community syllabuses. The best way to approach the activities in this section is to have all the documents open in front of you at the same section so you can quickly scan for similarities and differences.

Part 2.1: Learning outcomes



Turn to page 16 of the *Arts, Lower Primary Syllabus* which lists the *Learning Outcomes* by strands and grades. You'll notice that there are three outcomes for each strand for each grade. Notice that they are grouped in the strands of Art, Craft, Drama, Dance, Music. To help you understand the learning outcomes, imagine they have the words

- 'Students can....' or
- 'students are able to' or
- 'students'

in front of the statements. For example, read outcome 3.1.1 as 'Students can (or are able to) use traditional arts skills from the community' or as 'Students use traditional arts skills from the community'.

Look at the three outcomes for grade 3 for the strand Art, which are copied below:

- 3.1.1 Use traditional arts skills from the community
- 3.1.2 Create art using traditional skills
- 3.1.3 Identify and describe traditional art.

You will notice that a code of three digits (numbers) precede (that is, go before) each outcome. The code before the first outcome is 3.1.1. What does this mean? To answer this question, go to the small print at the top of page 16.



Read the small print at the top of page 16.

The small print explains the code (numbering system) being used in this syllabus. You will see the same convention in the other four syllabuses.

- Write down what is meant by the codes:

3.1.1

4.2.3

5.4.3



Pages 17-31 give further information for the teacher.

Page 17 is about the strand: Art. The sub-strand here is Skill in Art (see top of first column). Looking across the top of columns 2, 3 and 4, you will notice that for each grade there is an outcome for this sub-strand – 3.1.1, 4.1.1 and 5.1.1.

Further down the page, indicators are provided for each of the outcomes. *Indicators are some examples of the kind of things students do, know and understand if they are achieving an outcome.* They show ways the achievement of an outcome can be demonstrated and help you determine whether your students have achieved an outcome.

Pay attention to the details you see on pages 17-31. Part of page 17 is shown below.

Learning outcomes and indicators

Strand : Art

Sub-strand	Grade 3	Grade 4	Grade 5
Skills in Art	3.1.1 Use traditional art skills in the community	4.1.1 Demonstrate art skills from different communities	5.1.1 Produce art from different regions
<p>All indicators are listed as bullet points after each outcome. The list of indicators always begin with the following statement: 'Students will be achieving the above outcomes in vernacular and/or English, when they, for example.'</p>	<p>Indicators</p> <p>Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p>		
	Draw, sketch, print or paint symbols, patterns or totems from their own clan	Draw, sketch, paint, print or scratch surfaces using a variety of styles	Print patterns in a variety of styles

For Outcome 3.1.1, six indicators are provided to get you started. In time, you'll be able to add to these. For Outcome 4.1.1, seven indicators are provided and for Outcome 5.1.1, seven indicators are provided. Some indicators deal with only aspects of an outcome. So the demonstration of one or two of these indicators is not enough to indicate the achievement of an outcome. It is the demonstration of a range of them over a period of time that gives the teacher a sense of a student's achievement.

Indicators are examples only. There will be other ways to find out and judge whether a student has achieved the outcome.

The outcomes and indicators together provide direction for learning and standards for assessment in units of work and in individual lessons.

The *Arts, Upper Primary Syllabus* makes it clear that ‘the outcomes are written to show a progression from one grade to the next’. (page 1)

At this point let us explore the idea of progression.

Take outcomes 6.2.3, 7.2.3 and 8.2.3. (page 11 and page 17). These are copied below:

- 6.2.3 Describe traditional dance and drama
- 7.2.3 Compare dance and drama works
- 8.2.3 Evaluate professionally planned performances.

When we are looking for words that indicate progress, firstly, we look at the action words. Here they are *describe*, *compare* and *evaluate*. *Evaluate* is seen as a higher order process than *compare* and *compare* as a higher order process than *describe*, according to Bloom’s taxonomy or six thinking levels (for information about Bloom’s Taxonomy, refer to *Primary Inservice Unit 6: Learning and teaching for outcomes*).

However, these words by themselves are not enough to understand and identify progress.

Secondly, we look at the concepts of each outcome. The concept is the same – dance and drama.

Thirdly, we look at the context:

- What are students expected to be able to describe? *Traditional* dance and drama.
- What are students expected to compare? Dance and drama *works*
- What are they expected to evaluate? *Professionally planned performances*

Here you can see that evaluating professionally planned performances will be more complex than describing traditional dance and drama or comparing dance and drama works. Evaluating is a higher order skill than describing and comparing.

This way you can understand intended progress, facilitate student learning and identify it when students demonstrate aspects of it. This is particularly important if you teach in a multi-grade school.

Indicators also help you to understand progress.

Look at the action words, the concepts, the contexts and the indicators to understand and reflect on progress.



Look at outcomes 6.4.1, 6.4.2 and 6.4.3 on page 21. All of them begin with the action word ‘plan’. So identify the words that indicate progress.

- Look at outcomes 6.3.2, 7.3.2 and 8.3.2 on page 19. What are the indicators of progress here?



Pages 11-13 of the *Making a Living, Upper Primary Syllabus* present the *Learning Outcomes* in a format with which you are now familiar.

In addition to the content strands and sub-strands, there are five processes and skills used within this syllabus. Go back and study the diagram on page 9 which illustrates the relationship between the strands and the practical skills and processes of Making a Living.

- Read carefully pages 9-10 where these processes are described. You will need to understand these to do the next activity.



Read and think about Learning Outcome 7.2.2 on page 18 of the *Making a Living, Upper Primary Syllabus*.

- Plan some activities for the students to do in relation to this outcome that include, as appropriate, the processes and skills mentioned previously. For the purposes of this exercise limit the scope of the learning outcome to what can be done in the school.
1. An investigating activity
 2. A planning and designing activity

3. A producing activity
 4. An evaluating activity
 5. A marketing activity
- Alternatively, plan one activity based on Outcome 7.2.2 that requires students to investigate, plan and design, make or produce, and market and evaluate.

Hint: You may not be able to apply all of the processes and practical skills across the outcome. So decide which of the processes and skills are appropriate in this case and plan an activity for each or one activity to include all.



Present this to another teacher in your school as a way of explaining to them how this syllabus is to be considered.

- Write down some comments about how this went.

Your comments:

On pages 14-23 are the outcomes, once again presented in the three stands, but subdivided into the sub-stands with suggested indicators.



