

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

**UNIT 5
OUTCOMES-BASED
PLANNING AND
PROGRAMMING
STUDY GUIDE**



Department of Education

crip



Australian Government

AusAID

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

**Unit 5:
Outcomes-based Planning
and Programming**

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 5: Outcomes-based Planning and Programming

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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 level 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 level 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 some of the following - the head teacher, the inspector, the in-service coordinator, a trained assessor, classroom teachers.

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

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

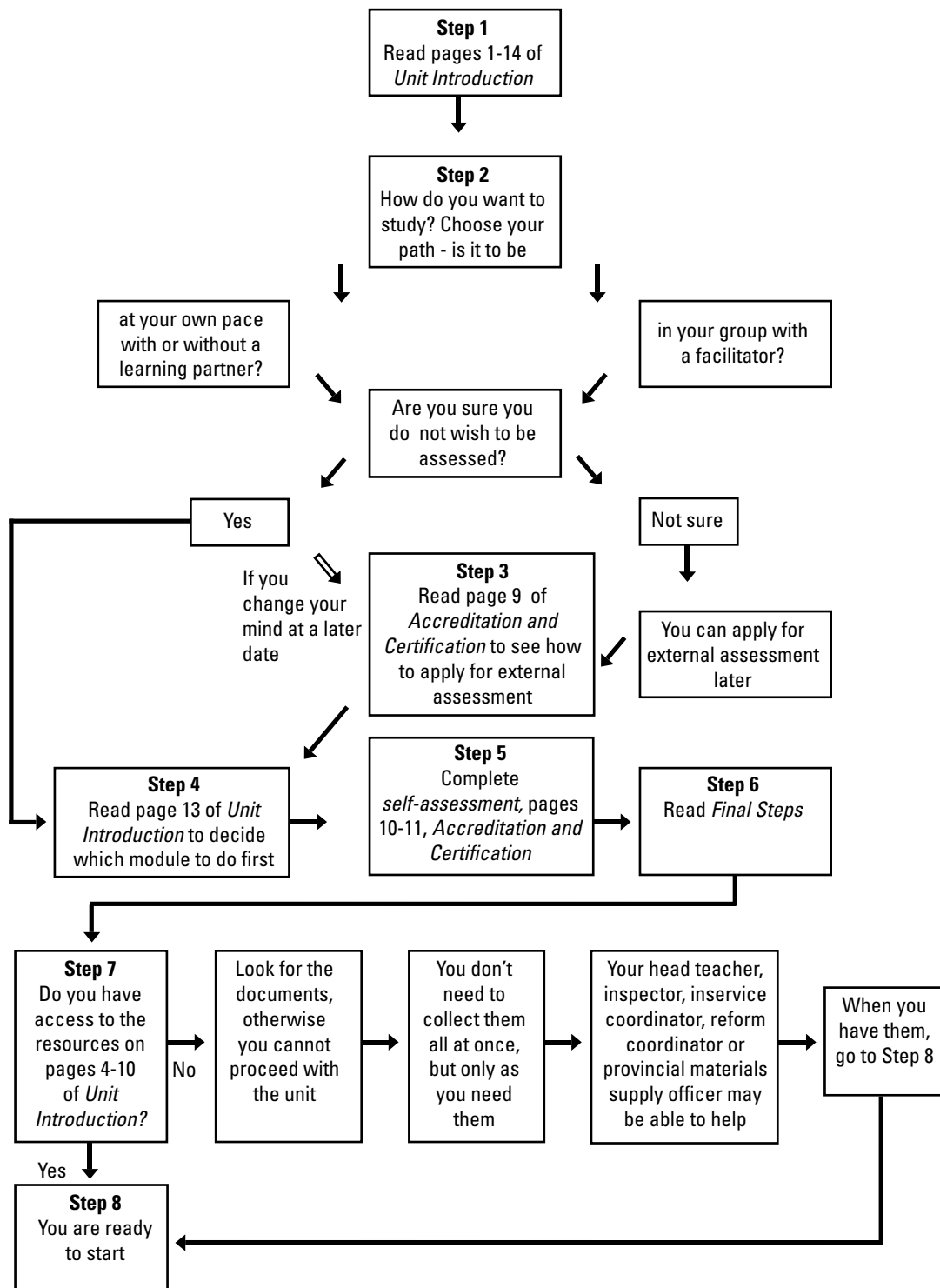
Teachers can work through the unit or modules themselves in pairs or in small groups, or they can be guided through the unit or modules by trained assessors or teachers who have already studied the unit at PNGEI.

It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The self-assessment on page 10 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.

Study Pathway Planner for Self-improvement ....

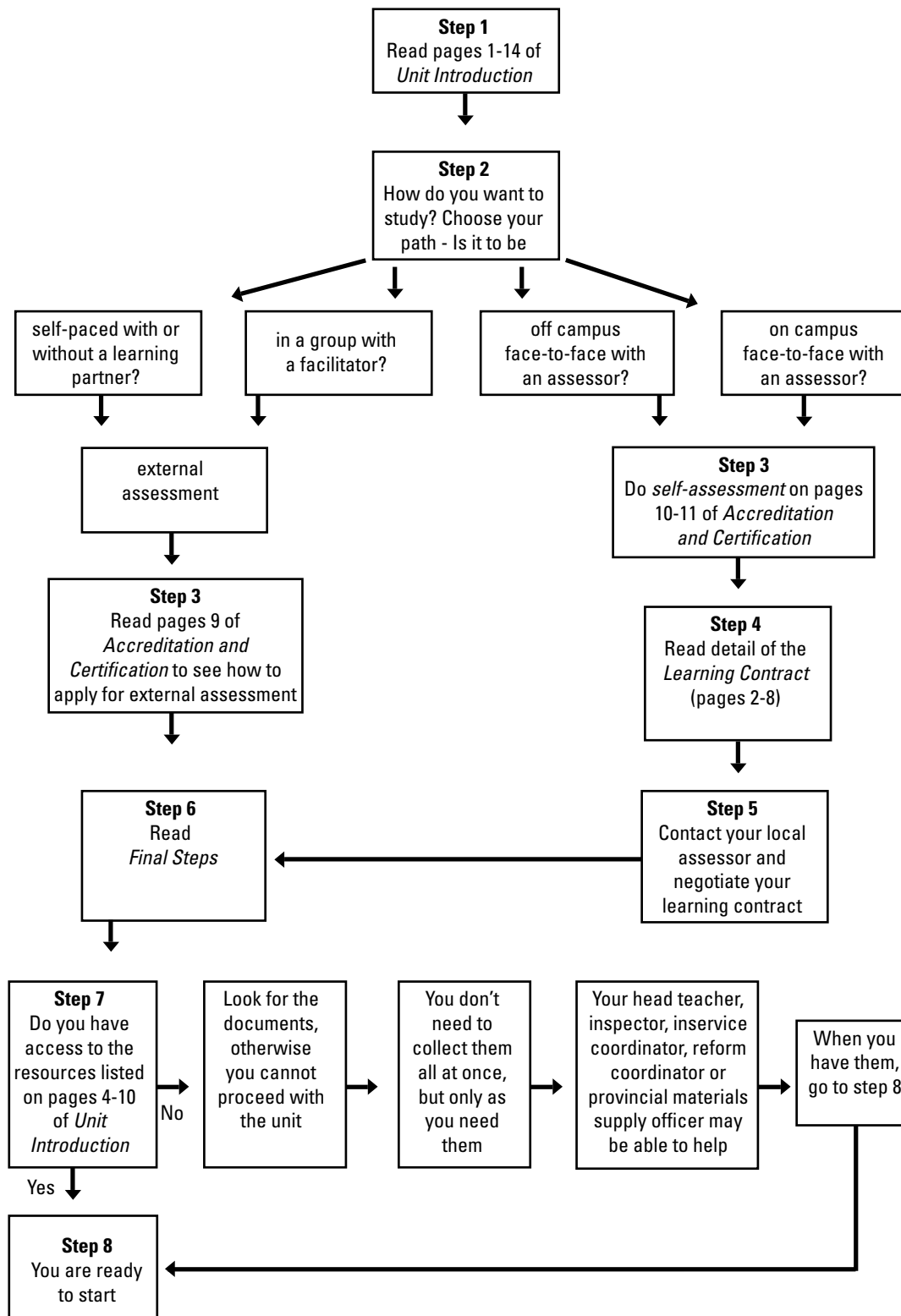


Option 3. Improve your qualifications

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 progress/learning 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 4 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 4-10. Resource 1 was sent to provinces in 2000 for distribution to schools. All other 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 

 Learn (Lainim) • Find out more about • Use information to create knowledge	 Do (Wokim) • Do tasks • Practise skills • Apply new knowledge
 Share (Tok tok wantaim) • Talk to others about what you are learning • Discuss findings with a colleague, learning partner or group acting as a critical friend(s). Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in constructing knowledge through seeing, hearing, doing, talking, refining and reflecting.	 Reflect (Tingim bek) • Think critically about what you have learnt, done and shared • Think about changes to your practice • Think about changes to your beliefs and attitudes Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be: - what does this mean for my practice in my current position? - what are the implications for the group? - what are 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.

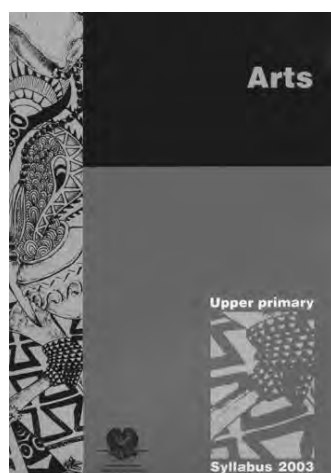
At the beginning of each module, the resource books you will need for that module are identified.



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



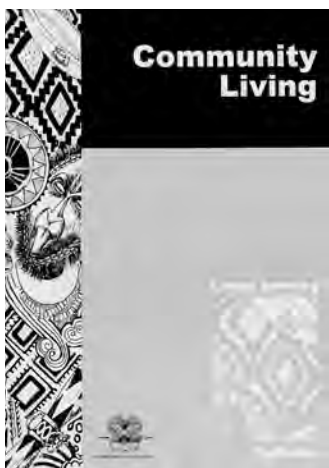
4. *Arts Teachers Guide, Upper Primary*, 2003,
Department of Education, Papua New Guinea



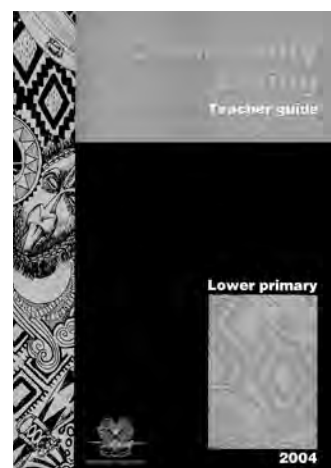
5. *Arts, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



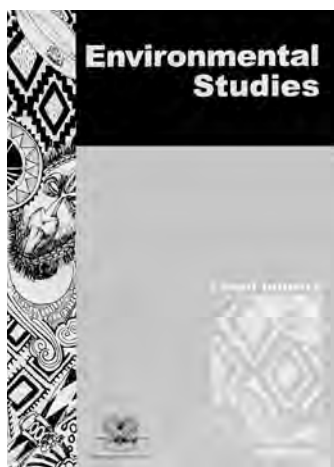
6. *Arts Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



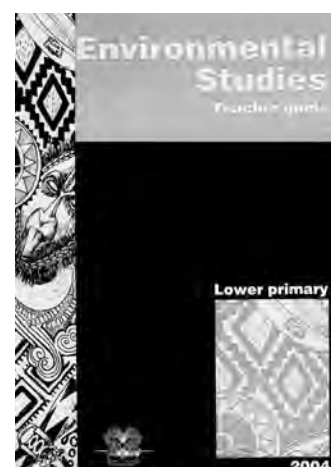
7. *Community Living, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



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



9. *Environmental Studies, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



10. *Environmental Studies, Lower Primary Teacher Guide, 2004*, Department of Education, Papua New Guinea



11. *Health, Lower Primary Syllabus, 2004*,
Department of Education,
Papua New Guinea



12. *Health, Lower Primary Teacher Guide, 2004*, Department of Education, Papua
New Guinea



13. *Language, Upper Primary Syllabus, 2003*,
Department of Education,
Papua New Guinea



14. *Language, Upper Primary Teachers Guide, 2003*, Department of Education,
Papua New Guinea



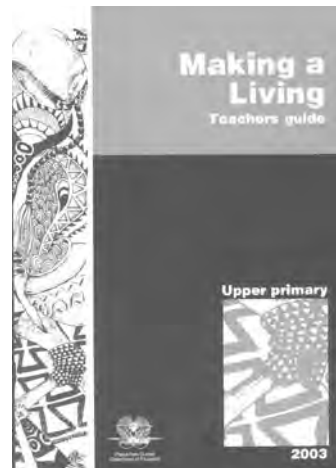
15. *Language, Lower Primary Syllabus, 2004*, Department of Education,
Papua New Guinea



16. *Language Teacher Guide, Lower Primary, 2004*, Department of Education,
Papua New Guinea



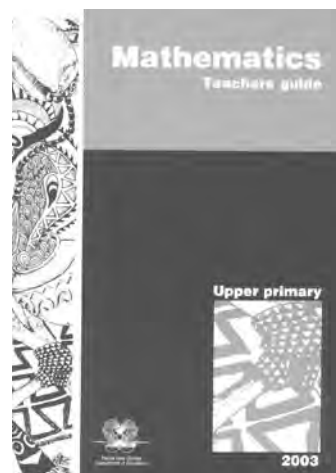
17. *Making a Living, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



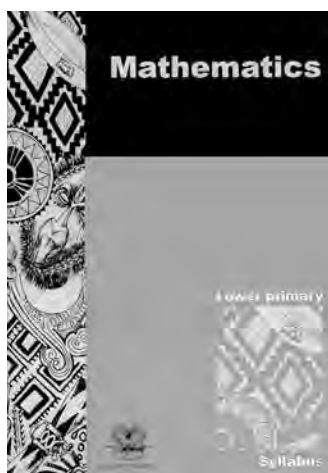
18. *Making a Living Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



19. *Mathematics, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



20. *Mathematics Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



21. *Mathematics, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



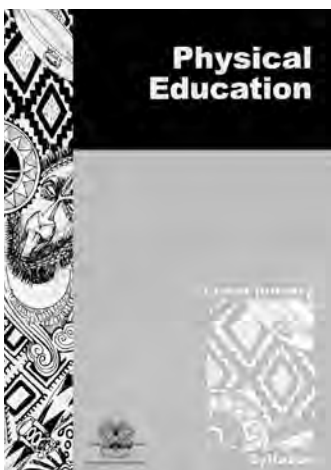
22. *Mathematics Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



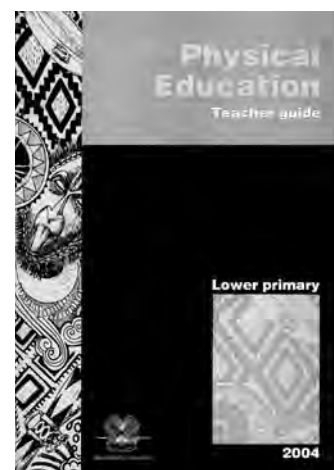
23. *Personal Development, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



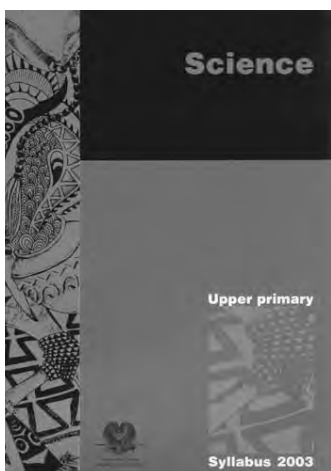
24. *Personal Development Teacher Guide, Upper Primary, 2004*, Department of Education, Papua New Guinea



25. *Physical Education, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



26. *Physical Education Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



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



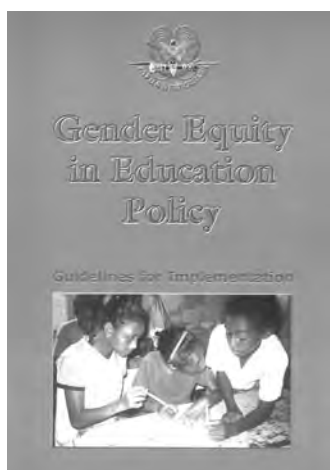
28. *Science Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



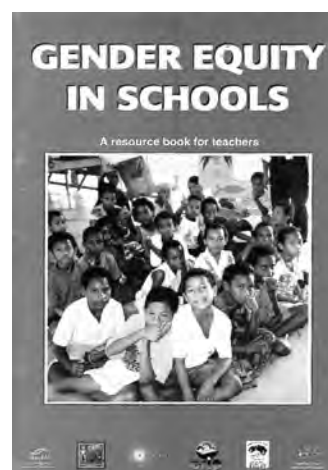
29. *Social Science, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



30. *Social Science Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



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



32. *Gender Equity in Schools: 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 2003