Using pages 14-23 as a model, prepare a presentation to your staff on this syllabus.

- Use the content of these pages of the *Making a Living, Upper Primary Syllabus* to illustrate the format.
- Alternatively, use the chart: *Upper Primary Learning Outcomes for grades 6, 7 and 8*, to prepare the presentation.
- Show the plan for your presentation here.



Some learning outcomes are simple and direct, but often they are quite complex, some with two or more verbs and contexts.

Take, for example, 7.1.3 (Making a Living). The components of this are:

Action word(s) or verbs	Concept	Context
explain	crop management and animal husbandry practices	
and demonstrate	crop management and animal husbandry practices	through a practical project

A learning outcome may include a number of such components that must all be considered in planning, programming, teaching and learning, and assessing before a student can be said to have achieved the outcome.



Read and analyse the following learning outcomes (from *Making a Living*) carefully to determine the complexity of the outcome.

This will help you plan your teaching activities and assessment methods. Draw up a table as above or another structure for your analyses.

- Learning outcome 6.1.3
- Learning outcome 7.3.2
- Learning outcome 8.2.1



On page 14 of the Community Living syllabus, the learning outcomes relevant to this syllabus are listed. Notice, consistent with all other primary syllabuses, the learning outcomes are grouped into strands, and the numbering system indicates how the learning outcomes are developed across the grades 3 to 5. It is important for teachers of grade 3 to know where a particular outcome is going and for grade 5 teachers to know what has been the developments leading up to where their students are now.



Write some activities that show this development across the grades.

An example is given for outcomes 3.1.4, 4.1.4 and 5.1.4

3.1.4	4.1.4	5.1.4
Students: identify and describe local landmarks	Students: identify significant features of the natural environment that have an impact on people	Students: describe the geographical features of the province
<p>Look at the area close to the school. Describe what you see</p> <p>Look at hills/mountains that can be seen from the school. Name them.</p>	<p>Discuss what happens when a river floods</p> <p>Describe what happens when there is no water for a long time</p>	<p>Draw a provincial map that includes main rivers, lakes, mountain ranges</p>

- Do this for outcomes 3.1.3, 4.1.3 and 5.1.3 and also for outcomes 3.2.1, 4.2.1 and 5.2.1.

3.1.3	4.1.3	5.1.3
Students: identify rules and how they affect the community	Students: evaluate community services and the roles and responsibilities related to them.	Students: describe democratic and traditional decision-making processes

3.2.1	4.2.1	5.2.1
Students: identify goods and services that satisfy needs and wants	Students: describe ways goods and services are exchanged in the community	Students: analyse the distribution of goods and services

Part 2.2: Indicators



Indicators have been prepared to assist teachers understand the learning outcomes and to identify some contexts in which the achievement of the outcomes may be demonstrated by students.

Remember, indicators provided in the syllabus:

- are examples only
- are not the only way to demonstrate achievement
- illustrate the depth and breadth (ie. the standard) of an outcome
- are for the purpose of making judgements about student achievement of outcomes.

Read page 12 of the *Social Science, Upper Primary Syllabus*. Make a note of what it says about 'indicators' in the left column.

As you read the pages 12-24 of the Social Science Syllabus, you will see several 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 range of possible things students can do to demonstrate the achievement of a learning outcome.



Turn to the 'People and Environment' sub-strand, on page 16.

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

1	2	3
4	5	6
7	8	9

- Comment on why it is important to have a variety and range of indicators.

Part 2.3: Summary



Meet with a colleague who is unfamiliar with outcomes-based education, and with reference to the 'learning outcomes' section of each syllabus, explain the concept and how the outcomes are organized.

In your explanation, you will need to mention the following:

- what an outcome is
- what an indicator is
- how outcomes are organised into strands and sub-strands
- how the development progression of outcomes can be viewed across the grades
- the numbering code for outcomes
- purpose of outcomes and indicators

- After the discussion write down how well you think your colleague understood your explanation.

Hint: If there was confusion and worry, don't be fearful about noting it down. Note also any positive matters. Be honest in your appraisal.

You have looked through several subject syllabuses. You are now in a position to compare and contrast the syllabuses and understand how they are similar and different.

One way of doing this is to look at the 'Lower Primary Learning Outcomes for Grade 3, 4 and 5' and 'Upper Primary Learning Outcomes for Grade 6, 7 and 8' charts. Here you see an overview of the learning areas, subjects, strands and outcomes at a glance. Notice that some subjects have more outcomes than others. Some have outcomes that are very specific, others have outcomes that are quite general. In some subjects the concepts and skills overlap with those of others. This provides opportunities for integration.



Reflect on the following:

- ways you may be able to use the charts with other teachers, students and the community

- ways the charts may contribute to integrating across subjects.

Section 3: Elaborations of learning outcomes (teacher guides)

To complete this section you will need copies of all the Culture and Community syllabuses and teacher guides. The best way to approach the activities in this section is to have all the documents open in front of you at the same section so you can quickly scan for similarities and differences.



Let us recapitulate what we know about outcomes and indicators.

Learning outcomes for each subject describe specifically what students know and are able to do in each strand and grade. The outcomes are broad and can be achieved in many different contexts depending on available resources, expertise and student needs.

The learning outcomes and indicators will:

- give you the flexibility to write units of work and teaching programs to suit local conditions, available resources and individual student needs
- help you select appropriate assessment tasks and assessment criteria
- help you plan and revise your teaching program.

Each learning outcome is numbered with three digits, such as 6.1.2. The first number refers to the Grade level, the second number to the strand and the third number to the sub-strand.

Indicators are instances or examples of how the achievement of an outcome can be demonstrated. Indicators help set demonstratable contexts and standards for outcomes. They help develop an understanding of an outcome.

Now let us look at *elaborations of learning outcomes*. ‘Elaborations of learning outcomes’ is a major section of each of the teacher guides. ***Elaborations describe possible content (knowledge, skills and attitudes) and contexts (school environment, resources) that teachers will use to develop learning experiences and assessment.***

These are suggestions only and are not an exhaustive list. They are there to assist you to choose suitable topics or types of projects you might undertake with your students.

The elaborations describe for each learning outcome:

- recommended knowledge
- recommended processes and skills
- attitudes
- suggested activities, in some subjects.

Page 36 of the *Making a Living Teachers Guide, Upper Primary* describes how to use the elaborations. Read this page carefully. Now read page 32 of the *Community Living Teacher Guide, Lower Primary* and page 50 of the *Social Science Teachers Guide, Upper Primary*.



Compare the three pages and use the table below to record the three steps you should take to use the elaborations effectively. Write an example for each of the steps from two other teacher guides. An example has been done for you.

Step	<i>Making a Living</i>	<i>Community Living Teacher Guide</i>	<i>Social Science Teacher Guide</i>
1. Choose a process/skill to be developed	Gathering information from different sources		
2.			
3.			



Let us now look at how Mrs Agi uses her *Upper Primary, Making a Living Syllabus*, and *Teachers Guide*, to plan her program.

Scenario

Mrs Agi opens the syllabus at page 13 and reads the learning outcomes for the 'Community Development' strand. She decides to focus on Outcome 6.3.3: 'Participate in projects to meet identified needs and opportunities for improvement in the school.'

She then turns to page 23 of the syllabus where she finds the indicators for this outcome. There are five sample indicators listed. Students will achieve this outcome if they can describe..., observe..., devise..., actively participate..., assess....

Mrs Agi's next step is to consult the *teacher's guide*. She finds the elaborations for Outcome 6.3.3 on pages 34-35. The elaboration supplies her with recommended knowledge, skills and suggested activities to help her plan the teaching program.

Mrs Agi decides that for one week her students will work in small teams to get suggestions from students and staff about ways to improve the school grounds. They will design a questionnaire, collect the responses and write a report describing the five most popular suggestions.

This idea came from reading pages 34-35 and selecting "make or produce", "possible school improvements", "importance of teamwork" and "investigate needs and opportunities" as her planning guides.

Now it is your turn to make use of a syllabus and teacher guide to plan a series of lessons.



Choose either Outcome 8.1.3 from the *Social Science, Upper Primary Syllabus* or Outcome 4.3.3 from the *Arts, Lower Primary Syllabus* and follow Mrs Agi's example.

- Read the outcome and indicator information in the syllabus and then read the matching elaboration in the teacher guide.
- List the appropriate process and recommended knowledge, skills and an activity for a topic or unit of work.

Module Summary

Congratulations! You have come to the end of this module! In doing so you have worked your way through the five culture and community syllabuses and teacher guides and done the 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 module are copied here. For each of the outcomes how do you assess yourself - Yes, No or Not sure?

Can you:	Yes/No/ Not sure
1. describe the way content is organised into strands and sub-strands in each syllabus?	
2. explain the numbering system used to list outcomes and indicators?	
3. describe the relationship between strands, sub-strands, learning outcomes, indicators and elaborations?	
4. identify ways progress from grade 3 to grade 8 is indicated in these sections of the syllabuses and teacher guides?	
5. demonstrate how the syllabuses and teacher guides can be used together for planning and programming?	
6. discuss the functions of indicators and elaborations?	
7. identify ways the lower and upper primary outcomes charts can be put to good use in your work?	

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' 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.

Remember these *module outcomes* help you achieve the outcomes of the unit. 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 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

Additional space for your notes

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit2:
Learning Area: Culture
and Community

Module 3: Teaching and learning,
assessing and reporting

Contents	Page
Module introduction	2
Module learning outcomes	3
Section 1: Teaching and learning	4
Section 2: Assessing, recording and reporting	8
Module Summary <i>(and additional space for your notes)</i>	16

Name: File N°:.....

Date commenced: Date completed:.....

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

.....(insert name)

Assessor: Date:

Module 3: Teaching and learning, assessing and reporting

Module Introduction

Welcome to *Module 3: Teaching and learning, assessing and reporting*.

This module focuses on the five Culture and Community primary syllabuses and teacher guides.

Arts, Lower Primary Syllabus, 2004

Arts, Upper Primary Syllabus, 2003

Social Science, Upper Primary Syllabus, 2003

Community Living, Lower Primary Syllabus, 2004

Making a Living, Upper Primary Syllabus, 2003

Arts Teacher Guide, Lower Primary, 2005

Arts Teacher Guide, Upper Primary, 2003

Social Science Teacher Guide, Upper Primary, 2003

Community Living Teacher Guide, Lower Primary, 2005

Making a Living Teacher Guide, Upper Primary, 2003

We look at the way the information in the subject syllabuses is expanded in the teacher guides to provide teachers with examples and strategies to assist with their planning, teaching and assessment needs.

To do this module you will need access to all the documents listed above. These are shown on pages 4-7 of the *Unit Introduction*. All activities in this module are based on these documents.

If you are seeking academic credit, make sure you do the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you do 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* found towards the end of this study guide.

Module learning outcomes

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

1. explain the characteristics of student-centred learning
2. describe the key features of the bilingual education approach
3. describe the different teaching and learning strategies recommended for the Culture and Community subjects
4. explain the meaning of words used to describe aspects of assessment and reporting
5. describe the assessment and reporting methods recommended for the Culture and Community subjects.

Section 1: Teaching and learning



Skim read the section on ‘Teaching and learning’ in each syllabus.

In some syllabuses ‘Teaching and learning’ is part of the ‘Curriculum Principles’ section and in other syllabuses it is a separate section. The section can be found on the following pages.

Arts, Lower Primary Syllabus: pages 7-10

Arts, Upper Primary Syllabus: pages 5-7

Social Science, Upper Primary Syllabus: pages 4-5

Community Living, Lower Primary Syllabus: pages 7-9

Making a Living, Upper Primary Syllabus: pages 5-6



Now read *Making a Living, Upper Primary Syllabus* (page 5), *Arts, Upper Primary Syllabus* (page 5) and *Social Science, Upper Primary Syllabus* (page 4) more closely.

- What do you notice about the focus of teaching and learning in these three syllabuses?

You should have noticed that there are suggestions for teachers and also for students.

- List some of these suggestions in the table below. An example has been done for you.

Teachers	Students
Map out learning outcomes	Negotiate the curriculum

The teacher guides contain far more information on teaching and learning than the syllabuses. They describe a range of teaching strategies and methods, as well as learning styles and learning situations.

We can summarise the information provided under four headings:

1. student-centred learning
2. teaching and learning strategies
3. learner characteristics
4. bilingual education approaches.

1. Student-centred learning

This is a good time to revise your knowledge of the characteristics of student-centred learning.