Learning Area	Subject	Strand	Domain	Grade 6	Grade 7	Grade 8
Culture and Community	Arts	Visual Arts	Art	Art 1: Visual communication	Art 1.1: Visual communication	Art 1.2: Visual communication
			Art 2: Visual communication	Art 2.1: Visual communication	Art 2.2: Visual communication	
			Art 3: Visual communication	Art 3.1: Visual communication	Art 3.2: Visual communication	
			Art 4: Visual communication	Art 4.1: Visual communication	Art 4.2: Visual communication	
			Art 5: Visual communication	Art 5.1: Visual communication	Art 5.2: Visual communication	
			Art 6: Visual communication	Art 6.1: Visual communication	Art 6.2: Visual communication	
			Art 7: Visual communication	Art 7.1: Visual communication	Art 7.2: Visual communication	
			Art 8: Visual communication	Art 8.1: Visual communication	Art 8.2: Visual communication	
			Art 9: Visual communication	Art 9.1: Visual communication	Art 9.2: Visual communication	
			Art 10: Visual communication	Art 10.1: Visual communication	Art 10.2: Visual communication	
Science & Technology	Science	Physical Science	Physics	Physics 1: Physical science	Physics 1.1: Physical science	Physics 1.2: Physical science
			Physics 2: Physical science	Physics 2.1: Physical science	Physics 2.2: Physical science	
			Physics 3: Physical science	Physics 3.1: Physical science	Physics 3.2: Physical science	
			Physics 4: Physical science	Physics 4.1: Physical science	Physics 4.2: Physical science	
			Physics 5: Physical science	Physics 5.1: Physical science	Physics 5.2: Physical science	
			Physics 6: Physical science	Physics 6.1: Physical science	Physics 6.2: Physical science	
			Physics 7: Physical science	Physics 7.1: Physical science	Physics 7.2: Physical science	
			Physics 8: Physical science	Physics 8.1: Physical science	Physics 8.2: Physical science	
			Physics 9: Physical science	Physics 9.1: Physical science	Physics 9.2: Physical science	
			Physics 10: Physical science	Physics 10.1: Physical science	Physics 10.2: Physical science	
Mathematics	Mathematics	Mathematics	Algebra	Algebra 1: Algebra	Algebra 1.1: Algebra	Algebra 1.2: Algebra
			Algebra 2: Algebra	Algebra 2.1: Algebra	Algebra 2.2: Algebra	
			Algebra 3: Algebra	Algebra 3.1: Algebra	Algebra 3.2: Algebra	
			Algebra 4: Algebra	Algebra 4.1: Algebra	Algebra 4.2: Algebra	
			Algebra 5: Algebra	Algebra 5.1: Algebra	Algebra 5.2: Algebra	
			Algebra 6: Algebra	Algebra 6.1: Algebra	Algebra 6.2: Algebra	
			Algebra 7: Algebra	Algebra 7.1: Algebra	Algebra 7.2: Algebra	
			Algebra 8: Algebra	Algebra 8.1: Algebra	Algebra 8.2: Algebra	
			Algebra 9: Algebra	Algebra 9.1: Algebra	Algebra 9.2: Algebra	
			Algebra 10: Algebra	Algebra 10.1: Algebra	Algebra 10.2: Algebra	
Personal Development	Personal Development	Personal Development	Health	Health 1: Health	Health 1.1: Health	Health 1.2: Health
			Health 2: Health	Health 2.1: Health	Health 2.2: Health	
			Health 3: Health	Health 3.1: Health	Health 3.2: Health	
			Health 4: Health	Health 4.1: Health	Health 4.2: Health	
			Health 5: Health	Health 5.1: Health	Health 5.2: Health	
			Health 6: Health	Health 6.1: Health	Health 6.2: Health	
			Health 7: Health	Health 7.1: Health	Health 7.2: Health	
			Health 8: Health	Health 8.1: Health	Health 8.2: Health	
			Health 9: Health	Health 9.1: Health	Health 9.2: Health	
			Health 10: Health	Health 10.1: Health	Health 10.2: Health	

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

Lower Primary Learning Outcomes for Grades 3, 4 and 5

Department of Education 2004

34. *Primary Learning Outcomes for Grades 3, 4 and 5, 2004*,
Department of Education, Papua New Guinea

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.

The in-service units in the set are:

Unit 1: Philosophy of Curriculum Reform

Unit 2: Learning Area: Culture and Community

Unit 3: Learning Areas: Language and Personal Development

Unit 4: Learning Areas: Mathematics and Science

Unit 5: Outcomes-Based Planning and Programming

Unit 6: Learning and Teaching for Outcomes

Unit 7: Assessing and Reporting Achievement of Outcomes

Unit 8: Bridging to English

Unit 9: Vernacular Literacies

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

Unit 5 focuses very much on the teacher guides for the lower and upper primary syllabuses and how they help teachers in planning and programming. Of course, the teacher guides cannot be considered separately from the syllabuses. These books together should be considered as companions to each other. The tasks you will be asked to complete will extend what you read in these books into activities that are relevant to you.

Throughout this unit the terms 'theme', 'linking idea', 'topic' and 'organiser' are used interchangeably. They mean the same thing.

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 and measured.

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

1. explain the general principles of “planning and programming”
2. explain the links between curriculum policies of the DoE, upper and lower primary syllabuses and teacher guides and the planning and programming required in a student-centred environment
3. identify and compare the steps involved in developing subject-based and integrated teaching programs
4. identify and describe the steps involved in developing a unit of work using the designing down approach
5. identify and describe the steps involved in developing a multi-grade program
6. explain how your 'planning and programming' is consistent with the education reform in Papua New Guinea
7. develop an integrated unit of work or assist others you supervise to develop an integrated unit of work from a yearly overview
8. bring together information from different sources to formulate a plan of action.

The Modules

In order to help you achieve the outcomes, *Unit 5: Outcomes-based Planning and Programming*, is developed through four modules.

There are minor links between the modules. It is suggested that you complete Module 1 first and Module 4 last. Module 3 is optional.

An overview of each of the modules follows:

Module 1: Planning and Programming Fundamentals

In this module you explore six examples of plans and programs to understand the logic and thinking behind them. You examine some guidelines for planning long-term, medium-term, short-term and on-going programs.

Module 2: Approaches to Planning and Programming

In this module you explore approaches to planning and programming using some of the current teacher guides and syllabuses to guide you in your thinking. Curriculum scanning is introduced as a means of facilitating integration.

Module 3: Multi-grade Planning and Programming (Optional)

In this module you examine the implications of the DoE policy on multi-grade teaching and its impact on your plans and programs, or those of the teachers you supervise. Links are established between the policy, the syllabuses, the teacher guides, subject-based and integrated approaches to planning and programming.

Module 4: Planning and Programming Implications

In this module you explore the implications of planning and programming in an outcomes-based environment and its application in your work context.

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.

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

Department of Education (2003), *In-service Units to Support the Implementation of Upper Primary Reform Curriculum*, Papua New Guinea

1. Philosophy of Curriculum Reform
2. Upper Primary Curriculum Reform
3. Outcomes-based Planning and Programming
4. Learning and Teaching for Outcomes
5. Assessing and Reporting Achievement of Outcomes

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

Primary and Secondary Teacher Education Project, 2002, *Introduction to Multi-grade: Student Support Material*

Primary and Secondary Teacher Education Project, 2002, *Teaching in the Multi-grade Classroom: Teacher Support Material*

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 5:
Outcomes-based Planning
and Programming

Module 1: Planning and
Programming Fundamentals

Contents	Page/s
Module introduction	2
Module learning outcomes	3
Section 1: Getting started	4
Section 2: Some guidelines for planning and programming	32
Module summary <i>(and additional space for your notes)</i>	44

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

Planning and Programming Fundamentals

Introduction

Welcome to *Module 1: Planning and Programming Fundamentals*.

You do not need other documents to undertake this module. However, much of it has been drawn from the lower and upper primary syllabuses and teacher guides, so it may help you to refer to these as needed.

You will certainly have to think about what you currently do in planning and programming. Any relevant documents that you, your school and your colleagues have, may be useful to refer to as well.

The module begins with a look at the teaching and learning cycle and where in particular, planning and programming fits. Then the module provides some general principles of planning and programming which may help you in your important work of planning and programming and/or supervising those who do.

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

Module learning outcomes

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

1. identify and discuss components of the teaching and learning cycle
2. describe what is meant by the term “holistic planning” in the context of outcomes-based education
3. explain to others the ideas behind planning and programming in outcomes-based education
4. distinguish between different levels of programming
5. distinguish between subject-based and integrated planning and programming
6. assist others in understanding the importance of planning and programming at different levels.

Section 1: Getting started



Planning is often started as the process of creating an overview of the curriculum in relation to the learning environment of a school, the learning needs of the students and the syllabus requirements. When planning, teachers are advised to consider the learning environment of the school and its community which will influence the choices they make as they create programs for their classes.

Programming is often described as the process of selecting and sequencing teaching strategies and learning experiences for specific classes and individual students to achieve the outcomes of the syllabus.

1.1 The Teaching and Learning Cycle

Programming comprises all of the activities that teachers use to design and sequence the teaching, learning and assessment activities for each subject or learning area, to assist student achievement of the syllabus outcomes at each stage. For the programming process to be successful, a school needs to have:

- whole school curriculum planning
- assessment data taken at every grade, and
- on-going evaluation of teacher programs.

The revised Teaching and Learning Cycle has three components: Planning and Programming, Teaching and Learning, and Assessing and Reporting.

If you look at the highlighted component – *Planning and Programming* – in the diagram on page 5, you will see six questions that a teacher is likely to consider before starting to program for a new class. There may also be other relevant questions that teachers ask themselves from time to time.

Through these six questions, the teacher is thinking about:

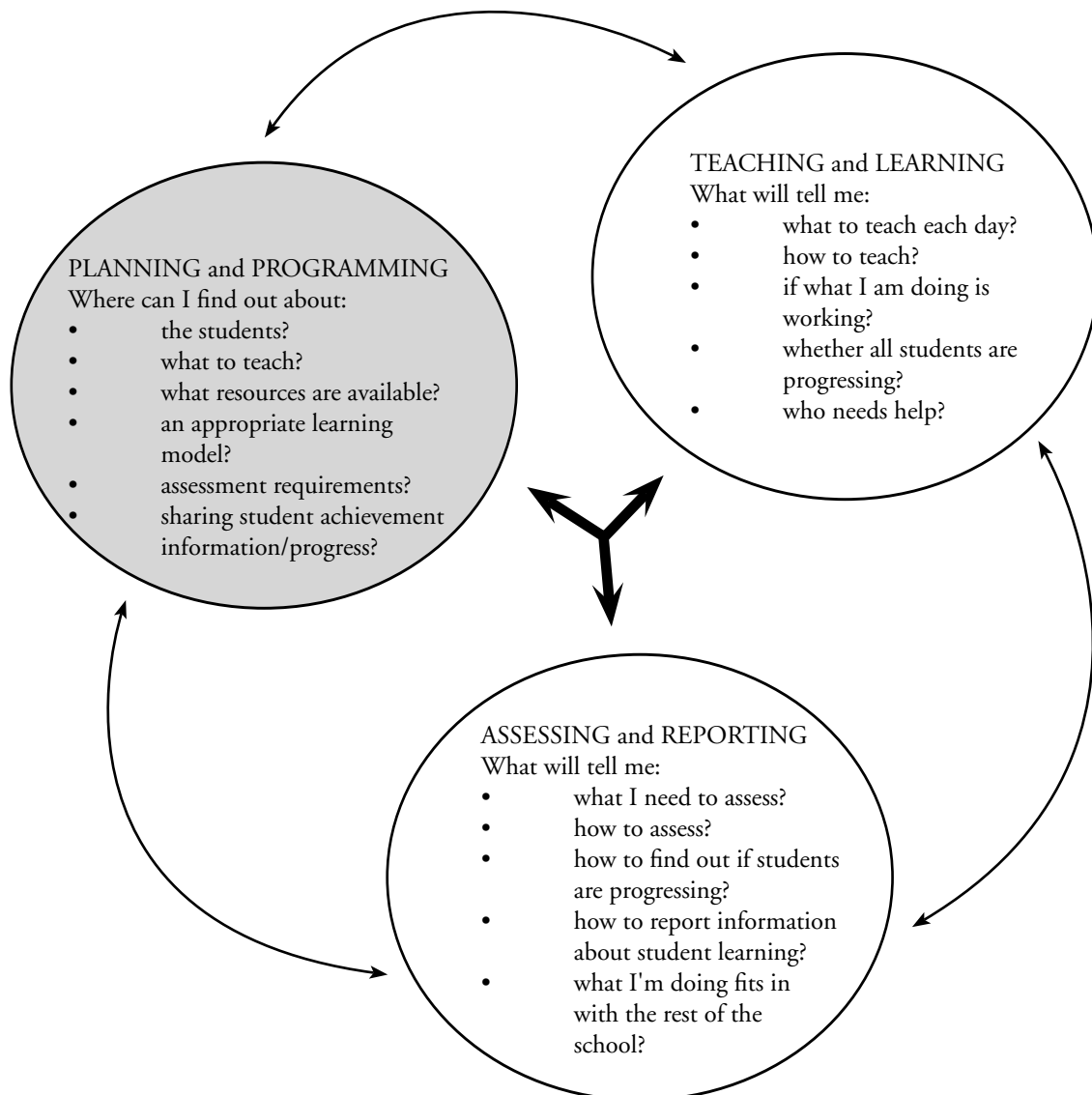
- what to teach
- what skills and attitudes to develop
- the knowledge and understanding that the students bring with them to school
- the availability of resources
- the context of teaching
- the best learning model to use
- what to assess
- how to assess
- when to assess
- the best way to record and report.

This is called a “holistic” approach, in which planning and programming includes the other two components of the teaching and learning cycle.

Another aspect of a holistic approach is the consistency between the syllabus aims and learning outcomes, and the teaching plans and programs. That is, to what degree do the plans and programs developed by teachers, assist students in achieving the curriculum intentions.

A third aspect of holistic planning is the consistency between the long-term, medium-term and short-term plans and programs.

The Revised Teaching and Learning Cycle



Look at the Teaching and Learning Cycle as a whole.

- What do you notice about the components?

HINT: State your “big picture” view here. Don’t worry too much about the questions. Scan the three components and give a summary view.

Note that there is one concept that is common to all three components.

- Read the questions in each component and identify this concept.

HINT: The concept that keeps recurring is one of the main reasons for schooling.

- What do you understand from the diagram of the cycle and the notes that are on page 4?

HINT: The diagram and the notes try to explain the concept of “holistic” planning and programming. State what you understand by the “holistic” approach.



If you were to ask a number of your colleagues to describe a program or the process of programming, you are likely to get a range of responses. Some typical responses may be as follows:

“Programming isn’t quick or easy, but a well thought out program is a good starting point for successful teaching.”

“Teachers’ programs tell us where they and their students are going and how they are going to get there.”

“A good program gives a strong sense of direction and purpose, while still being flexible enough to respond to changing learning priorities, interests and contexts.”

“A program starts as a plan for what teaching and learning will happen and ends up as a record of what actually took place.”

“Primary teachers’ programs are very individual and come in all shapes and sizes. Programs are working documents and very few remain unchanged for long.”

“Programs are both “personal” and “public”. They are for personal use and will reflect the teachers’ beliefs about teaching and learning. At the same time, they can demonstrate to others what has been taught and why teachers teach the way they do. Plans may be developed individually, in collaboration with others or through a combination of both.”

“There are many facets to a program: it may have several parts spread over a number of notebooks or may all be together in one folder.”

“At the start of the year with a new class, a teacher’s plan would most likely take a long-term view and cover issues in a general way. As time progresses, the program will become more specific and focus on short-term teaching/learning issues.”

All of the above statements describe a program or the process of programming to some degree.

- How would *you* describe the process of programming?
- How are the statements similar to and different from the view described in the Teaching and Learning Cycle? Are they “holistic”?

HINT: Compare what you understand by the “holistic” approach with the comments made by teachers.

Planning and programming would have been a major component of your pre-service training and you would probably have done a lot of planning and programming since then. Some people doing this unit will be planning and programming now.



Take a moment to look at some of your recent plans and programs. Then think about what these programs show as important to you in programming. Use the checklist on the following page.

My Program	Yes	No
Does it start with assessing what my students already know?		
Is it based on any existing syllabus or curriculum?		
Does it reflect long-term planning?		
Is it clear about what I expect my students to learn?		
Does it depend on resources that are easily available?		
Is it detailed enough for me to know what has to happen each term, each week and each day?		
Is assessment planned, integrated and obvious?		
Is assessment flexible enough to respond to what I want to find out about my students' learning?		
Does it agree with the school's policies?		
Will all students be actively learning all the time?		



Now find out how one of your colleagues plans and programs.

- Collect some of your colleague's plans and programs and look at them closely. Make some notes using the checklist you have just completed. The plans and programs are required for the activity on page 30.