Share your thoughts with a colleague and try to identify at least five characteristics of student-centred learning.

1. ..

2. ..

3. ..

4. ..

5. ..

- Compare what you and your colleague have written with the table on page 9 of the *Arts Teacher Guide, Lower Primary* and the dot points on pages 9 of the *Community Living Teacher Guide, Lower Primary*.

- Add any of the key points you had forgotten.

1. ..

2. ..

3. ..

- Now look at the basic principles of teaching and learning listed on page 59 of the *Making a Living Teachers Guide, Upper Primary*. Are there any additional principles not included in your responses above?

2. Teaching and learning strategies

The *Secretary's message* at the front of the teachers guide states, “*Each guide is written for a particular subject but many of the ideas and strategies can be used with different subjects or when using an integrated approach to teaching and learning*”.



Work with a colleague or a group of teachers in your school and prepare a wall chart that lists and briefly describes as many teaching and learning strategies as possible contained in the five Culture and Community teacher guides.

The list of strategies on page 60 of the *Making a Living Teachers Guide, Upper Primary* is a good place to start. Within each strategy or method there are different tools or instruments teachers can use. For example, one strategy a teacher may use is cognitive organisers. Within this strategy there are many tools – flow chart, web, mind map, concept map etc.

- Add other strategies from the other teacher guides and write a brief description of each strategy.
- Provide one example from any subject that shows how the strategy works.

Consult these pages to prepare your chart.

Arts, Lower Primary, Teacher Guide: pages 7-12

Arts, Teachers Guide, Upper Primary: pages 7-9

Social Science, Teachers Guide, Upper Primary: pages 11-16

Community Living, Lower Primary, Teacher Guide: pages 10-12

Making a Living, Teachers Guide, Upper Primary: pages 59-66

Your chart may look like this. Do your plan for the chart on page 17 of this module.

Strategy	Description	Example	Useful for
Cognitive organiser - Flow chart	A way of organising information when a sequence is involved, or to show relationships	Producer → market → consumer	Making a Living, Social Science, Community Living

(For further information on these and other strategies refer to *Primary Inservice Unit 6: Learning and Teaching for Outcomes.*)

3. Learner characteristics

The *Community Living, Lower Primary Syllabus* (page 17) and *Social Science, Upper Primary Syllabus* (page 11) list the characteristics of learners at different stages.



Describe to a colleague the main differences between a lower primary and upper primary learner.

- How do you think these differences might influence your planning?
- Do you and your colleague share the same view? Why or why not?

4. Bilingual education approaches

The lower primary teacher guides contain an additional section not found in the upper primary guides. Page 7 of the *Arts Lower Primary, Teacher Guide* states, “Lower primary teaching and learning is integrated and uses bilingual education approaches – teaching and learning using two languages.”



Prepare a short presentation for lower primary teachers in your school in which you highlight the key features of the bilingual education approach.

Hint: Your presentation should include information about bridging to English-whole language, big books, integrated planning, genres and programming separately for vernacular and English.

- Now go back to your Culture and Community syllabuses and other documents and find out what the requirements are for vernacular usage in the upper primary.
- List the requirements here.

Section 2: Assessment, recording and reporting

Part 2.1: Assessing



As a starting point reflect on the following questions.

- How do you assess in the lower or upper primary Culture and Community subjects?
- Why do you assess?
- How often do you assess?
- What is your basis for making judgements about students' achievement?

Hint: List the main strategies you use for each subject. Write down your current practices and thinking. It is important that you compare ways you do it now with the advice provided in the syllabus.



Before you study this section in more detail it is important that you are clear about the meanings of terms.

- Study the following definitions and write an example from your own practice to illustrate each one. Some examples have been done for you.

Term	Definition	Example/s
Assessment method	approach, method – how the teacher will assess Example: Written response	
Assessment task	assignment, activity – the activity the students actually do/complete to be measured or assessed	

Assessment criteria	standard, condition – the standards or conditions set to demonstrate what has been achieved	
Recording	Collecting and keeping details of student achievement	
Reporting		
Evaluation		



The two examples below show the difference between assessment tasks, criteria and methods.

Example 1

The **assessment task** is ‘**students sing a village song**’.

The **criteria** used to judge or measure their achievement is they ‘**sing in time, in tune and sing the correct words**’.

The **method** used by the teacher to assess their achievement is to ‘**listen to each child and record their achievement with a checklist**.’

Example 2

The **assessment task** is ‘**Write a short story about an animal**.’

The **criteria** used to judge or measure their achievement is they ‘**write on the topic using correct spelling and punctuation**’.

The **method** used by the teacher to assess their achievement is to ‘**collect, read and comment on the stories**.’



Skim the section on ‘Assessment and Reporting’ in each syllabus. The section can be found on the following pages.

Arts, Lower Primary Syllabus: pages 32-35

Arts, Upper Primary Syllabus: pages 24-25

Social Science, Upper Primary Syllabus: pages 25-27

Community Living, Lower Primary Syllabus: pages 21-23

Making a Living, Upper Primary Syllabus: pages 24-25

In each document assessment is defined as the ‘*the ongoing process of identifying, gathering and interpreting information about students’ progress towards achievement of the learning outcomes described in the subject syllabuses*’.

A number of assessment methods are suggested on these pages. These include observation of processes, products, skills and performances, written responses, projects, practical work, tests, portfolios, self and peer assessment.



Compare this list with the list you made earlier in response to the question: ‘How do you assess?’ on page 8.

If your list includes all of the above methods, you are doing well.

- Meet with two or three of your colleagues and find out how they assess and how often they assess.

A table is provided below for you to record the results. First record which of the methods you have been using over the past three months and how often. Use words such as ‘never’ (N), ‘often’ (O), ‘sometimes’ (S), ‘rarely’ (R), daily (D) to record the frequency. Find out how often your colleagues assess in the following ways. C1 is Colleague 1, C2 is Colleague 2 and C3 Colleague 3. You may wish to add to the list methods that you and your colleagues use, but are not suggested in the syllabus.

Assessment methods	Frequency (how often?) never’ (N), ‘often’ (O), ‘sometimes’ (S), ‘rarely’ (R), daily (D)			
	Self	C1	C2	C3
Observation of processes and products				
Observation of skills and performance				
Listening to students explain				
Projects				
Practical work				
Tests and examinations				
Portfolios				
Self assessment				
Peer assessment				
Other (add)				
Other (add)				



What conclusions can you draw from the data you have collected? Which of the methods is the most popular? Which is the least popular? Why do you think this is the case?

- Check your understanding of the important points made about *assessment and reporting* in the *Arts, Lower Primary Syllabus* by identifying whether the following statements are true or false. Explain your answer. If a statement is false, correct it.

Statements	True/False? Why?
The purpose of assessment is to improve learning.	
Continuous assessment through the year is essential for Arts activities.	
Assessment should be based on learning outcomes.	
Arts assessment is criterion-based.	
Student reports should be based on external examinations only.	
Students should not be allowed to assess their own learning and the learning of their peers.	

The Culture and Community teacher guides contain important information about ‘assessment and reporting’. This information can be found on

Arts Lower Primary, Teacher Guide: pages 13-19

Arts Upper Primary, Teacher Guide: pages 10-12

Social Science Upper Primary, Teacher Guide: pages 17-21

Community Living Lower Primary, Teacher Guide: pages 13-19

Making a Living Upper Primary, Teachers Guide: pages 71-75



Pages 13-19 of the *Community Living Lower Primary, Teacher Guide*, are about ‘assessment and reporting’. A reminder is given 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.

In developing assessment tasks you should ask yourself:

- 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?
- Read pages 13-19 carefully.



Develop two or three assessment tasks for outcomes 3.1.3 and 5.2.1. Remember to take into consideration the requirements for vernacular literacy (page 18) when designing your assessment tasks.

3.1.3: Identify rules and how they affect life in the community

5.2.1: Analyse the distribution of goods and services

Hint: Make sure you have included written, oral and practical components in your tasks to cater for the learning needs of all students.



Pages 17-21 of the *Social Science Upper Primary, Teachers Guide*, contain advice on ‘Assessment and Reporting’. Focus particularly on pages 20-21 and make notes on the role that projects play in the assessment strategies for Social Science.

To undertake a project, students must plan and adopt a design. They must be certain that their plan is workable and that it will help investigate, present and demonstrate the knowledge and skills for which it is designed. They must be aware of the target audience, the time available and the criteria for assessment.

Teachers will need to give guidance to students on their expectations, particularly in terms of the outcomes to be assessed and the criteria for assessment. Some guidance on limits to time and design may be required. They must ensure that students have the necessary prerequisite skills. For example, if data is to be collected, then perhaps some graphical skills will be necessary.



Refer to learning outcome 8.4.1 and the elaborations on page 67 of the *Social Science Teachers Guide, Upper Primary*.

- Plan a project brief for grade 8 students that will enable them to (at least) demonstrate this outcome. You may wish to include other outcomes too, and they may come from any of the other relevant syllabuses.

Hint: This outcome incorporates the Social Science Process. Refer back, if need be, to pages 4-5 of the Social Science Teachers Guide, Upper Primary where the process is explained. On pages 6 and 9 there is also information on Integrating Projects.



Read pages 22-24 of the *Arts Lower Primary, Teacher Guide* carefully and study the chart provided.

- Show the chart to a colleague and explain to them how the chart can be used to demonstrate student achievement.

Part 2.2: Reporting



A number of recording/reporting methods are suggested in each syllabus. However, ways of reporting student achievement to the community is left to the school to negotiate with the community.



Collect examples of school reports from your own school and other schools close by, if possible.

- Compare the reports. How does your school report to parents and the community? Do other schools report the same way?

- Read page 35 of *Arts, Lower Primary, Syllabus*. Add the definition of reporting to your table on page 9 of this module.



According to the *National Assessment and Reporting Policy*, what should written reports include?

- Compare the reports you have collected with the list.
- Identify features of reports you have looked through that are consistent with the policy.

Part 2.3: Evaluating

Each syllabus has a statement on *evaluation* including what it is, the role that assessment plays in evaluation and the purposes of evaluation.



Read the two paragraphs on *Evaluation in Arts, Lower Primary, Syllabus* then write a paragraph that will help you explain to others what you believe evaluation is and how it informs you about what is going on.

- See if you can come up with a definition and examples to include in the table on page 9 of this module.



Go back to the wall chart of teaching strategies you designed with your colleague.

- Select four strategies from the chart and match them with an appropriate assessment methods. For example a debate could be assessed using a checklist with criteria with criteria such as 'uses clear arguments', 'provides examples to support arguments'.

Teaching strategy	Assessment strategy
Debate	checklist with criteria



As a summarising activity, complete the column for each subject listed, identifying the assessment methods special to it.

- Use the syllabuses and teacher guides to help.

Community Living/Social Science	Making a Living	Arts – lower & upper primary

Module Summary

Congratulations! You have come to the end of this module! In doing so you have worked your way through the five Culture and Community syllabuses and teacher guides and done the 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 module are copied here. For each of the outcomes how do you assess yourself - Yes, No or Not sure?

Can you:	Yes/No/ Not sure
1. explain the characteristics of student-centred learning?	
2. describe the key features of the bilingual education approach?	
3. describe the different teaching and learning strategies recommended for the Culture and Community subjects?	
4. explain the meaning of words used to describe aspects of assessment and reporting?	
5. describe the assessment and reporting methods recommended for the Culture and Community subjects?	

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' 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.

Remember these *module outcomes* help you achieve the outcomes of the unit. 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 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

Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 2: Learning Area: Culture and Community

Module 4: Bringing it all together - Units of work

Contents	Page
Module introduction	2
Module learning outcomes	3
Section 1: What is a unit of work?	4
Section 2: Steps to developing a unit of work	6
Section 3: Integrated units of work	10
Section 4: Assessing units of work	13
Module Summary <i>(and additional space for your notes)</i>	15

Name: File N°:.....

Date commenced: Date completed:.....

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

.....(insert name)

Assessor: Date:

Module 4: Bringing it all together – Units of work

Module Introduction

Welcome to *Module 4: Bringing it all together – Units of work*.

This module focuses on the five culture and community primary syllabuses and teachers guides.

Arts, Lower Primary Syllabus, 2004
Arts, Upper Primary Syllabus, 2003
Social Science, Upper Primary Syllabus, 2003
Community Living, Lower Primary Syllabus, 2004
Making a Living, Upper Primary Syllabus, 2003
Primary Learning Outcomes for Grades 6, 7 and 8, 2003
Arts Teacher Guide, Lower Primary, 2004
Arts Teacher Guide, Upper Primary, 2003
Social Science Teacher Guide, Upper Primary, 2003
Community Living Teacher Guide, Lower Primary, 2004
Making a Living Teacher Guide, Upper Primary, 2003
Primary Learning Outcomes for Grades 3, 4 and 5, 2004

We use syllabuses and teacher guides together to understand the way the subject content, learning outcomes and elaborations can be organised into integrated or subject-specific units of work.