HINT: As you look at the plans and programs think about the teaching and learning cycle and the checklist above.



Meet with another colleague (or two) if possible to find out their views about the process of programming.

Provide your colleague/s with a sheet of paper with the following stimulus sentences written on it and ask them to complete them.

“When I program for my class I take into account.....”

“The way I program is.....”

- Summarise each response using key words and phrases and list them in the table below.

Response from Colleague 1	Summary: Key words or phrases
Response from Colleague 2	Summary: Key words or phrases

- Using the responses from your colleagues as well as your own thoughts, write a paragraph about what you think is involved in the process of planning and programming.

HINT: Your response will depend on your analysis of the statements from your colleagues as well as your own thoughts. There are some basic principles applied in the process of planning and programming. These may emerge in your statement.

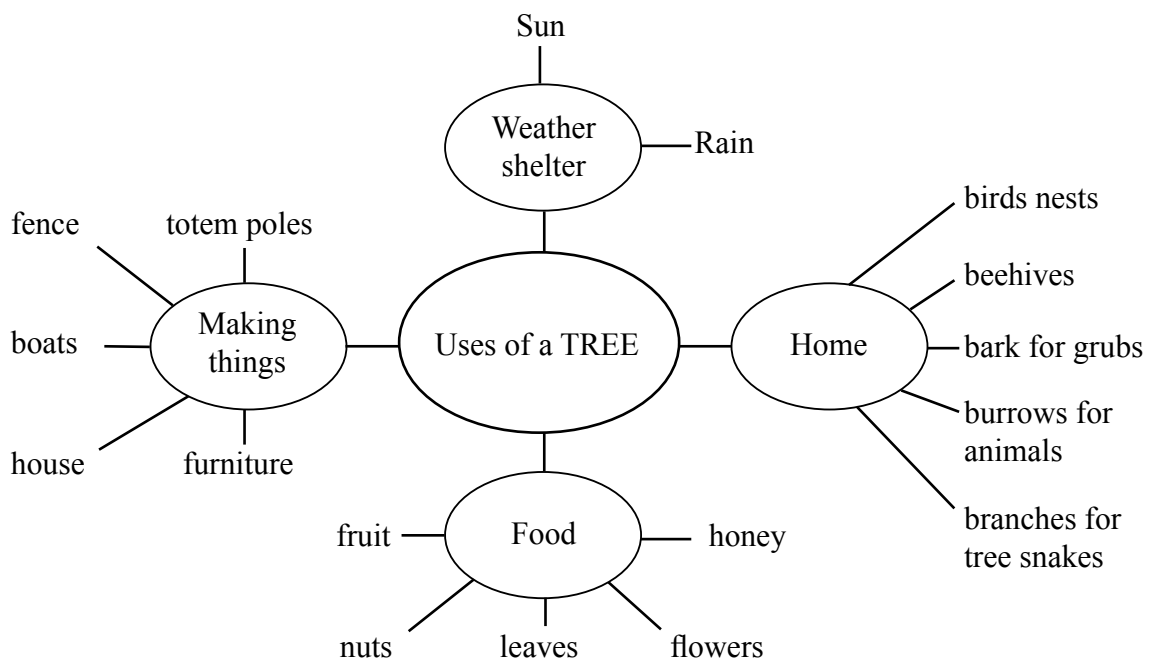
- Compare your statement with the questions in the “Planning and Programming” component of the Teaching and Learning Cycle on page 5.

HINT: Look at each of the questions again.

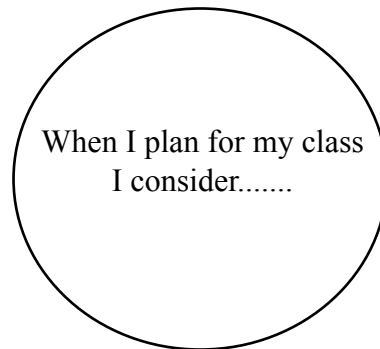


Draw a mind map or concept map of “Planning and Programming”

An example of a mind map is given below. Look closely at this map about some alternative uses of a “tree”. Take a moment to look at how the connections are made.



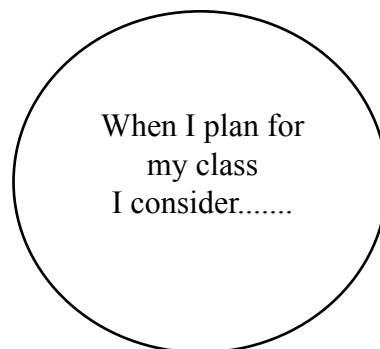
- Using this as a model, do a mind map of all the things you have to consider (or have considered in the past) in planning for your class. Work with a colleague. If you are office-based, change the topic for the mind map to 'Planning and Programming' and identify all the things one should consider when planning and programming.



HINT: First make a list of all the things you need to consider by brainstorming with a colleague. Then group them into simple and more complex concepts. Identify links between them before placing them around the central theme.



Share your mind map with some colleagues. Ask for their feedback and modify your mind map, if needed.



HINT: This time, your mind map could be more comprehensive than before because it may include the ideas of others.



From what you have learned so far, think about the following and write down your thoughts.

- the holistic nature of planning and programming

Hint: Your personal reflections are needed here.

- ways your understanding of planning and programming has changed, if at all.

HINT: You need to think about any new learning and insights you have acquired.



Read the following information, and discuss it with a colleague.

Teachers often describe the process of “planning and programming” as doing it at different levels of detail. Thinking in “levels” helps them to organise and develop ideas in increasing detail as each level becomes the focus of their programming. The following table describes and compares these different levels of detail.

Level of programming	What might be considered
Long-term plans - yearly planning - term planning	Beliefs, philosophy, strategies, organisation, classroom and behaviour management Goals and general aims for the year Continuity between the previous year, the current year and the following year (eg ideas about progression) Subject syllabuses and overviews Learning outcomes - clustering - key linking idea (organiser) Details of the “on-going” program or fixed time program (eg silent reading every day) Time allocation according to DoE policy Community activities (eg. village, town, or DoE calendar) School and community resources
Medium-term planning Units of work (around a single outcome or a cluster of outcomes)	Overview by term (themes/unit titles/duration) Plans of units of work (around a cluster of outcomes or a single outcome) Outcomes for units of work Essential activities Learning model Resources Assessment plans - methods, tasks, criteria Current timetable
Short-term plans, eg. weekly or daily programming	Weekly or daily teaching notes and details of activities Learning outcomes and assessment decisions Assessment ideas – When? What? Where? Who? Resources – What? Where? Who?
On-going or fixed time activities, eg. - everyday/once a week - whole year/term only	Activities which may run every day for the whole year, eg. silent reading Activities which may run every day for the term eg. group work, a fitness program Activities which may run once a week for the whole year/term eg. school service, sports, assembly, HIV/AIDS education Class jobs, eg monitors Library duties, eg. changing books



Take a few moments to reflect on the way you presently plan and program and compare it with the above information.

- What do you and your colleague think about the process of programming in levels?

- Do your plan in levels? Do you have any other way of doing it?

Hint: The response to this question will depend on your own situation.

1.2: Examples of plans and programs for programming at different levels

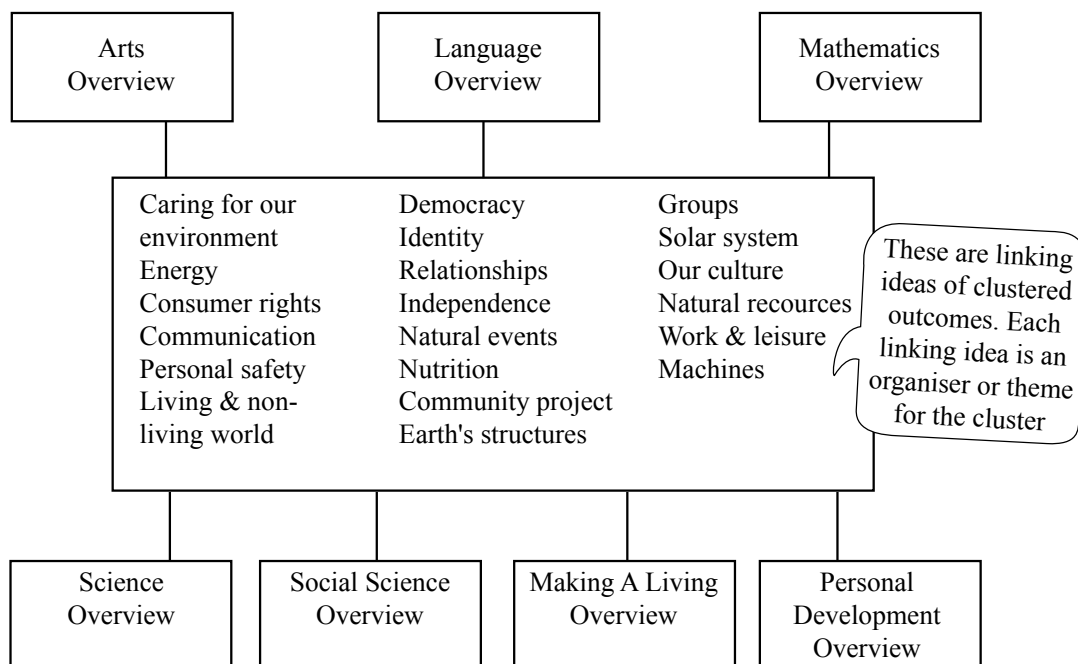
Six examples of plans and programs are shown. These plans and programs are examples only. Some of those shown relate to the lower primary syllabuses, some to the upper primary syllabuses and some to both. All examples can be adapted for use across the 6 primary grades for planning purposes. Remember that if you are a primary school teacher, you could at any time be asked to teach classes from grades 3 to 8.

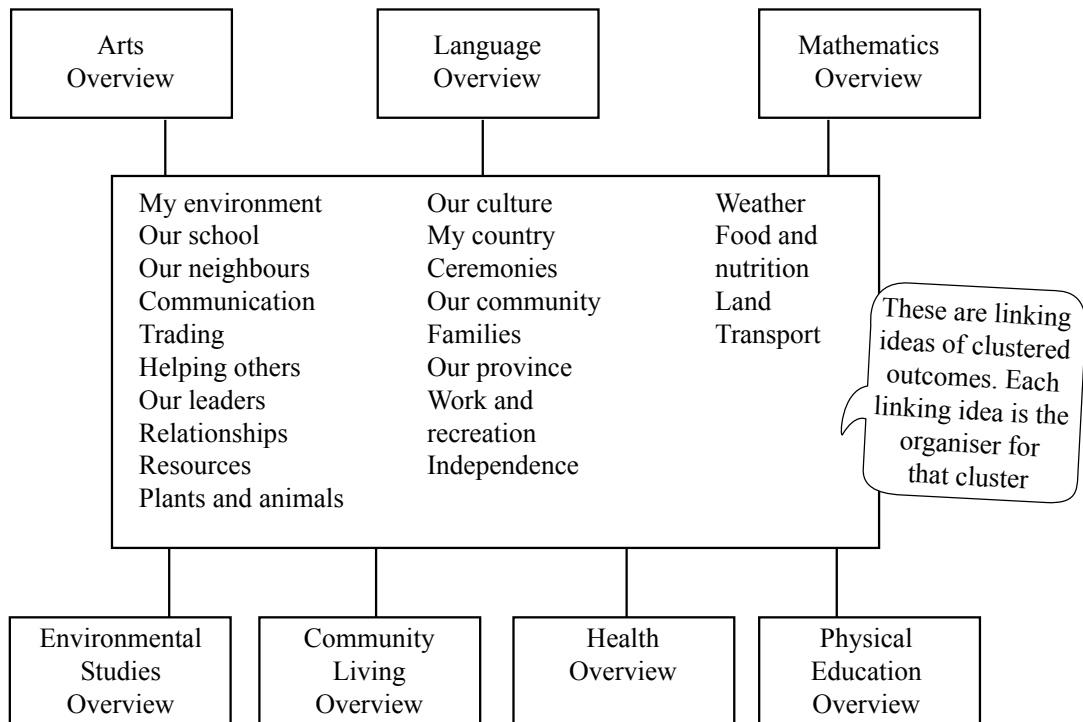
Each example has been selected to show ways of planning and programming at particular levels of detail. They help you to understand the logic and processes of planning and programming. Look at each one closely, with a critical eye.



Working with a colleague, identify each of them as a yearly, term, weekly or daily plan or program. Also answer other questions about each example.

Example 1 (a) Upper Primary



Example 1 (b) Lower Primary

- What kind of a program is Example 1 (a) or (b)? A yearly overview? A term plan? A weekly program? None of these?

HINT: Look at the level of detail.

- Write the reasons for your answer.

HINT: You need to explain the reasons for your answer by explaining what you see and what you do not see in Example 1 (a) and (b).

- How does the above example and process of arriving at it relate to your practice? Is this the way you do it?

HINT: The response to this question will depend on your own situation.

Example 2 (Lower Primary organisers or themes)

Term 1		Term 2		Term 3		Term 4	
Week		Week		Week		Week	
1	My environment	1	Families	1	Our province	1	Education Week activities
2		2	Relationships	2		2	
3	Our School	3	Our neighbours	3	Our leaders	3	Transport
4		4	Weather	4		4	Communication
5	Plants & animals	5		5	My country	5	
6		6		6	Ceremonies	6	Trading
7	Food and Nutrition		Resources	7	National Book week activities	7	Our community
8		8		8	Our culture	8	
9		9	Work and Recreation	9		9	Helping others
10		10		10	Independence	10	
11				11	National Literacy week activities		Closing School

- What are the differences between Examples 1(b) (page 14) and Example 2 above?

HINT: Do all themes from Example 1(b) feature here? What factors determine the sequence?

- In planning to program for a lower primary class at the start of the year, which of the two should be done first – Example 1 (b) or Example 2? Why?

HINT: Here provide a logical answer. In planning one goes from longer-term to shorter-term ideas.

- Take a close look at Example 2. Note that some units are one week long and some are two weeks long and some are three weeks long. Name three one-week units, three two-week units and two three-weeks units in the table.

HINT: The answer is obvious. There are almost as many two-week units as one-week units.

- Why are some units longer than others?

HINT: Think back about how you chose the themes for the year. If you are unsure, look at Example 1:

- What additional information is required for doing Example 2 compared with Example 1?

HINT: Make a guess at this stage. After you have worked through the six examples, come back to this question and complete it.



How does this example and the process of arriving at it relate to your practice? Is this the way you do it?

HINT: The response to this question will depend on your particular situation.



Now let us take a look at Example 3.

Example 3 (Upper Primary). This Example has three parts – Tables A, B and C

Table A (Grade 6): A two week cluster of outcomes with the key linking idea (organiser) in the centre.

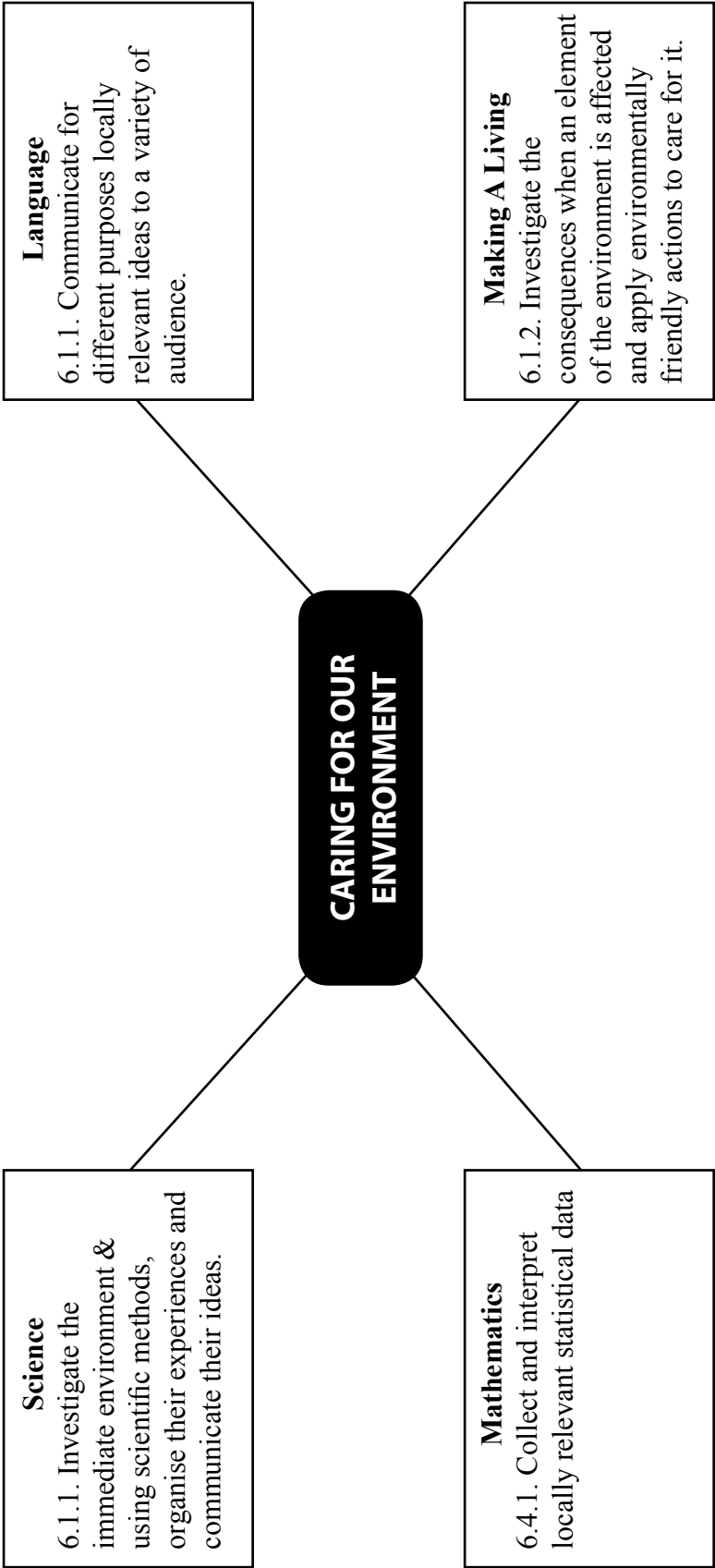


Table B: (Grade 6) Theme: Caring for our environment**Week 1**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 - 8.15	Assembly	Assembly	Assembly	Assembly	Assembly
8.15 -	Integrated (60)	Social Science (60)	Language (60)	Social Science (60)	Integrated (60)
10.00	Integrated (45)	integrated (45)	Social Science (45)	Mathematics (45)	Mathematics (45)
10.00 - 10.30	Recess	Recess	Recess	Recess	Recess
10.30 -	Integrated (45)	Science (45)	Integrated (45)	Science (45)	Social Science (45)
12.00	Personal Dev. (45)	Personal Dev. (45)	Personal Dev. (45)	Personal Dev. (45)	Personal Dev. (45)
12.00 - 1.00	Lunch	Lunch	Lunch	Lunch	Lunch
1.00 -	Making a Living (60)	Integrated (60)	Making a Living (60)	Integrated (60)	Making a Living (120)
3.00	Religious Education (60)	Arts (60)	Arts (60)	Arts (60)	
Work associated with the integrated program is shaded grey.					