To do this module you will need access to all the documents listed above. These are shown on pages 4-7 of the *Unit Introduction*. All activities in this module are based on these documents.

If you are seeking academic credit, make sure you do the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you do 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* found towards the end of this study guide.

Module learning outcomes

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

1. explain to others how to develop a unit of work
2. develop a unit of work based on one or more learning outcomes from the same subject
3. develop an integrated unit of work based on one or more learning outcomes from more than one subject
4. explain how to assess a unit of work
5. develop an assessment plan for a unit of work.

Section 1: What is a unit 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, designing possible student activities and assessment tasks. The outcomes provide the focus of a unit of work.



A unit of work is a series of sequenced 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-strands
- 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
- Teaching and learning strategies (methods)
- Assessment
- Teaching program
- Lesson plans
- Resources

A unit of work can be developed from

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



Browse through the following pages of your culture and community teachers guides to see how units of work are developed and structured.

Arts Teacher Guide, Lower Primary: pages 27-33

Arts Teacher Guide, Upper Primary: pages 18-30

Social Science Teacher Guide, Upper Primary: pages 24-49

Community Living Teacher Guide, Lower Primary: pages 24-31

Making a Living Teacher Guide, Upper Primary: pages 37-58



Compare what you do now when planning a unit of work with what is suggested in the teacher guides. *Note the similarities and differences in the table below.* (An example has been done for you)

Similarities - When preparing a unit of work I already	Differences – When preparing a unit of work I usually don't
1. Name the grade the unit is designed for	1. List strand outcomes

Section 2: Steps to developing a unit of work



These steps are a guide and may look jumbled up. Some teachers will complete the steps in the process in a different order, but eventually all steps will be covered.

Step 1	Study the content overview from the syllabus/es that shows the strands, sub-strands and learning outcomes. (if you are planning an integrated unit you need to look at most or all the syllabuses)
Step 2	Estimate how many lessons or weeks will be needed to complete the unit of work
Step 3	Identify the outcomes with similar concepts or processes (the links between subjects). It may be easier if you make links between sub-strands first For both LP and UP you can cluster the outcomes – about 4 – from across the subjects that link naturally together and identify a theme that describes these links
Step 4	State the purpose of the unit, summarising in two or three sentences what students learn/achieve during this unit. Refer to the learning outcomes.
Step 5	Identify the knowledge, skills and attitudes that underpin the outcomes that you want the students to demonstrate in the unit of work. (use outcomes and indicators from the syllabus/es and the elaborations from the teacher guides)
Step 6	Develop and sequence teaching and learning activities that help students to learn and demonstrate the knowledge, skills and attitudes (read the elaborations in the teacher guides for some ideas on activities and/or use activities you have developed yourself)
Step 7 (mainly for lower primary)	State the language of instruction for teaching and learning activities and assessment tasks (and develop activities for language learning outcomes in the unit of work that incorporate bridging approaches)
Step 8	Develop an assessment plan which includes a schedule, tasks that allow students to demonstrate the knowledge, skills and attitudes in the outcomes, criteria with descriptors, and recording and reporting details
Step 9	Develop teaching programs for the unit of work by lessons, weeks or terms, (using your own programming format)
Step 10	List relevant resources and materials, particularly local resources
Step 11	Think about what you will do with the evidence of student achievement of outcomes

- Re-number these steps in the most logical sequence for you.



Scenario

Here is Mr Kape's rough draft of a unit of work for a single outcome (4.1.1) from the *Community Living, Lower Primary Syllabus* (page 15). Mr Kape selected the outcome from the syllabus. Next he went to the elaborations section of the *Community Living Teacher Guide, Lower Primary* (pages 33-34). Here he decided to focus on the following:

- Content – why work?, categories/types of work or workers
- Processes and skills – investigate, observe, discuss
- Attitude – positive work ethic and commitment.

Mr Kape jotted down his ideas in a table, including teaching strategies and assessment methods that would make sure students achieved the learning outcome.

	Outcome/ indicators	Assessment task	Strategies	Content
<i>Strand - Community Sub-strand - people</i>	<i>Investigate work people in communities undertake</i>	<i>Student to select best description of story about or interview transcript of ... to include in portfolio</i>	<i>1. Brainstorm – why work? 2. Develop a glossary and discuss meaning of terms 3. List types of work in categories 4. Select one from each category and describe the job or write a story about it or interview a worker</i>	<i>Categories/types of work or works Reasons for working skills of investigative, observing and discussing Positive work ethic and sense of commitment</i>

The learning outcome stated 'Investigate work people in communities undertake'. Mr Kape expects his students will achieve this outcome by discussing and classifying different categories of work and investigating four types of work in more detail. After deciding his assessment criteria, Mr Kape caters for the different learning needs of his students by allowing them to choose to present their findings as a description, story or interview. Students are then able to select their best piece of work for assessment.



Study the steps for developing a unit of work (previous pages) closely and Mr Kape's draft unit. What steps did Mr Kape leave out?

- Now it is your turn to develop a draft of a unit of work for one learning outcome. You may work with a colleague for this activity. Use outcome 8.1.2 from the *Social Science, Upper Primary Syllabus* - Analyse how physical environments influence human settlement patterns in the world - for your example. Use the sequence provided in the *Social Science Teacher Guide* or that provided in the table on page 8.



Read the elaborations for this outcome on pages 53-54 of the *Social Science Teacher Guide, Upper Primary*. You will also have to read page 13 of the *Social Science, Upper Primary Syllabus*. Then follow the steps outlined on pages 26-30 of the *Social Science, Teachers Guide, Upper Primary*.

- Your draft unit of work should list the topics and activities and two assessment tasks based on the syllabus and outcome elaborations.
- Use the table below to guide your draft. Some information has already been completed for you.
- The questions that can help with your planning are listed on page 9. Read them.