The timetable above allocates 420 minutes for integrated program. A proportion is taken from the minimum time for each of the relevant upper primary subjects.

Note that time is also allocated for subject-based learning for each of the four subjects integrated.

Example 3, Table C

Outcomes	Assessment Task(s)
Language 6.1.1 Communicate for different purposes locally relevant ideas to a variety of audiences. Mathematics 6.4.1 Collect and interpret locally relevant statistical data. Making a Living 6.1.2 Investigate the consequences when an element of the environment is affected and apply environmentally friendly actions to care for it. Science 6.1.1 Investigate the immediate environment and using scientific methods, organise their experiences and communicate their ideas.	Integrated assessment: An individual oral presentation, supported by relevant data and visual aids on the issue of rubbish around the classroom, the school and the immediate environment beyond the school. The presentation is to be given by the students to members of their class, to members of other classes, and to members of the community beyond the school. The presentation is to focus on the implications of the problem(s) and include strategies for improvement, and for wider community exposure.

You may recognize Example 3, Table A as an integrated plan intended for two weeks of teaching. The linking idea ‘Caring for our Environment’ is one of the ideas in Example 1 (a) (page 13). It has been allocated 420 minutes of time from across 4 of the syllabus areas. The text at the bottom of page 18 explains this.

- Working with a colleague, think through the following questions. Record your responses in the space provided.
  - What was the thinking behind this integrated unit plan?

HINT: Look closely at the information provided in Table A. Think about all the possible outcomes across all the upper primary syllabuses.

- What were the steps taken by the writers to arrive at this type of programming?

HINT: It would be helpful to consider the details of tables A, B and C in responding to this question.

- How did they ensure that this plan satisfied the time allocation?

HINT: If you are unsure, there is an activity shortly that will help you here.

- With reference to Table B, what details would be needed to allow for this to be developed into an effective teaching program?
- Take a close look at Table A. How would you teach someone who is not familiar with integrated planning to construct one?

Hint: Use some examples you are currently familiar with. You will get more assistance with this shortly.

- Work with a colleague and have a close look at the three tables of Example 3.
  - Do a time analysis of Table B. You may wish to read ahead and refer to Table C of Example 4 (page 23) for assistance. Use the table below for the analysis.

Syllabus	Minimum time as set by DoE	Minutes for integrated work	Minutes for other syllabus work
Language			
Mathematics			
Personal Development Making a Living			
Social Science			
Science			
Arts			
Religious Instruction			
Block			
Total			

- State whether or not the time allocation is consistent with the DoE expectations?

HINT: You will need to have balanced this table out to make a decision.

- How many of the seven syllabuses were included in the theme of Example 3?

HINT: Themes do not necessarily need to involve all syllabuses. In fact, teachers must be aware of not making unnatural connections for the sake of it.



How does this example relate to your practice? Is this the way to go?

Hint: In answering this, you are thinking back and looking forward.



Example 3 is typical of a holistic approach to planning, even though it is not the total picture.

Another way of expressing what you've seen in Example 3 is to say that you've encountered the beginnings of an integrated program. Those of you who are familiar with the new primary syllabuses will know integrated planning and programming is strongly recommended by all syllabuses.

Below is a selection of what some of the upper primary syllabuses say.

Making a Living (page 6)

Making a Living promotes integration across the strands of the subject as well as making links and incorporating outcomes from other subjects where appropriate.

Integration of different aspects of the curriculum provides students with the opportunity to make links, draw conclusions and deepen understanding.

Teachers may choose to develop units of work that focus specifically upon outcomes from a strand or strands within this subject or alternatively develop a unit of work that incorporates outcomes from this subject and other subject areas.

Social Science (page 5)

In real life, students need to integrate all the skills they learn at school. Therefore teachers are encouraged to integrate Social Science with other subjects through such activities as projects and thematic teaching.

Language (page 9)

While mapping and sequencing the whole curriculum for the coming term or year, by looking carefully at the outcomes for each subject, the class teacher will see areas of connection and common or related purposes between the outcomes. There is scope for combining the learning outcomes within a common integrated assignment which will provide evidence of achievement in more than one subject and in more than one outcome.

When the teacher sees these connections, he or she should highlight these and start to piece together an integrated learning unit. This means that the students' learning time will be used more efficiently, overlap and repetition in learning tasks will be reduced and the whole curriculum will begin to reflect how life is lived beyond the school.

Arts (page 7)

Related topics are found across subject areas. Subject content from Language, Making a Living, Mathematics, Personal Development, Science and Social Science can be used as topics for activities in drama, creative dance, song writing or an Art project.

Example 4 (there are three tables relating to grade 6 in this example)**Table A: Grade 6 time allocation in minutes for each subject per week**

Arts	180
Language	180
Mathematics	180
Making a Living	360
Personal Development (PD)	240
Science	180
Social Science	180
Religious Education	60
Block Time (eg assemblies)	90
Total	1650

Table B: Grade 6 Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 -10.00	Assembly 15 Language 60 Maths 45	Assembly 15 MAL 60 Maths 45	Assembly 15 Language 60 Maths 45	Assembly 15 MAL 60 Maths 45	Assembly 30 Language 60 PD 30
10.00-10.30	Recess	Recess	Recess	Recess	Recess
10.30- 12.00	Science 45 Soc. Sc. 45	Science 45 Soc. Sc. 45	Science 45 Soc. Sc. 45	Science 45 Soc. Sc. 45	PD 30 Arts 60
12.00 - 1.00	Lunch	Lunch	Lunch	Lunch	Lunch
1.00 - 3.00	MAL 60 PD 60	MAL 60 Arts 60	MAL 60 PD 60 PD 60	Arts 60	MAL 60 Religious Ed. 60

Table C: Grade 6 Time Analysis (refer above)

Subject	Break-up	No. of Minutes
Arts	3 x 60	180
Language	3 x 60	180
Making a Living	6 x 60	360
Mathematics	4 x 45	180
Personal Development	2 x 30, 3 x 60	240
Science	4 x 45	180
Social Science	4 x 45	180
Religious Education	1 x 60	60
Assembly	1 x 30, 4 x 15	90
Total		1650



What do you think the writers are trying to tell you through Tables A, B and C?

HINT: Do you know whether or not the DoE has a policy on time allocation for each upper primary grade?

- What do you think Table B is about? A yearly overview? A term plan? A weekly program? A daily program? A weekly timetable? None of these?

HINT: Look at the structure, time span and contents of Table B, then the response will be obvious.

- Does Table B tell you whether the program is going to be integrated or subject-based?

HINT: Look at the content. Can you predict from the content whether the program based on this model is likely to be subject- based or integrated?

- If you think that Table B can lead to subject-based programming, what do you think would be the next steps?

HINT: Make a guess at this stage. After you have worked through the six examples, come back to this question and complete it.

- Do you think the time allocation for Language is the same for grades 6, 7 and 8? If you are not sure, where would you look for the information on time allocation for Language for grades 6, 7 and 8?
- Check the time allocation per subject for other primary grades. What have you found out?

HINT: If you are not sure, carefully check the syllabuses.



How does this example relate to your practice? Do you do a weekly time analysis? Is this the way to do it? Explain.

HINT: The response to this question will depend on your particular situation.



Now let us move on to another example of a program with different degrees of detail.

Example 5 (An upper primary example)

Time	Lesson	Activities	Materials	Evaluation/ Comments
8.00 - 8.15		Assembly		
8.15 - 10.00	Language (105 min)	Purpose: Revise English punctuation conventions for written statements and questions. Theme activity: Prepare written questionnaire on favourite weekend recreation activities. Each student to complete one for self and review the completed one for self and review the response of another. Vocabulary: Brainstorming vocabulary relating to “fish” e.g. colour, size, shape, texture	Language Teacher Guide Language Syllabus Outcome 6.3.1	
10.00 - 10.30		Recess		
10.30 - 12.00	Mathematics (30 min) Science (60 min)	Purpose: Solve calculations such as 5% of 50 Activity: 20 examples. Check with another student. Purpose: Classify plants into flowering and non-flowering. Activity: Collect samples from around playground. Sort into 2 groups. Create charts in groups.	Grade text Science Syllabus Outcome 6.2.1	
12.00 - 1.00		Lunch		
1.00 - 3.00	PD (45 min) PD (45 min) Arts (30 min)	Purpose: Identify safety risks in and around the home for young children 5 and under. Activity: Study texts, discuss as class, label sketches in books. Purpose: Participate in coordination activities. Activity: Catching ball whilst standing, running, high ball, low ball. Game of softball. Purpose: Continue art work on theme of students engaging in their favourite past-time.	PD syllabus Outcome 6.4.8 Safety First books from library PD Syllabus Outcome 6.2.1 Teacher Guide P31 Arts Syllabus Outcomes 6.1.1, 7.1.1	

- What kind of a plan or program is this – a yearly overview? A term plan? A weekly plan? A daily plan? None of these?

HINT: Look at the structure, the time span and the details. Then answer then becomes obvious.

- Is this program based on themes, subjects or outcomes?
- How do you know this?

HINT: Is there any evidence of a thematic approach? Do the activities provide evidence of integration?



How does this example relate to your practice? Is this the way you do it?

HINT: The response to this question will depend on your particular situation.



Now we have reached the final example, Example 6. Read the information provided and think about the level of detail.

Example 6 (lower primary)

Health (Lower Primary)	
Strand: Healthy Individuals Sub-strand: Nutrition	
Learning Outcome: 4.1.3 Explain the benefits of eating from the food groups and assist in preparing healthy meals	
Lesson Outcomes	Tasks and Activities
1 Identify and group local foods into the three food groups: protective food, food for growth, food for energy	Brainstorm and list all the foods that the students currently eat both at home and at school Make a class mind map of the three food groups and place the identified foods into each category Collect pictures of these foods to paste on a class map of “what we currently eat”
2 Analyse different local foods and identify “fast” foods which may not be healthy	Talk about each of the foods listed in the class map List those foods that are healthy and those that can cause problems Invite a local “nutrition expert” such as a community nurse to come and talk about good food and food to avoid
3 Identify the benefits of eating healthy food	Talk about the importance of having a healthy body and list the reasons for this Draw or collect pictures of activities you can do when you have a healthy body List what can happen to your body if it is not properly fed and exercised

	Students write a story about why they think healthy food is important for their bodies
4. Prepare, cook and serve a healthy balanced meal	Talk about what makes up a healthy meal Class plans a healthy meal to have at school. Students bring ingredients to prepare the meal and serve it as a “special event” class lunch Individual oral presentations by students on what health foods they are having at home and how these foods are prepared

Physical Education (Lower Primary)

Strand: Physical Activity

Substrand: Fitness for health

Learning Outcome: 4.3.2 Identify and participate in activities to stay fit

Lesson Outcomes	Tasks and Activities
1. Talk about what “being fit” means	Have a class discussion about what students think “being fit” means Discuss examples of people students know who are very fit and those who are not very fit
2. Talk about the advantages of being fit and some activities that promote fitness	Have a local “sporting identity” talk to the class about what it means to be fit for playing sport Discuss the sort of activities that the students currently do that help with fitness Identify new activities that can be used to promote fitness in the areas of heart and muscle strength, joint mobility and endurance
3. Practise some new fitness activities at school	Make a list of some activities that the class can do each day to help keep fit under the headings of : - Muscle strength - Joint mobility - Endurance Teach these activities and try them each day at a set time in the playground. Take some pictures of the activities and build up a class collage of “Fitness Activities”
4. Work out a personal fitness plan that can be used for keeping fit	Identify suitable activities that can be done every day inside and outside, without the use of any equipment Each student to list the activities he/she would be prepared to try Each student to discuss his/her choices with class and then review these choices after listening to what others have to say Each student to prepare a short “personal fitness plan” to use each day
5. Work out a short daily “class fitness plan” for all students to do for a few minutes each day at a suitable break in the timetable.	Ensure that every student can participate in the chosen activities, or that the activities can be easily modified to suit individual differences Practise these activities daily, increasing the time in order to make them more challenging to increase fitness

Language (Lower Primary)**Strand: Speaking and Listening****Substrand: Production**

Learning Outcome: 4.1.1V Use a range of spoken text types for different audiences and purposes to present familiar and unfamiliar ideas

Lesson Outcomes	Tasks and Activities
1. Discuss the role that good food and exercise plays in having a healthy body	Class discussion on the importance of good food and keeping fit Class mind map of discussion points
2. Role play some activities that can be tried to keep fit	Individual students explain and show class a favourite fitness activity they have tried Put up a list of activities on a “class fitness chart”
3. Express opinions on the dangers of eating “fast foods”	Collect pictures of “fast food”. Get students to talk about what they think of these foods. Make a class poster of “good food” and “fast food”. Have students write captions (a few words to go under each picture) for each of these food items.
4. Listen and ask questions of a visiting speaker on a topic relating to health and fitness	Invite a “community nurse” to talk to the class about good food and food items to avoid. Give students the opportunity to ask questions
5. Present reports to the class on a “personal fitness plan” that each student has worked out	Individual reports given to class by students to explain the “personal fitness plan” that each has developed and talk about how he/she will put it into action.

**What kind of a program is Example 6?**

HINT: Look at the details provided in this example.

- Do you see any evidence of integration in this example. If yes, what are some indicators?

HINT: Does it look like a teacher-centred approach or a student-centred approach? Is there any evidence to suggest that there is integration?

- Do you see any evidence of assessment tasks in this example? If yes, list some of them here. If not, suggest some learning tasks that can be used for assessment purposes.

HINT: Look carefully at the detail.



How does this example relate to your practice? Is this the way you plan and program?

HINT: The response to this question will depend on your particular situation.



So far you have had the opportunity to work through six examples of plans and programs at different levels of detail.

These examples have been grouped for you into three groups – long-term, medium-term and short-term, in the following table. As you would have noticed, some examples have more tables than others. This means that 11 items have been grouped into three groups.

Long-Term	Medium-Term	Short-Term
Example 1 (a) Example 1 (b) Example 2	Example 3, Table A Example 3, Table C Example 6	Example 3, Table B Example 4, Table A Example 4, Table B Example 4, Table C Example 5



Answer these questions.

- Do you agree with these groupings?

HINT: Look across the six examples; look at the level of detail; the shorter term programs are more detailed than the longer term plans.

- If you don't agree, make changes to the groupings, explaining why.

HINT: The response to this question will depend on your perceptions of long-term, medium-term and short-term plans and programs.



You already have some plans and programs collected for activity on top of page 8.

Collect a few more samples of programs from some of your colleagues and together with them classify them into Long-term (LT), Medium-term (MT) and Short-term (ST) plans and programs.

Long-term	Medium-term	Short-term

HINT: Refer back, if you need to, to page 12 of this module.

- Then take one or two samples and carefully look at the details and presentation. Use your knowledge of plans and programs, and the examples 1-6 to facilitate discussion with a colleague. Record important issues or points.

HINT: The response to this question will depend on the samples you have selected and your skills in facilitating discussion.



From what you have learned so far in this module what are the implications for your practice?

- Think of how you are currently planning and programming as a teacher or have programmed in the past.
- Think about the following and record your thoughts.
  - The basic principles of ‘planning and programming’

HINT: One principle is that plans and programs should be consistent with each other. What are the others?

- the importance of planning overviews before programming

HINT: Think about what is likely to happen if you commence programming without a long-term plan?

- the relationship between the syllabuses, teacher guides and class programs

HINT: The syllabuses contain the DoE’s policy about what student should be learning in schools. Expand on this idea here.

- the degree of detail found at different levels of planning (eg. yearly overview, term overview, unit of work, weekly program and daily lessons).

HINT: You must have some idea by now about how detailed each level of planning is.

Section 2: Some guidelines for planning and programming

2.1 Levels of planning and programming

2.1.1 Long-term plans

Read the following information and answer the questions that follow.

Year Plan

At the start of the year all teachers give some thought to the long-term plans for their class. These plans cover a range of issues some of which may involve the whole school, only the upper or lower primary years or only a particular grade. Other issues may be very personal and describe ways an individual teacher is going to organise and manage his/her teaching.

Some teachers begin putting together parts of their plan before first term starts and build it up over the first few weeks of the school year.

New ideas and tentative plans may be shared with students, other teachers and parents before being fully developed and finalised.

At first, the idea of a year plan may seem like a lot of unnecessary work, but in fact many aspects will carry over from one year to the next with only a few modifications.

Teachers of multi-grade classes will find it necessary to have a two-year plan if their class covers two grades, and a three-year plan if it covers three grades.

The year plan is the time and place for looking at the 'big picture' and sketching in the broad outlines. It will look at 'who, why, what, when and how' of the teaching and learning for the year.

This involves thinking about the following. There may be some things you wish to add to the table!

Some questions	Some considerations (you may add to the list)
Who will be involved?	Considering needs, expectations, interests and resources of • students • other staff • parents • school community
What are the choices and decisions to be made?	Clarifying and identifying • own beliefs and philosophy about teaching and learning • school philosophy and policies, and community expectations • system requirements, policies and guidelines • syllabuses and teacher guides • school priorities and focuses

What will the students learn?	Identifying • syllabuses • resources - teachers guides, charts of primary learning outcomes, others from the teacher, school, community and DoE • students' learning priorities, goals, interests Planning • broad teaching/learning goals for the year from the syllabuses • on-going teaching/learning program • draft overview of key units of work for the year (single subject outcome focus and/or integrated)
When will this happen?	Identifying • school and class timetables • sequencing and coordination of units of work across the curriculum • seasonal considerations • school and community events and activities • DoE calendar
How will the students learn?	Identifying • teaching and learning environment and activities • relationships, responsibilities, respect: teacher, parent, student • classroom organisation (time and space) • classroom/behaviour management plan
How will the students show they have learned?	Selecting or devising • learning models (processing of learning) for supporting learning and sequencing activities • strategies for teaching, learning and assessment • strategies for recording assessment information • strategies for monitoring progress • feedback and remediation • strategies for reporting to parents and other adults

- Do you agree with what you have read about long-term planning? If yes, why? If not, why not?

HINT: Is it far too detailed? Do you think some of the details are not relevant for your work situation? What is the message in it for you?

- Have you added any of your own ideas and thoughts to the above table?

HINT: The response to this question will depend on what you have done.

- Have you deleted any?

HINT: The response to this question will depend on what you have done.



If you are satisfied that the above table is as complete as possible, present it to the staff in your school or a group of colleagues in order to get their feedback.

Of course, you would need to explain to them what it is you are trying to do here. Write down what you would be saying to them (the context, the purpose and the expected outcome) and the significant points your colleagues have raised with you.

HINT: The response to this question will depend on what you have done.

- Review the above table in the light of feedback received (only any new ideas you have added to the table on pages 32-33 need to be recorded in the table here).

Some questions	Some considerations
Who will be involved?	Considering needs, expectations, interests and resources of..... •
What are the choices and decisions to be made?	Clarifying and Identifying .....
What will the students learn?	Identifying ..... • Planning ..... • Identifying ..... •
When will this happen?	Identifying ..... •
How will the students learn?	Identifying ..... • Selecting or devising ..... •
How will students show they have learned?	

2.1.2: Medium-term plans



Read the following information and do the activities that follow.

Units of work

Units of work focus on learning around a connected set of learning outcomes, often labeled with a theme and usually cover a period of one or two weeks, and occasionally longer. A single unit may concentrate on one subject or cover two or more subjects, in which case, it is usually called an integrated unit.

Classroom management, the on-going program or the fixed-time activities and teaching/learning strategies, assessment plans and so on provide the context for teaching units.

Over the year, together with the on-going program or fixed-time activities, the units will need to provide for learning across the full scope of the seven syllabuses. This learning will, of course, need to be provided for at appropriate levels and in logical sequence.

The learning outcomes potentially drawn from each of the syllabuses with meaningful connections are the essential features to bear in mind when planning the units.

It is always important to remember that the mapping of the units of work is only the first draft and this will need to be reviewed, evaluated and modified as the school year progresses. In this way new or emerging learning priorities and needs can be taken into account.

Getting started

Some teachers always program in the same way, others find every unit seems to develop differently. Programming is simply not a linear process. There is no 'right' answer which will work for everyone all of the time!

Some teachers describe a unit of work as growing from a central idea like a series of concentric circles, a spiral or a web. Many suggest that ideas evolve, taking shape and developing gradually over time. Resources, content, interests, student needs and curriculum outcomes are all described by teachers as starting points for this level of programming.

In a general sense, planning a unit of work should be guided by the following four questions. The questions are:

1. What's it that my students have to know and be able to do? (outcomes)
2. What's the best way to find out if my students can do it? (assessment)
3. What's the best way to assist my students achieve the outcomes? (learning and teaching)
4. What's the most appropriate content—knowledge, skills and attitudes—to assist my students to achieve the outcomes? (content)

Collaborating

Many teachers choose to program individually, but today more teachers are commenting on the advantages of collaboratively planning and programming. Sometimes this happens because teachers plan to teach in teams, but often the intention is that, after ideas and expertise have been pooled and shared, teachers in the group will teach individually. They can personalise their program, ie. adjust the program to suit their class, as appropriate.

Collaboration may take place between teachers teaching the same grades (horizontal collaboration) and /or between teachers teaching a range of grades (vertical collaboration eg. grades 3, 4 and 5 or 6, 7 and 8).

Collaboration at the transition points such as elementary 2 to grade 3, grade 5 to grade 6 and grade 8 to grade 9, is also seen as worthwhile.

Developing a unit of work

When developing a unit of work, a number of things need to happen.

Consider

- lower and upper primary syllabus learning outcomes, as appropriate
- current learning needs and interests of the class and group of students
- links with
  - previous learning and units of work
  - the on-going program or fixed time activities
  - learning planned in other subjects
- whether the unit will have a single focus or will integrate learning across subjects.

Include

- outcomes - the learning the students are able to demonstrate at the end of the unit
- knowledge skills and attitudes that students need to have to undertake the unit
- an assessment plan including assessment method(s), task(s) and criteria that reflects the outcomes and is known by the students before they begin work
- the learning activities the students have to do to achieve the outcomes
- an appropriate learning model or process to develop the activities into a supportive teaching/learning sequence
- resources - print, media, people, places etc.

On-going evaluation of effectiveness of plan/program and responding to students' learning, interests and ideas may mean 'letting go' of some of the original plans. Many teachers find they modify and adjust their plan a number of times in the course of teaching a unit, especially if it is an integrated one.

If you keep the unit overviews, they can provide useful starting points for programming for future years. Some schools ask teachers to share successful unit overviews and collect these together as a resource for all teachers in the school.



Discuss the importance of planning at this level (ie. medium term). Record some important issues and points raised.

HINT: The response to this will depend on what your colleagues say and your own thoughts on the topic.

- **Discuss the following as a group.**
  - Is collaboration a good idea when planning units of work?

HINT: Collaboration at all levels of planning is a good idea one would think. Explain whether you think planning medium-term plans in collaboration with others is a good idea.

- **List two benefits of collaborating**
  - horizontally (eg. all grade 6 teachers planning together)
  - vertically (eg. grades 3, 4 and 5 planning together)

HINT: In your own mind compare these with the alternatives of programming on your own.

2.1.3: Short-term plans (weekly or daily teaching plans and lessons notes)



Read the following information.

Teaching plans at this level are probably the most personal part of a teacher's program. Some teachers plan them on a weekly basis. Others prefer to write them a day at a time. Their format, style and content will depend on what information a teacher finds important and useful. However, there may be preferred ways of doing this in particular schools.

Teachers use their teaching plans and lesson notes to jot down information on features such as

- teaching and learning strategies - catering for different learning styles
- the sequence of activities - from known to unknown
- organization of class or group work - kinds of groups, group roles
- tasks and thinking expected of students - describe, discuss, compare, construct, evaluate
- time allowances - adequate time, learning across all subjects
- assessment plans and strategies - what is to be assessed, how best to assess, when to assess, who will assess, what to do with the assessment information
- materials and resources to be used - school based, borrowed, community based.

In addition, some teachers say they find it useful to leave space for adding comments about the way activities 'went' or observations about individual students. Depending on the activity this might happen at the time or in a few minutes put aside at the end of the day.

These informal comments, observations or reflections can be very useful for on-going evaluation and modification of the program and as a source of information about students' learning.

2.1.4: The on-going program (or fixed-time program or activities)



Take a moment to read the following information and do the activity.

Many learning experiences happen regularly in classrooms on a daily or weekly basis. These on-going or fixed-time activities are an important and integral part of the total teaching and learning program.

They may be described in the year plan or in a separate section of the teacher's program and then simply noted as happening in weekly or daily teaching notes. Parts of the on-going program or fixed-time program may be designed to fit with school philosophies, policies and guidelines, while other parts may directly reflect an individual teacher's approach to teaching and learning.

Some of these on-going learning activities, such as "silent, sustained reading" happen every day and may continue throughout the year. Others may be included in the program for a few weeks, a term, or periodically, as seems necessary or appropriate.

The on-going program should not be underestimated. Many teachers will find that a number of the goals and long-term learning outcomes, which they identify for their students at the beginning of the year, are achieved through these on-going learning activities. For this reason it is important to clarify why they are happening and how they contribute to students' learning. The curriculum outcomes will be the key to making these connections.

A few examples of on-going or fixed-time activities are:

On-going Teaching/Learning Strategies and Activities

- Student learning contracts
- Cross-age tutoring
- Current interest or topic
- Talk/discussion times (news, books, media)
- Cross words/quizzes/word and maths games
- Group work
- Modelled and shared reading
- Independent learning time
- Spelling strategies/program
- Home reading program
- Homework marking
- Fitness activities
- Tinkering tables and activities

Routines, Roles and Responsibilities

- Class guidelines, rules and consequences
- Class jobs and monitors
- Whole school jobs and responsibilities
- Changing library books
- Self-assessment
- Peer assessment
- Learning journal/diary



Gather a group of colleagues together and discuss whether they provide any on-going or fixed-time programs and activities.

- If they do, find out what they are and why; and if they do not, find out why they don't.
- Analyse their responses and make some summary statements.

Rasons for offering on-going programs	Reasons for not offering on-going programs

- List six examples of on-going programs provided by teachers.
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.

Hint: List six different examples.

- Are on-going programs or fixed-time activities a common practice among teachers?

HINT: State whether in your view teachers plan on-going programs.

- Are such activities purposeful or simply offered to fill up time? How do you know this?

HINT: State whether teachers do such educational activities for sound educational reasons or for filling up time, explaining your answer.



Do you think on-going programs are important and do you use on-going activities as a part of your overall program? Write down your thoughts.

HINT: Your response to this question will depend on your particular perspective on this topic.



You have read about long-term planning, medium-term planning, short-term planning and on-going programs.

- **Reflect on the following and record your thoughts.**
  - the characteristics of different levels of planning

HINT: Depending on your experience and what you have learned from this module, jot down some points.

- the documents and information to which you must refer to program effectively

HINT: The six examples provided use particular documents and sources of information. Which of these documents are a must in your case? You may wish to name documents not listed in this module, if you use them.

- the perspective you must include to conform to the reform curriculum requirements.

HINT: Make a guess here. You may wish to come back to this question after you have completed Module 2.

At this point re-visit the tasks and activities you were not able to fully do. Now that you have reached the end of this module, have another go.

2.2: Program Evaluation



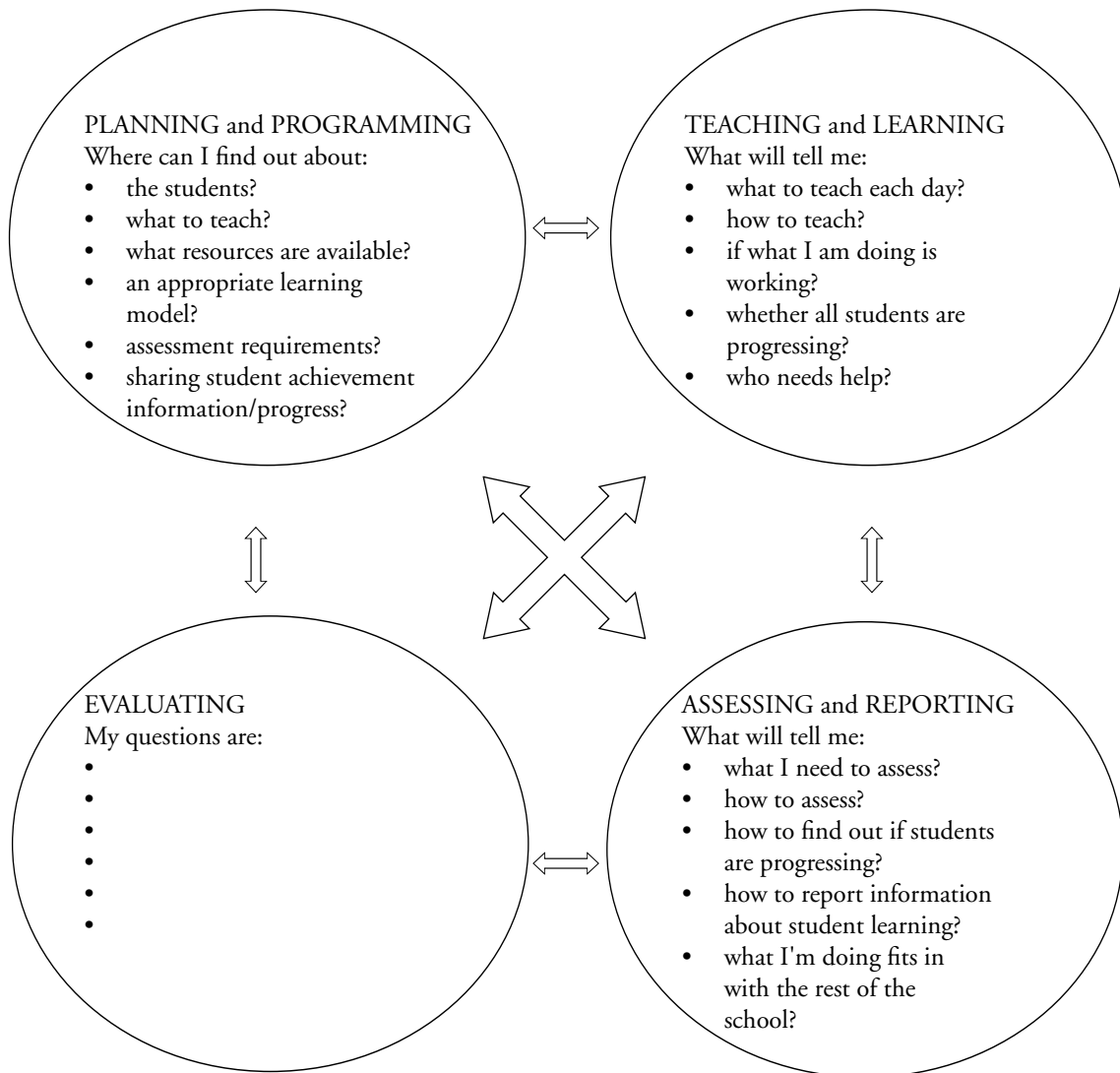
Program evaluation is an essential step in the teaching and learning process for the teacher. This is where the teacher becomes reflective and self-critical about each unit of work and its effectiveness in facilitating learning.

- Write down five reflective questions you are likely to ask yourself in evaluating the effectiveness of a unit of work.

One example is done for you here.

Q1. Did my students demonstrate the outcomes of the unit of work?
Q2.
Q3.
Q4.
Q5.

- You may wish to add another part to the Revised Teaching and Learning Cycle (page 5, Module 1) that is reproduced on page 43. Insert the questions you have formulated in the fourth part of the cycle.