Unit of work: (Title)	
Grade	8
Strand Sub-strand	Environment and resources
Time	4 weeks
Learning outcome	8.1.2: Analyse how physical environments influence human settlement patterns in the world
Purpose	
Assessment methods and tasks	
Learning / Teaching strategies and/or activities	
Knowledge, skills and understandings	

1. What's it that the students have to learn and achieve?
This question relates to the outcomes
2. What's the best way to find out if my students have achieved the outcomes?
This question relates to assessment decisions
3. What are the best activities to assist my students to achieve the outcome?
This question relates to learning learning and teaching strategies and activities
4. What is the most appropriate content (knowledge, skills and attitudes) to enable my students to achieve this outcome? This question relates to the elaboration in the teacher guides.

In this sequence of questions, content is thought of as the means of enabling students to achieve the outcome and not as an end itself.

You may wish to start with the 'content' (Question 4) as suggested in the teacher guide.

Section 3: Integrated units of work



Study the sample integrated unit of work in the *Community Living Teacher Guide, Lower Primary* pages 25-28. The unit is based on a theme and incorporates learning outcomes from Community Living, Language and Arts.

Now study the ‘Strand: Trading’ details on pages 40-41 of the *Community Living Teacher Guide, Lower Primary*.



Compare the knowledge, skills and attitudes listed in the sample unit (page 26) with the same items listed in the elaborations (page 40-41).

- Highlight those items from Community Living that have been selected for use in the integrated unit.



It is reasonably easy to find the content that is appropriate for achieving a learning outcome, but we must also link the recommended processes and skills with teaching and learning activities and assessment tasks.

Study the recommended processes and skills for learning outcome 5.2.1 on page 40 (*Community Living Teacher Guide, Lower Primary*) and the teaching and learning activities and assessment tasks on pages 27-28. Notice how opportunities have been provided for students to learn and practice their skills.

One skill listed is ‘*draw and interpret flow charts/graphs/maps*’. Activities 8, 11, 13 allow students to develop and practise this skill.

Another skill listed is ‘*record and list*’. Activities 1, 6, 9, 10, 15 allow students to develop and practise this skill.



Let us now look at details of Outcome 6.2.4 in the *Making a Living Teachers Guide, Upper Primary* pages 26-28 and the sample unit of work for a project on pages 43-45.

The outcome states ‘identify resources and a range of tools and equipment required for handicrafts and apply the skills in a familiar practical situation.’ The practical project chosen to achieve this outcome is to ‘make a desktop cover’.



Brainstorm with a group of grade 6 teachers other practical projects that could also be used to achieve outcome 6.2.4. List the suggestions here.

- Which Making a Living skills listed on page 28 are used or developed in the learning activities listed on page 45?



Notice that there are measuring, calculating and estimating skills used to complete the desktop cover project. There are also drawing, weaving and pattern-making skills used to complete the desktop cover project. These skills can also be found in the Mathematics and Arts syllabuses.



Study the sample integrated unit of work in the *Social Science Teachers Guide, Upper Primary* pages 47-49.

- Identify the learning outcomes (and subjects) covered in this unit of work.



With a colleague or group of teachers from the same grade, study the Upper Primary Learning Outcomes Chart or the Lower Primary Learning Outcomes Chart and select outcomes from three subjects that could be linked for a unit of work.

- Record the outcomes here, as well as the name of the unit and its purpose.

Unit name:

Unit purpose:

Subjects/syllabuses	Selected outcomes

Section 4: Assessing units of work



Each of the teacher guides describes a process for developing assessment tasks in units which is summarised below.

- Decide on the best assessment method to gather information you need about the student's learning for this unit of work: observation, analysing samples of work, etc. (refer to the assessment recording and reporting section in the lower primary syllabuses)
- Identify the assessment tasks from teaching and learning activities for the unit of work
- Identify the most appropriate person to conduct the assessment task – such as yourself, the student, student peers, a community resource person
- Decide the number of assessment tasks necessary to gather all the information you need
- Decide if you are going to conduct on-going assessment
- Keep the number and nature of the tasks manageable for yourself because you have to manage seven subjects and be fair to the students
- Sequence the tasks to line up with your teaching and learning activities. Decide the best time to assess students, remembering you have to give them time to learn and practise the knowledge and skills formatively
- Include your assessment tasks within your unit plan



Before you commence any of the following activities, go back to Module 3, pages 8-9 and reread the definitions relating to assessment.

In this module we have looked at units of work from

Social Science Teachers Guide, Upper Primary pages : 26-30 and 47-49

Community Living Teachers Guide, Lower Primary: pages 24-31.

Making a Living Teachers Guide, Upper Primary: pages 43-46.

Each of these units of work has included an assessment plan or assessment tasks.



Study the assessment plans and assessment tasks described in the units of work with one or more colleagues and discuss whether they are different from your current practice.



With the help of your colleague/s, prepare a presentation to explain to a group of teachers how to do an assessment plan.

Use an example from the upper or lower primary Arts syllabuses to help with your explanation.

- For the outcomes you selected on page 12 of this module, develop an assessment plan. Use the table on the next page to identify assessment methods and strategies.

Possible assessment methods	Possible assessment tasks

Module Summary

Congratulations! You have come to the end of this module! In doing so you have worked your way through the five Culture and Community syllabuses and teacher guides and have done the many tasks and activities designed to make it easy for you to learn and apply your learning.

This module focused on developing a subject-based unit of work based on one or more outcomes from the same subject and an integrated unit of work based on outcomes from two or more subjects. A sequence for developing a unit of work was illustrated with examples and steps to planning assessment were identified.

You have seen that there are two ways of developing a unit of work. One way is by using the steps given in the teacher guides. (page 6 of this module) The other way is by answering the four questions on page 9 of this module.

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 module are copied here. For each of the outcomes how do you assess yourself - Yes, No or Not sure?

Can you:	Yes/No/ Not sure
1. explain to others how to develop a unit of work?	
2. develop a unit of work based on one or more learning outcomes from the same subject?	
3. develop an integrated unit of work based on one or more learning outcomes from more than one subject?	
4. explain how to assess a unit of work?	
5. develop an assessment plan for a unit of work?	

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' 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.

Remember these *module outcomes* help you achieve the outcomes of the unit. 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 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

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 2:
Learning Area: Culture
and Community

Unit Summary

Unit Summary

Congratulations! You have completed this unit.

At this point, let us review your learning journey.

You may have studied the unit

- during school-based, cluster or district learning and development (in-service)
- for self-improvement
- or for improving your qualifications.