Module Summary

Congratulations! You have reached the end of this module. You should by now have developed certain knowledge, understandings, insights and skills as they relate to 'planning and programming' and have been thinking about how to apply them in the context of your work.

You explored the Revised Teaching and Learning Cycle and the meaning of 'holistic' planning.

You have critically looked through six examples of different levels of planning and programming.

You have read and reflected on current thinking about long-term, medium-term, short-term and on-going programs or fixed-time activities. You considered the importance of program evaluation.

All of these activities would have helped you to appreciate the processes of developing plans and programs that have the potential to make you an effective teacher and help your students maximize their learning.

All the work you have done and your reflections should help you to perform well in your work context.

Having completed the module, how do you rate yourself in relations to the module outcomes?

Can you:	Yes/No/ Not sure
1. identify and discuss the components of the teaching and learning cycle?	
2. describe what is meant by the term 'holistic planning' in the context of outcomes-based education?	
3. explain to others the ideas behind planning and programming in outcomes-based education?	
4. distinguish between different levels of planning and programming?	
5. distinguish between subject-based and integrated planning and programming?	
6. assist others in understanding the importance of planning and programming at different levels?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said 'No' or 'Not sure' to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember these module outcomes help you to 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 5: Outcomes-based Planning and Programming

Module 2: Approaches to planning and programming

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Section 4: Planning a flow chart (a system) for planning your program	38
Module summary (<i>and additional space for your notes</i>)	48

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: Approaches to planning and programming

Introduction

Welcome to *Module 2: Approaches to planning and programming*.

This module allows you to explore approaches to planning and programming, using the current teacher guides and syllabuses to help you in your thinking.

What is a plan?

A plan is an overview or an outline of what teachers plan or intend to do over a period of time. Examples are yearly overview, term overview or the outline of a unit of work.

What is a program?

A program is a detailed plan developed by teachers to manage teaching, learning and assessment activities for their students over a period of time. Programming assists teachers to expand their plans into sensible sequences of learning experiences and activities for their students. Examples are weekly programs and daily lessons.

What is an approach?

An approach is a way you choose to get to a destination (or do something). Every person has a preferred way (approach) of doing things and makes decisions that are based on individual situations.

Teachers have approaches to planning to programming. When teachers plan and program, they decide how best to do this. They might have a different approach for each subject or they might use the same approach for all subjects.

Teachers must implement the subject syllabuses (the curriculum), but they make their own decisions about their approach. The best approach for one class can be different from the best approach for another class, because the situation may be different—various class sizes, resources available, local culture, students' interests and experiences, teacher's skills and interests, and so on. However, particular approaches are recommended from time to time to meet specific policy guidelines.

The primary teacher guides provide lots of advice on planning and programming. They have been developed by the curriculum writers to help teachers in implementing the syllabuses. They have gathered together some good advice and practices for use in Papua New Guinea. The teacher guides were developed after a great deal of collaboration between officers of Curriculum Development Division (CDD) and teachers in the field.

Advice on both subject-based and integrated approaches is found in the teacher guides. However, teachers are advised to apply an integrated approach wherever possible for a number of reasons.

Integrated learning across subjects is a more efficient way of bringing together the breadth and diversity of outcomes and reflects the way we actually think and work in real life. Mathematics and Language are involved in much of what we do and therefore the outcomes of these two subjects can often be sensibly integrated as we plan, for example, in Personal Development or Science.

Many schools are already implementing outcomes-based curricula presented through the syllabuses. Outcomes serve as starting points in the planning process.

Firstly, this module focuses on the planning and programming process.

Clustering of the outcomes is the first step in the process. Clustering of outcomes can be done in a number of ways.

1. clustering a number of outcomes from the same subject for one grade (subject-based, integrated, single grade)
2. clustering a number of outcomes across a number of subjects for the same grade (integrated, across subjects, single grade)
3. clustering a number of outcomes from the same subject across grades (subject-based, integrated, multi-grade)
4. clustering a number of outcomes across a number of subjects across grades (integrated, across subjects, multi-grade).

Any outcome that cannot be clustered is dealt with separately.

5. The planning and programming then focuses on one outcome in one subject (subject-based, single grade).

All of the above are possible depending on the situation. However, developing plans and programs based on single outcomes as an approach is neither realistic nor natural and is therefore not recommended except when integration is not possible.

Secondly, this module focuses on 1, 2 and 5 above. Module 3 focuses on multi-grade planning and programming (3 and 4 above).

Thirdly, this module focuses on two ways of developing a unit of work.

All teacher guides provide a step by step approach to developing a unit of work. Let us call it the Teacher Guide Model (TG Model). There is an alternative approach (designing down) based on four questions. Both ways are discussed in this module.

To complete the activities in this module, you will need to have access to the syllabuses and teacher guides for primary grades 3-8. These are listed in the *Resources* section of the *Unit Introduction*. The primary syllabuses and teacher guides were delivered to schools in 2003-2005.

As you work through this module, you will find that some of your current practices and beliefs are supported. You may find others are challenged. When this occurs, try to think about whether your current practices reflect the expectations of curriculum reform. There will be ideas that you find in the teacher guides and syllabuses that are new. Remember now that all of the lower and upper primary syllabuses are outcomes-based. This in itself is new to most teachers and will require some new learning by everyone.

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

Module learning outcomes

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

1. discuss the advantages and disadvantages of subject-based and integrated programming
2. develop a plan starting with a single outcome, holistically
3. critique an integrated plan starting with a cluster of outcomes, holistically
4. compare and contrast the model of planning in the teacher guides with the designing down approach
5. develop assessment plans within units of work.

Section 1: The planning and programming process

The lower and upper primary teacher guides have split the planning process into two stages.

- Long-term plans consisting of yearly and term overviews. This is what a teacher does at the beginning of a year.
- Medium-term plans such as units of work from which short-term weekly and daily programs are derived.

Programs are developed from the plans. Programs include details and sequences of weekly and daily activities and connections between them.

1.1: Developing long-term plans



The Lower Primary Arts Teacher Guide, on pages 21-26, explains the process of arriving at a yearly plan spread out over four terms.

Read these pages with a colleague.

There are eight steps to the process, which are copied below:

Step 1: Study all seven lower primary syllabuses and teacher guides to become familiar with strands, sub-strands, learning outcomes, indicators and elaborations

Step 2: Teachers from the same grade or level can work together to cluster all the outcomes from the seven subjects into small clusters of about 4 outcomes. The clusters may be integrated across two or three subjects or from within the strands of Arts (subject-based). The clusters must link naturally together through a concept or theme.

Step 3: Record these clusters of outcomes on paper

Step 4: Crosscheck which outcomes you have used. You may need to repeat some learning outcomes more than once. This is particularly true for subjects like Language, Arts and Mathematics.

Step 5: Identify the theme of each cluster and record it next to the cluster.

Step 6: Some outcomes will not group into clusters easily and these can be taught on their own.

Step 7: Decide on appropriate month or week in the year to teach each theme or separate outcomes. You may decide to teach the separate outcomes in the same week as a unit of work by setting blocks of time aside in that subject.

Step 8: Now fill in the year plan.

An example of how to apply the above steps for grade 5 across the seven subjects is found on pages 22-25.

On pages 22-24 the clusters are identified and each cluster is named (themes). On page 25 the outcomes that do not fit into the clusters are listed.



Now do an overview of the themes from this information in the box below:
Three themes are already entered in the box.

Regions	Safety	Meeting needs and wants

There should be 13 themes altogether in the above table. This is the overview for the whole year.

On page 26, these themes are allocated to different terms.

- Study this table carefully.
  - In addition to the themes, what else do you see in the table?
  - Even though there are only 13 themes, 15 units and some other ideas have been identified in this table. From where do these additional themes and ideas come?
  - What is the basis for allocating particular themes to particular terms? (For example, is there a special reason for allocating the theme of 'culture' to term 3? Could it have been allocated to term 1, 2 or 4 instead?)
  - What is the importance of the list of outcomes in the bottom row of the table?

Now let us look at the processes described in the other lower primary teacher guides for developing a yearly overview.



Skim read:

Environmental studies Teacher Guide, Lower Primary: page 32

Health Teacher Guide, Lower Primary: pages 25-28

Community Living Teacher Guide, Lower Primary: pages 21-23

Mathematics Teacher Guide, Lower Primary: pages 31-34

Language Teacher Guide, Lower Primary: pages 46-47

Physical Education Teacher Guide, Lower Primary: page 25

Having looked through the above mentioned teacher guides, prepare a number of steps that are logical to you, for developing a yearly plan.

Step 1:
Step 2:
Step 3:

The upper primary teachers guides provide some information about developing a year plan. You will find some useful information on the following pages:

Arts Teachers Guide, Upper Primary: pages 13-17

Language Teachers Guide, Upper Primary: pages 50-51

Making a living Teachers Guide, Upper Primary: pages 67-70

Mathematics Teachers Guide, Upper Primary: pages 22-25

Personal development Teachers Guide, Upper Primary: pages 21-24

Science Teachers Guide, Upper Primary: pages 30-32

Social science Teachers Guide, Upper Primary: pages 22-23



Read these pages carefully with a colleague.

- Use a mind map or another structure (eg. a table) to summarise any information new to you found in the upper primary teachers guides.

In summary then, clustering of outcomes is a critical step in developing long-term overviews of curricula that identify learning outcomes. Furthermore the process involves

- clustering outcomes that naturally link together
- naming the cluster with the linking idea or concept or theme
- allocating them to particular terms of the school year.

These are critical steps in developing an overview for the year and each of the terms.

1.1.1 Clustering within a subject



All lower primary and upper primary teacher guides promote integrated approaches across subjects in the planning process. However, some lower and upper primary teacher guides provide examples of clustering across strands within a subject. Examples are lower primary Language and Physical Education and upper primary Arts teacher guides.

Let us look at an example of clustering within a subject. Open the Lower Primary Language Teacher Guide to page 50.

All three strands of Language feature in this cluster but not all sub-strands. Some outcomes are for vernacular and the others are for English.

The clustering is done here with a pre-determined topic-Traditional myths and legends-in mind. This is likely to happen when clustering outcomes within any subject.

When Language or Mathematics outcomes are integrated with other subjects, it is the linking idea that provides the focus for the unit.

One of the 'bridging to English' strategies advocated through all lower primary syllabuses and teacher guides is 'programming for two languages'.

(Unit 8 in this series of in-service units focuses on bridging to English. You may wish to peruse this unit for further information on bridging approaches.)

If you re-group the selected outcomes, on page 50, into those to be developed through the vernacular and those through English, you will appreciate the need for having to program separately for the two languages.

The re-grouped outcomes are as follows.

Vernacular Outcomes

Strand	Sub-strand	Learning outcomes
Speaking and Listening	Production	3.1.1V Use a range of spoken text types for different purposes and audiences on familiar topics
Reading	Production	3.1.1V Read and respond to a range of text types on familiar and unfamiliar ideas and information
Writing	Production	3.3.1V Plan and produce a range of text types to develop familiar ideas and information

English outcomes

Strand	Sub-strand	Learning outcomes
Speaking and Listening	Skills and strategies	3.1.2E Use oral skills and strategies in simple classroom situations
Reading	Context and text	3.2.3E Recognise how simple written and picture texts are used to suit different purposes and solutions
Writing	Critical literacy	3.3.4E Identify how illustrations and simple descriptive language have been used in own text to represent people, places and events

- What similarities and differences, if any, do you see between the standard (in terms of knowledge, skills and contexts) of the two sets of outcomes? Explain your answer.

Hint: Have you noticed that all the English outcomes above refer to 'simple' situations whereas the vernacular outcomes refer to 'a range of text types'? Explain why this is so.



Let us look at another example. Open the Upper Primary Arts Teacher Guide to page 21. Read page 21.

Three outcomes from the same strand are clustered together here.

- What is the context in which the outcomes are to be learned and demonstrated by students?
- Where does this context come from?

- In what other contexts could the same cluster of outcomes be developed as a unit of work? Give two examples.

1.1.2: Clustering sub-strands



If you experienced any difficulties with clustering outcomes, there is an alternative way of doing it. This involves you working at the sub-strand level.

The strands and sub-strands in five lower primary syllabuses are shown below:

One cluster of sub-strands from Health and Environmental studies is shown, with the linking idea or concept being 'How environment affects health'.

Strands and Sub-strands from five syllabuses

Arts	Community Living	Environmental Studies	Health	Physical Education
• Art - Skills in art - Creativity in art - Responding to art • Craft - Skills in art - Creativity in art - Responding to art • Dance - Skills in art - Creativity in art - Responding to art • Drama - Skills in art - Creativity in art - Responding to art • Music - Skills in art - Creativity in art - Responding to art	• Community - People - Relationships - Ways communities work - Places • Trading - Meeting needs and wants • Culture - Customs	• What's in my environment? - Plants and animals - Changes in my environment - Links in the environment • Caring for my environment - Managing resources - Managing wastes	• Healthy individuals - Growing up - Personal health - Nutrition - Harmful substance - Safety and first aid • Healthy communities - Health services - Healthy communities	• Safety - Keeping safe • Movement - Basic movement • Physical activity - Games skills and modified sports - Fitness for health - Leisure and recreation

How environment affects health

As you can see the sub-strands being linked are:

- Managing wastes (Environmental studies)
- Healthy communities (Health).

The outcomes in these sub-strands are:

Managing wastes:

3.2.2: Identify types and sources of waste and their impacts on the environment

4.2.2: investigate the consequences of waste and apply waste to minimise environmental damage

5.2.2: develop and implement action plans to manage waste production and disposal.

Healthy communities:

3.2.2: Discuss the need to care for their homes and demonstrate actions to keep them healthy

4.2.2: Survey unsafe situations at school and make plans to take action to reduce harm and promote health

5.2.2: Assess unsafe situations in the community and take action to reduce harm and promote health.

If you are a grade 3 teacher, you would select Outcomes 3.2.2 from Sub-strand: Managing waste and Outcome 3.2.2 from Sub-strand: Healthy communities as the outcomes around which to build a unit of work.

If you are a grade 4 teacher, you would select Outcomes 4.2.2 from Sub-strand: Managing waste and Outcome 4.2.2 from Sub-strand: Healthy communities as the outcomes around which to build a unit of work.

If you are a grade 5 teacher, you would select Outcomes 5.2.2 from Sub-strand: Managing waste and Outcome 5.2.2 from Sub-strand: Healthy communities as the outcomes around which to build a unit of work.

In addition to the selected outcomes from Health and Environmental Studies, you would include outcomes from Language and Mathematics, as appropriate.

For grade 3, Mathematics Outcome 3.1.3: *identify and recognise common fractions*, from Sub-strand: Fractions and decimals could be incorporated into the unit plan.

From Language, Outcome 3.1.1V from Strand: Speaking and listening, Sub-strand: Production: *use a range of spoken text types for different purposes and audiences on familiar topics* could be incorporated. An outcome from the writing strand could also be integrated into the plan.

So the final cluster of outcomes for a unit of work on 'how environment affects health' for grade 3 may look like this:

How environment affects health (grade 3)

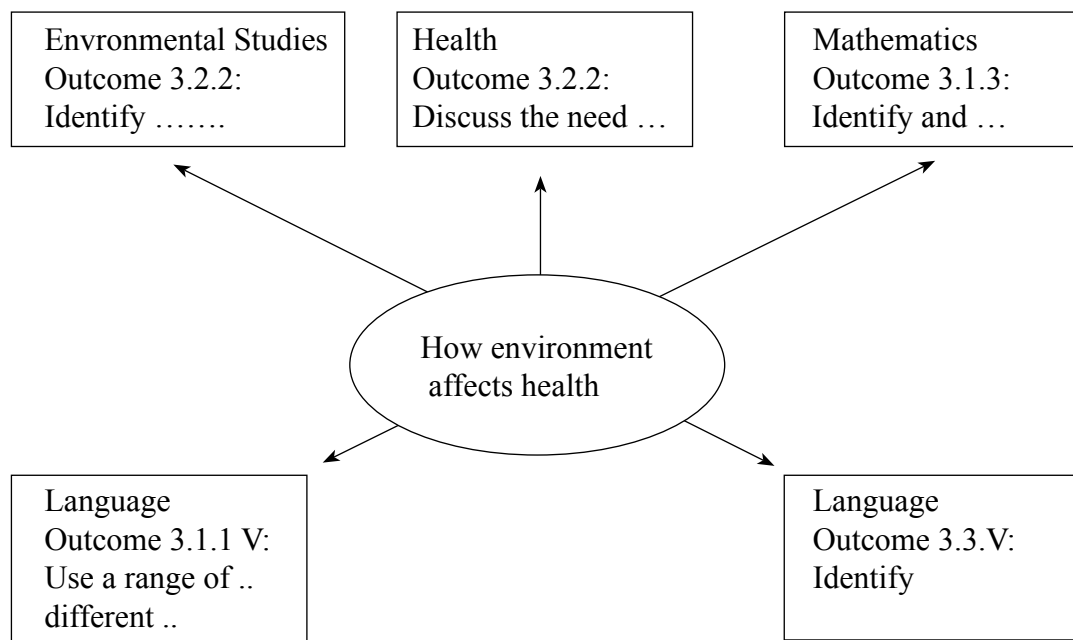
3.2.2: Identify types and sources of waste and their impacts on the environment

3.2.2: Discuss the need to care for their homes and demonstrate actions to keep them healthy

3.1.3: Identify and recognise common fractions

3.1.1V: Use a range of spoken text types for different purposes and audiences on familiar topics

3.3.3V: Identify different purposes and audiences for writing



Here we have a possible unit of work integrating four subjects; the language of instruction being a vernacular or tok ples.

Integrated units should include Language outcomes from all three strands, if possible and also Mathematics outcomes, where appropriate. Language is the medium through which a concept is learned, taught and assessed. All subjects contribute to literacy and numeracy development. So, if planned this way, each unit provides opportunity for purposeful language and mathematics development and their monitoring. Any such opportunity should not be missed.



Now do another cluster using the table on page 10.

Go back to the table and identify another cluster. Then name it.

Identify all outcomes that belong to the cluster. From the outcomes

- select the outcomes for grade 5

- include appropriate grade 5 Language outcome(s)
- identify language of instruction
- include Mathematics outcome(s), if appropriate.

Selected outcomes:

Concept or theme:

- Draw a map of this cluster. Use the map on page 12 as an example.

Having done the clustering of outcomes and having named each cluster, the final step in the process is to allocate the clusters to the four terms of the school year. Each cluster is then elaborated into a unit of work, using the linking idea or theme as the focus.

Any outcome(s) that could not be clustered is/are taught separately.

1.2: Developing medium-term plans

Examples of medium-term plans are units of work teachers develop from clusters of outcomes or single outcomes.

Units of work can be developed across subjects or within a subject depending on how the outcomes are clustered. They can be developed for a single grade or across a number of grades.

A unit of work can be developed as an outline and later elaborated into weekly programs and daily lesson plans.

Steps to developing subject-based units of work are discussed in Section 2 of this module.

Steps to developing integrated units of work (across subjects) are discussed in Section 3 of this module.

1.3: Developing short-term plans or programs

Examples of short-term plans are weekly programs and daily lesson plans. These are elaborations of units of work and may be presented as parts of a unit of work or separately.

Steps to developing weekly programs and daily lesson plans are also discussed in all teacher guides. The teacher guides also provide examples of weekly programs and daily lesson plans.

1.4: Developing on-going or fixed-time programs or activities

On-going or fixed-time programs are integral to weekly programs and daily lesson plans and are linked to particular outcomes. Examples are found on page 39 of Module 1.

Section 2: Developing Units of Work



After identifying the yearly overview of clusters of outcomes for a particular grade, and then allocating them to each term of the school year, teachers begin to focus on developing units of work.

All upper primary teacher guides define a unit of work as: *a series of sequenced teaching, learning and assessment activities that students do to achieve one or a group of learning outcomes within a specified period of time.*

All lower primary teacher guides define a unit of work as: *a series of sequenced teaching and learning activities with assessment tasks designed to help achieve learning outcomes within a specific timeframe.*

In essence both sets of documents are saying the same thing.

The Physical Education Teacher Guide, on page 27, explains the definition further. It states: *a unit of work provides information on knowledge, processes, skills and attitudes to be developed over a specific time frame. When planning an appropriate, effective and efficient unit of work with an outcomes focus, teachers should first identify the outcomes to be covered. Then a set of sequenced learning activities can be developed for the outcomes identified. The unit also incorporates the teaching and learning strategies and the types of assessment to be used to demonstrate the achievement of the outcomes.*

Planning a unit of work is based on a suggested process. When planning a unit of work, teachers should identify the requirements of the syllabus and use outcomes as starting points. At lower primary level, integration is encouraged to make learning more meaningful.

Integration also makes a teacher's work manageable.

2.1: Steps to developing a unit of work

There are two ways of going about developing a unit of work. They are:

- by following the steps provided in the lower and upper primary teacher guides. Let us call this the teacher guide model
- by following a thinking process based on four questions. Let us call this the designing down approach.

Lets us consider each of these in detail.

2.1.1: The teacher guide model



Open the Lower Primary Mathematics Teacher Guide to page 35. Here you see the process (steps) for developing units of work for lower primary. There are 10 steps in this process.

- Read the steps and details on page 35.

The steps are summarised here.

Step 1	Study the learning outcomes
Step 2	Cluster learning outcomes
Step 3	Identify a theme
Step 4	State the purpose of the unit of work
Step 5	Identify the knowledge, skills and attitudes
Step 6	Develop teaching and learning activities and assessment tasks
Step 7	State the language of instruction for teaching and learning activities and assessment tasks
Step 8	Estimate the time
Step 9	Develop a weekly teaching program
Step 10	Identify relevant sources and materials

- Do these steps make sense to you?
- Are all these steps necessary?
- Is the sequence what you would like to follow?
- Are steps 1-3 part of planning a yearly overview?
- If yes, what is the logical starting point for developing a unit of work?

Now look at the steps provided in the Lower Primary Language Teacher Guide (pages 48-49).

- Are there any differences between the steps identified in the Mathematics and the Language teacher guides? If yes, list them here.

Now turn your attention to the list provided in the Lower Primary Community Living Teacher Guide (pages 24-25).

- Are there any differences? If yes, list them here.

As you are becoming aware now, each lower primary teacher guide provides the same advice in this regard. This makes planning in a subject and across subjects easy.

Each of the lower primary teacher guides also provides a list of the components a unit of work should have.

Open the Lower Primary Mathematics Teacher Guide to page 36. Here you see a list of the components a unit of work should have.

The list is reproduced here:

- Grade
- Strands and sub-strands
- Learning outcomes (in a cluster)
- Links with other subjects
- Theme
- Teaching and learning activities
- Assessment methods and tasks
- Resources and equipment if required
- Timeframe

The above list does not include content (knowledge, skills and attitudes) required for learners to achieve the outcomes.

- Do you think 'content' should be part of units of work?

Now look at the list provided in the Lower Primary Language Teacher Guide (page 49).

- List some differences you have noticed between the two lists.

Now turn your attention to the list provided in the Lower Primary Community Living Teacher Guide (page 25).

- The differences are:

As you are becoming aware now, each teacher guide provides a list which varies in some respects.

So it is important for you to develop a general, personal model by identifying the important components that make sense to you and seem logical to you.

In order to do this, you make a comprehensive list of all possible components and then select a list for yourself.

The following table may assist you in this.

- Place a tick (✓) in the appropriate subject box, if a particular component is listed in a particular teacher guide. Some boxes have been 'ticked' for you. Now complete the table.

List of components	Arts	Comm. Living	Env. St	Health	Language	Maths	PE
Grade						✓	
Strands and sub-strands						✓	
Learning outcomes (in a cluster)						✓	
Links with other subjects						✓	
Theme					✓		
Teaching and learning activities						✓	
Assessment methods and tasks						✓	
Resources and equipment if required						✓	
Timeframe						✓	
Purpose							
Knowledge, skills and attitudes							
The language of instruction							
Weekly teaching program							
Programming in two languages							

- Complete the table and select and list the components that would appear to be necessary. Record the list here.

- Do you see a close relationship between the number of steps and the number of components?

Hint: There would be a close relationship between the components you have selected for a unit of work and the number of steps for developing a unit of work.

- From the list of components, identify a format for developing an outline of a unit of work (not all the details). Use the space below.



Share your format with a colleague. Record any significant comments made and your responses to them.

The upper primary teachers guides also provide similar information about steps to developing units of work and the components of a unit of work. You will find the information as follows:

Arts Teacher Guide, Upper Primary: pages 18-19
Language Teacher Guide, Upper Primary: pages 52-53
Making a Living Teacher Guide, Upper Primary: pages 37-41
Mathematics Teacher Guide, Upper Primary: page 28
Personal Development Teacher Guide, Upper Primary: pages 56-57
Science Teacher Guide, Upper Primary: pages 48-49
Social Science Teacher Guide, Upper Primary: pages 24-25

- Skim read the pages.
- Compare the list you have made for yourself on page 19 with the information found in the upper primary teachers guides.
- Do you see any major differences between the components for lower and upper primary?
- If you do, make a revised list of components and steps to developing a unit of work here.



Assessment Plans

Assessment plans are part of developing a unit of work when developing it holistically. Pay special attention to it.

- What are the components of an assessment plan?
- What is the importance of identifying each of the components?
- Is the concept of criteria new to you?
- Explain the concept of criteria in your own words.

2.1.2: The Alternative approach – Designing down

This approach is fundamental to outcomes-based planning and programming.

There is a discussion on outcomes-based education on pages 44-45 in *Module 2, In-service Unit 1: Philosophy of Curriculum Reform*. Some sections of this discussion are extracted here.



Read this information with a colleague: (pages 44-45, *Module 2, In-Service Unit 1 Philosophy of Curriculum Reform*):

The four principles of OBE are:

- *Clarity of focus through learning outcomes*

This means that everything teachers do must be clearly focussed on what they want students to ultimately be able to do successfully. For this to happen, the outcomes should be clearly expressed. If students are expected to learn something teachers must tell them what it is and create appropriate opportunities for them to learn it and demonstrate their learning.

- *High expectations of all students*

A fundamental aim of OBE is for all students to succeed. This can be a problem for those who think that some people are born 'smart' and therefore should learn a lot; that some people are born 'average' and therefore should learn a modest amount; and that some people are born 'dumb' and therefore should not bother to learn very much at all. Some people make similar assumptions based on the gender of a person or socio-economic status or ethnicity or a combination of these and other factors. The structure of traditional education, the way it is structured and defined, creates failure. Success is defined in a particular way and creates, simultaneously, the conditions that produce failure.

The high expectation principle means that as teachers we reject comparative forms of assessment and embrace criterion-referenced approaches. It also means abandoning streaming, curriculum tracking and specific ability groups.

The principle of high expectations is about insisting that work be at a very high standard before it is accepted as completed, while giving students the time and support they need to reach this standard. At the same time they begin to realise that they are capable of far more than before and this challenges them to aim even higher.

- *Expanded opportunities to learn*

Intellectual quality is not something reserved for a few students, it is something that should be expected of all students. This principle is based on the idea that not all students can learn the same thing in the same way in the same time. Some achieve the outcomes sooner and others later. However, most students can achieve high standards if they are given appropriate opportunities. Traditional ways of organising schools do not make it easy for teachers to provide expanded opportunities for all students.

For some students, school is a self-defeating experience for every day that they attend. Traditionally, school systems have been used for selecting and sorting students for

tertiary study. OBE presents changed expectations by advocating that if every student is given enough time and support, achievement of outcomes occurs for everyone. Currently there is a great deal of information about learning styles and teaching styles. This is creating greater diversity with regard to possible methods and opportunities for students to learn. The view that there is one single, best way of doing things is disappearing.

- *Planning and programming by designing down*

Designing down means that the starting point for planning, programming and assessing must be the outcomes – the desired end results. All decisions on inputs and outputs are then traced back from the outcomes. It means creating the fundamental building blocks that have to be in place for students to complete expected work and then progress to more advanced work.

The last point above explains what it means to ‘design down’.



Write down a description of ‘designing down’ in your words here.



The thinking process which supports the OBE principle of designing down is expressed through four questions:

1. What’s it that my students need to know and be able to do at the end of ...?

Here the teacher is thinking about the end points or outcomes of a learning experience. The learning outcomes for each of the subjects for grades 3-8 are provided in the outcomes-based syllabuses.

2. What’s the best way to find out if my students know and can do it?

Here the teacher is thinking about assessment. Assessment is a powerful tool in the learning process when it is used to provide timely and constructive feedback and to plan the next stage in the learning process. Here the teacher is not thinking about assessment for the sake of assessing but as a diagnostic tool for facilitating learning.

3. What are the best learning and teaching strategies to assist my students to learn and demonstrate the outcome(s)?

Here the teacher is thinking about the best or the most appropriate learning activities and teaching strategies that’ll enable students to achieve and demonstrate the achievement of learning.

This kind of thinking implies that learning activities can also provide assessment information (evidence of learning). Assessment is the process of building up a picture of a student's learning through a range of tasks and activities. Assessment does not always have to be summative. Formative tasks and activities can also be used to make summative decisions.

4. What is the most appropriate content-Knowledge, Skills and Attitudes-to assist my students to achieve the outcomes?

Here the teacher is thinking about the content-knowledge, skills and attitudes-that would be most appropriate for the learning process. Here content is seen as the vehicle for achieving the outcomes and not the end in itself.

The four questions above indicate a major shift in the thinking process from objectives-based approaches. Here the student is the focus, not the teacher. All the thinking and the planning are focussed on the student and the facilitation of learning.

Now let us relate these questions to the steps, listed on page 16, for planning a unit of work using the teacher guide model.



Read the steps and place them next to each of the questions in the box below. One box has been filled in for you.

Designing down questions	Steps from the teacher guide model
1. What's it that my students need to know and be able to do at the end of ...?	Step 1: Study the learning outcomes Step 2: Cluster learning outcomes Step 3: Identify a theme
2. What's the best way to find out if my students know and can do it?	
3. What are the best learning and teaching strategies to assist my students to learn and demonstrate the outcome(s)?	
4. What is the most appropriate content-Knowledge, Skills and Attitudes-to assist my students to achieve the outcomes?	

- From what you have learned so far, what are the differences between the teacher guide model and the designing down approach?

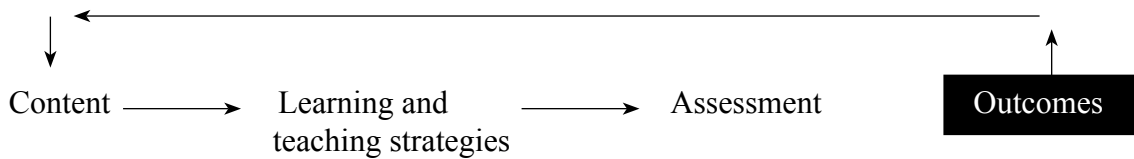


Read the following:

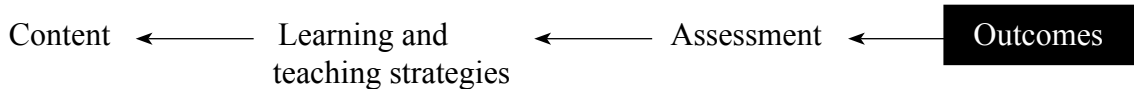
Designing down model requires a teacher to reverse the planning process from the traditional approach. In other words, a teacher works backwards from the outcomes to the content.

The following diagram illustrates the differences.

The teacher guide model:



Designing down approach:



The outcomes are the starting point and the steps are the same in both cases. However, the order or sequence in the thinking process is different.

2.2: Subject-based planning and programming



Read the following introductory information.

Most teachers are familiar with the subject-based approach in organising learning using the syllabuses. Subject-based programs have a set timetable for the whole term or the whole year, with set times for each subject. Each subject in lower and upper primary has a syllabus that provides the content overview and other details. Teachers select and cluster outcomes and organise this through a yearly overview, term overviews, units of work, weekly plan, and the daily lessons for each subject. Over a year, teachers work through each cluster, teaching it in these set times.

Subject-based planning and programming can be developed from one outcome or a cluster of outcomes from different strands or sub-strands of the same subject, as stated earlier. The teacher guides provide information about such planning.

Teachers who choose a subject-based program usually believe that each subject is very different to other subjects – with different knowledge, skills and attitudes to learn. Or it could simply be a simple strategy the teachers are applying to manage the curriculum, especially when they cluster outcomes within a subject. Clustering within a subject is an easier process than clustering across subjects.



2.2.1: Planning from a single outcome

Integrated planning should be the norm, that is, how you normally operate. The only time you'll resort to developing a unit of work from a single outcome is when an outcome cannot be integrated into a cluster. Otherwise the learning is likely to be fragmented and costly in terms of time.

In developing a unit of work from a single outcome, the steps are basically the same as those you have identified on page 16, except that clustering of outcomes does not take place.

Upper primary teachers guides provide you with some examples of planning a unit of work from a single outcome. You'll find this information on the following pages:

Social Science Teachers Guide, Upper Primary: pages 30-33

Mathematics Teachers Guide, Upper Primary: pages 26-28

Making a Living Teachers Guide, Upper Primary: pages 41-50

Science Teachers Guide, Upper Primary: pages 50-53



Skim read these sections.



Reflect on the advice provided in these sections of the teacher guides and respond to the following:

- What is an assessment plan?
- What are the components of an assessment plan?
- Do you understand the differences between an assessment method and an assessment task?
- Complete the following:
  - An assessment method is .....

Two examples are:.....

.....

- An assessment task is .....

Two examples are:.....

.....

Hint: You'll find answers to these questions on 'assessment, recording and reporting' sections of any of the teacher guides.

- Read page 20 of Upper Primary Arts Teacher Guide. It explains the process of identifying and describing criteria.
- Now write a statement of what *assessment criteria* means to you.