If you were seeking academic credit, you commenced your learning by completing the *self-assessment*. Then you went on to negotiate your *Learning Contract*. 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: Introducing the Culture and Community primary syllabuses and teacher guides
- Module 2: Content overview, outcomes, indicators and elaborations
- Module 3: Teaching and learning, assessing and reporting
- Module 4: Bringing it all together – units of work

In these modules you explored the links between the five Culture and Community syllabuses (Social Science, Making a Living, Community Living and Upper and Lower Primary Arts) that will assist you in your planning, especially for integrated learning. You also explored how to use information from the syllabuses and teacher guides about outcomes, indicators and elaborations to design units of work.

During this unit, you explored two significant policy documents – the *National Curriculum Statement* (2002) and the *National Assessment and Reporting Policy, 2003*, and the concept of outcomes-based education (OBE) in relation to the Culture and Community syllabuses.

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

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

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?

Can you:	Yes/No/ Not sure
1. explain to others the structure and contents of the syllabuses and teacher guides in the Culture and Community learning area?	
2. describe and discuss ways progress from grade 3 to grade 8 is described in the Culture and Community syllabuses?	
3. make links between the five syllabuses in the Culture and Community learning area?	
4. make links between the syllabuses and teacher guides and the <i>National Curriculum Statement (2002)</i> and the <i>National Assessment and Reporting Policy, 2003</i> ?	
5. link the teacher guides with the syllabuses as a tool in your planning and programming?	
6. use the content of the syllabuses and teacher guides to construct units of work based on learning outcomes?	
7. assist others to understand and use these primary syllabuses and teacher guides?	

If you answered 'yes' to all of them, then you have done very well. If you are seeking academic credit, 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* again. Use a different coloured pen to place a tick on each continuum to show what you know now.

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

- Where have you shown the most growth?
- In which areas might you need to consolidate your learning or seek further assistance?
- Are there other areas that have now become apparent as learning priorities for you?

If you are seeking academic credit and you are satisfied that you are ready for assessment, go to your assessor and start the processes of assessment. The demonstration of the negotiated unit outcomes through this Study Guide and any other negotiated materials form the basis for assessment.

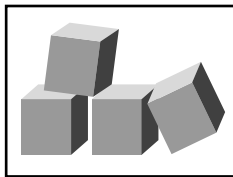
If you have been studying on your own or with a colleague, then you may consider enrolling with PNGEI for external assessment. Information regarding this is in the *Accreditation and Certification* section.

Good luck with the assessment processes 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
 - supporting others at the cluster or district level
- develop resources
 - for your own use
 - for the use of others in your school
 - for others beyond the school

It is important for all teachers to have some professional development plans. Remember you can improve your skills and understandings by learning, doing, sharing and reflecting.

What are you going to do?

Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 2: Learning Area: Culture and Community

Accreditation and Certification

Contents	Page/s
Accreditation and Certification	1-11
❖ The Context	2
❖ Some definitions	4
❖ Ways this unit can assist you	5
❖ Accreditation requirements	7
❖ Certification requirements	8
❖ Self-assessment of progress	10

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. lainim yu yet or with a colleague
2. lainim 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.

Mode1: 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 lainim 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, Popenetta, 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 actions. 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.

Thirteen statements, numbered 1 to 13 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 Community and Culture syllabuses*'. 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 Community and Culture syllabuses.

little moderately very well can help others

2. My understanding of how the Aims of the Primary curriculum, described in the *National Curriculum Statement* (2002) are reflected in the Culture and community syllabuses may be described as

limited moderate extensive can help others

3. I understand why the Culture and Community primary syllabuses are structured the way they are.

little moderately very well can help others

4. My understanding of how to use the Culture and Community primary syllabuses may be described as

limited moderate extensive can help others

5. I am familiar with the curriculum principles discussed in the syllabuses for the five Culture and Community subjects.

little moderately very well can help others

6. I am familiar with the suggested assessment and reporting advice in the five Culture and Community syllabuses and it..s links with the *National Assessment and Reporting Policy, 2003*.

little moderately very well can help others

7. I understand what I should do in my present capacity to fully implement the reform curriculum.

little moderately very well can help others

8. My ability to look at the primary curriculum in a holistic way (that is, in an integrated way) is

limited adequate very good can help others

9. My ability to understand and explain outcomes-based learning, teaching, assessing and reporting may be described as

limited adequate very good can help others

10. My ability to understand 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

11. My ability to provide leadership in the implementation of reform curriculum may be described as

limited adequate very good can help others

12. I am aware of the national curriculum principles found in the *National Curriculum Statement (2002)*.

little moderately very well can help others

13. I understand the links between elementary, lower primary and upper primary subjects.

little moderately very well can help others

On completing the unit, you need to do the *self-assessment* again to see for yourself the progress you have made by doing all the learning activities.

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 2:
Learning Area: Culture
and Community

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 (is able to):

1. explain to others the structure and content of the syllabuses and teacher guides in the Culture and Community learning area
2. describe and discuss ways progress from grade 3 to grade 8 is described in the Culture and Community syllabuses
3. make links between the five syllabuses in the Culture and Community learning area
4. make links between the syllabuses and teacher guides and the *National Curriculum Statement (2002)* and the *National Assessment and Reporting Policy, 2003*
5. link the teacher guides with the syllabuses as a tool in your planning and programming
6. use the content of the syllabuses and teacher guides to construct units of work based on learning outcomes
7. assist others to understand and use these primary syllabuses and teacher guides.

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 content of the syllabuses and teacher guides in the Culture and Community learning area. 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.)

Learning	Evidence	Satisfactory Outcome (Assessor's signature)
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.....
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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.

On my own

With others

[illegible]

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.

Learning Outcome	Evidence	Satisfactory (Assessor's signature)
.....
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.....
.....
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.....
.....
.....
.....
.....

We agree that the evidence to be produced for assessment of learning outcomes is as detailed above.

..... Learner Date
..... Assessor Date

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 2:
Learning Area: Culture
and Community

Final Steps

Final Steps ...

Now you are almost ready to start work. To make sure you've done all your preparation, check the following.

	Yes/No/	Not Applicable
I have done the initial self assessment		
I have negotiated my learning contract		
I have access to the resource documents		
I understand what I should do to meet the assessment requirements		

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 2: LEARNING AREA:
CULTURE AND COMMUNITY