2.2.2: Integrating within a subject



Read the following information

Integrating within a subject is a smart way of managing the numerous outcomes identified in the lower and upper primary syllabuses. This involves integrating outcomes from different sub-strands within a strand or across strands. Being part of the same syllabus, the connections between the strands are easily recognised and the contexts easily set.

The Lower Primary Physical Education Teacher Guide, on pages 28-32, gives an example of an integrated unit within a subject.



Study this example carefully. Five outcomes from Physical Education are clustered together, the linking idea being Kapul Soka. This is Step 3 in the process of developing a unit of work (page 28)

- Which strands and sub-strands do these outcomes come from? List them here.
- Do the sub-strands help you to understand the reasons for clustering these outcomes?

Step 4 is to state the purpose of this unit of work (page 29).

The purpose of the unit is derived from the outcomes to be achieved, but is expressed in the teacher's own words. It is a re-hashing or re-stating of the outcomes.

Step 5 is to identify knowledge, skills and attitudes (page 29).

This information is provided in a table.

- Where do you think this information is extracted from?
- Would you have selected the same knowledge, skills and attitudes as those listed in the table? Explain your answer.

Step 6 is to develop teaching and learning activities and assessment tasks (page 29).

Thirteen teaching and learning activities are identified here. There are a number of interesting features evident in this list.

The first feature is that some of the activities are to be dealt with in English, some in the vernacular and some others in both vernacular and English.

In grade 3, the suggested proportion of use of the two languages for instruction and assessment is 60% for vernacular and 40% for English.

- Do you think the teaching and learning activities and assessment tasks roughly reflect the expected proportion of vernacular and English usage?

The second feature is that one teaching and learning activity is also identified as an assessment task.

This is a smart move and is also consistent with the advice in the *National Assessment and Reporting Policy*. The advice in the policy document is that teachers should integrate assessment as much as possible with the learning and teaching activities, particularly in the lower primary years.



Do you practise this? Does it make sense to you?



On page 30 of the Physical Education Teacher Guide you see an elaboration of the assessment activity identified on page 29, consistent with the focus of this unit of work.

- Read these pages with a colleague.

The assessment method identified is: observation of performance

The task is: students perform the skills of passing, kicking, throwing, heading and dribbling

- Will this task assess all aspects of the cluster of five outcomes?
- If not, how would you modify the task?
- Alternatively, you may wish to construct an additional assessment task. If this is the case, what would this assessment task be?

On page 30, you also see the criteria for assessing the task. Read this carefully.

- Are the criteria comprehensive? That is, does it look at all aspects of the task?
- If not, how would you modify or add to the criteria?

On page 30, you also see a recording scheme, a checklist, with a 3-point scale for rating the quality of students' achievement.

- Is this a satisfactory way of recording 'observation of performance of passing, kicking, throwing, heading and dribbling'?
- If you identified an additional assessment task, above, suggest a way of recording the assessment information.

When you have identified the assessment method, the assessment task, criteria for assessment and a recording method together as a package, you have developed *an assessment plan*.

On page 31, you see the beginnings of a weekly teaching program (Step 9).

This sample unit of work is an example of *holistic* planning and programming. Here the author has identified the outcomes, the content, the teaching and learning activities, the assessment plan, the time required for the unit, the weekly teaching program and relevant resources and materials.

Another example of integrating within a subject is found in the Upper Primary Arts Teachers Guide, pages 21-23.

- Study this example carefully.
- Do you think this is a holistic plan/program in comparison with the example discussed above from lower primary Physical Education? Explain your answer.

A third example of integrating within a subject is found in the Lower Primary Language Teachers Guide, pages 50-54.

- Study this example carefully.
- Now it is your turn to do a unit of work incorporating 3-4 outcomes within a subject for both lower primary and upper primary.

- Apply the teacher guide model discussed on pages 16-20 of this module for developing the lower primary unit and the designing down approach discussed on pages 21-24 for developing the upper primary.
- Use the space provided below to develop a unit of work. Only an outline is required, not all the details.

A Lower Primary Unit of Work (Teacher Guide Model)

An Upper Primary Unit of Work (Designing Down Approach)

Section 3: What is integrated planning across subjects and how is it used?

Teachers tend to use either an integrated approach across subjects or within a subject as a way to plan, program and deliver the curriculum. Really, a combination of the two is needed to avoid repetition of similar content and skills in the various subjects.



What does the *Language Lower Primary Teacher Guide* say about Integration across subjects (page 2)? Give a short summary in your own words.

Hint: You will find this information on page 2 of the teacher guide.

- Look carefully through the examples of programs and plans provided in Module 1 and identify those that appear to be subject-based. List them here.

HINT: You will find six examples in Module 1. Which ones appear to be subject-based? Take a guess at this stage if you have not done Module 1. Come back to this question after you have examined the six examples carefully.



Teachers have always been concerned about teaching different subjects as totally unrelated subjects because this is not really the way that people learn, work and live.

For this, and other practical reasons, teachers often link learning across different subjects. This provides a sense of direction for students, establishes the links between activities during the day, and enables teachers to gather and use classroom resources effectively.

In practice, teachers use a number of different ways to develop cohesive and purposeful links between learning in different subjects. Some examples are:

- Teachers identify a common idea or concept to link learning in different subjects but each subject area is still timetabled and taught separately.
- Broad issues and ideas are identified across subjects and these form the basis of clustering outcomes and teaching and learning programs. (eg 'land use' is introduced as an issue and connections are made with some of the subjects.)
- Overlapping and related content, concepts, skills and learning outcomes in different subject are identified and used to develop a common sequence of learning experiences which incorporates learning from several subjects.

An integrated program requires teachers to organise the outcomes into clusters that naturally link and organise the content and the teaching, learning and assessment processes around these linking ideas.

The essential difference from previous practice for many teachers is that they are not advised to start with themes and fit outcomes into them; instead, they are advised to cluster outcomes meaningfully and identify the linking idea or concept and name it (theme) when the clustering is being done.



Integration is about making connections

You can make links between your knowledge of curriculum and the way students learn, and your own practical classroom experiences. You can use learning and teaching strategies that deliberately address connections between subjects.

Students can make connections between what they see outside the school and what happens at school. They can explore significant issues and undertake learning which crosses subject boundaries. The process of learning enables students to see that a body of knowledge is a unified whole acquired through elements of all subjects. They can identify similarities, differences and patterns between subjects and develop cross-curricula knowledge and skills. They can use their learning and experiences across the curriculum regardless of subject barriers.

Integrating the curriculum can help **you and your students** to make sense of an increasingly complex world.

**Carefully look through the examples of plans and programs provided in Module 1.**

- Identify those that appear to be integrated and list them here. You will find 6 examples in Module 1.

Hint: Take a quick look at the six examples. Some appear to be integrated. Which ones are they? Make a guess at this stage if you have not done Module 1. Come back to this question after you have looked at the six examples carefully.

3.1 Looking closely at a unit of work in a teacher guide

The planning process for integrating across a number of subjects is similar to planning for integrating within a subject. However, it is a more complex process overall as the importance of the individual subjects in the cluster needs to be maintained.

An example of such a unit is found on pages 54-55 of the Making a Living Teachers Guide.

- Read pages 54-55 carefully with a colleague.

Now let us critique (look critically at) this unit using the designing down approach. This approach helps us to check the consistency between the outcomes, the assessment plan, the teaching and learning activities and the content.

As you may recall, there are four questions which are fundamental to this approach. They are found on pages 21-23 of this module.

Let us apply the four questions to the example.

The first question is: What's it that my students need to know and be able to do?

On page 54, you see the answer to this question – the outcomes 7.1.4 (Social Science), 7.1.1 (Making a Living) and outcomes 7.2.4 and 7.2.5 (Mathematics)

The second question is: What's the best way to find out if my students know and can do it?

Here we are thinking about 'assessment'. So let's look at the assessment ideas presented on page 55. Three assessment methods are presented here-analyses of student work samples and observation of student performance of task. Analyses of student work is to be used twice.

Three tasks are suggested. Students:

- make a scale drawing of a flowerbed

- prepare the flowerbed
- do an assignment on a problem on land use.

The criteria set for each of the tasks show the relationship between the tasks and the outcomes.

In order to make a judgement about the appropriateness of the tasks for the outcomes of the unit, we need to look at the outcomes carefully.

The outcomes use verbs such as: describe practices ..., propose solutions ..., investigate and compare consequences ....., plan, design and undertake a small project ....., compare areas ..., investigate areas ....



Reflect on the following questions:

- Do the assessment methods, tasks and criteria provide opportunities for students to demonstrate their learning in relation to the outcomes?
- What evidence suggests to you that they do or they don't?

Hint: Look for the correspondence between the verbs and concepts of the outcomes and the tasks and criteria set for the tasks. You would have to agree that they do correspond quite well. Perhaps the only area that does not feature in the tasks or the criteria is 'investigate and compare consequences'. A teacher in such a situation may decide to set another task for this purpose.

The third question in the thinking process is: What are the best or the most appropriate learning and teaching strategies to assist my students to achieve the outcomes?

So now we turn our attention to the information at the top of page 55.

Here we notice that the activities are identified for each of the three subjects that feature in this unit.



Even though the learning activities are planned separately, can they be integrated? Is it advisable to integrate them?

The learning activities are for the students, not the teacher.



Are all the learning activities student-centred?

The teaching strategies are what the teacher does or organises, where as the learning activities are what the students do in the learning process.

The plan shows how the assessment tasks and methods fit in with the formative learning activities.



Do you see any aspect of the outcomes not being addressed in the learning and teaching activities?

Now let us move to the fourth question: What is the most appropriate content to assist my students to achieve the outcomes?

To this question in relation to the unit of work, let us look at the information provided in the table on page 54. Read this information carefully and check it against the outcomes, learning and teaching strategies and the assessment plan.



Reflect on the following:

- Will the identified content enable students to achieve the outcomes?
- What is the correlation between the content and the learning and teaching strategies?

Hint: There must be very high consistency between the different aspects of the outcomes, the learning activities, the assessment plan while maintaining the integrity of the subjects that feature in the cluster.

3.2 Looking closely at a unit of work developed using the designing down approach.

The designing down approach does not get into the details of weekly and daily programs, but expects that if the assessment plan, the learning and teaching strategies and the content are consistent with each other and also with the outcomes, the weekly and daily programing and their delivery will be coherent with the unit plan.

Now it is your turn to critique (look critically at) a unit of work developed by a group of primary school teachers during a training program.



Use the four questions that guide the designing down approach to look at the example carefully.

Look for consistency between the outcomes, assessment plan, learning and teaching strategies and the content selected for this exercise.

Example: Integrated Unit-Designing Down Approach

GRADE:	THREE (3)
SUBJECT:	ARTS
OUTCOME:	3.1.3 Identify and describe traditional arts.
SUBJECT:	ENVIRONMENTAL STUDIES
OUTCOME:	3.2.1 Identify useful resources in the environment and describe ways to use them wisely.
THEME:	ENVIRONMENT
PURPOSE:	Children will learn to use resources in the environment wisely.
TIME:	Three (3) weeks
ASSESSMENT PLAN ASSESSMENT METHOD • Written responses ASSESSMENT TASKS • Draw, label and describe parts of plants and their uses. ASSESSMENT CRITERIA • Correct labelling • Clarity • Confidence • Neatness RECORDING METHODS • Checklist	
LEARNING AND TEACHING ACTIVITIES (Student Oriented) 1. Students go to their local environment and observe plants and animals. (V) 2. Create a role play on how living things feel when their habitat is destroyed. (V/E) Assessable Task 3. Draw, label and describe parts of plants and their uses. (V/E)	
CONTENT KNOWLEDGE • Useful plants and animals in the environment • Examples of plants and animals in the local environment. • Bush materials, seeds, leaves, tree saps, flowers, roots, grass, sticks, etc.	

SKILLS

- Record different species of plants and animals
- Name, sort and classify different animals
- Modelling and plan work

ATTITUDES

- Work and share with others
- Value craft
- Appreciate environment

RESOURCES

- Plants in local environment
- Paper
- Crayon
- Questionnaire
- Markers
- Glue

- Having looked through this unit of work, answer the following questions.
  - Is the 'theme' appropriate for the selected outcomes?
  - Does the 'purpose' include both outcomes?
  - Is the assessment task the best for finding out whether a student has achieved both outcomes?
  - Are the learning and teaching strategies adequate to assist with the learning process?
  - Is the content selected the most appropriate to assist students with the achievement of the outcomes?
- If you have said 'No' to any of them, make some changes.
- If you have said 'Yes' to any of them, rethink your reasons.

Section 4: Planning a flow chart (a system) for developing your program

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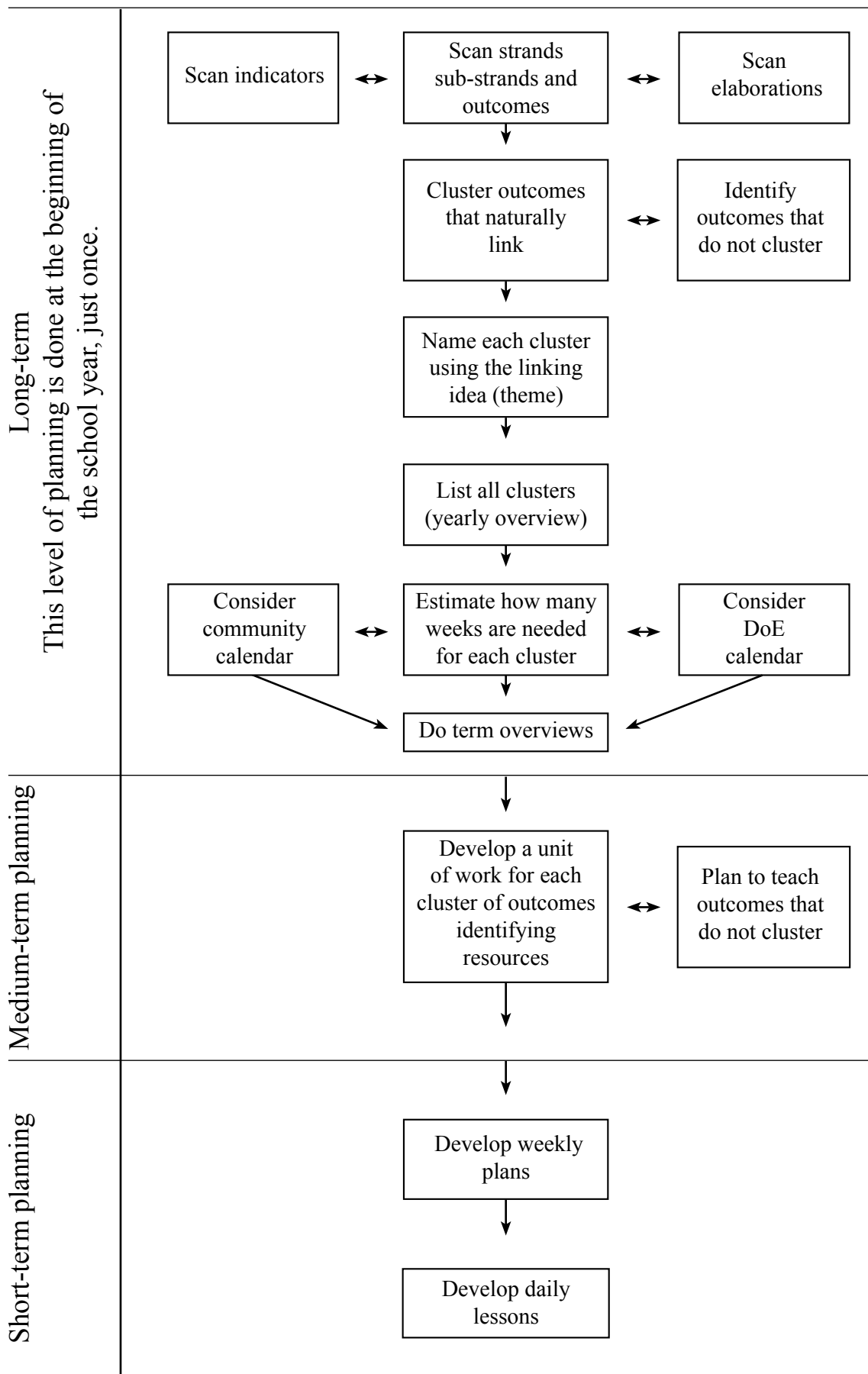
4.1: Planning a flow chart (a system) for developing your program



Imagine a teacher has come to you for assistance.

This teacher has some experience in “planning and programming” and has been studying the teacher guides. This teacher has already mapped out a sequence of steps, including resources to be used, to develop a program starting with the development of a yearly overview. The teacher’s sequence of steps is presented, on the next page, in a flow chart.

The teacher's planning process



**What advice would you provide the teacher regarding**

- the steps? (Are there any essential steps missing? Are all these steps necessary? Are there any that could be left out? – Indicate changes in the above flow chart.)

HINT: In providing advice here, consider your response to the previous set of questions. Compare your response with the above flow chart.

- the sequence provided? (If you have added or omitted steps, provide the new sequence – indicate changes in the above flow chart.)

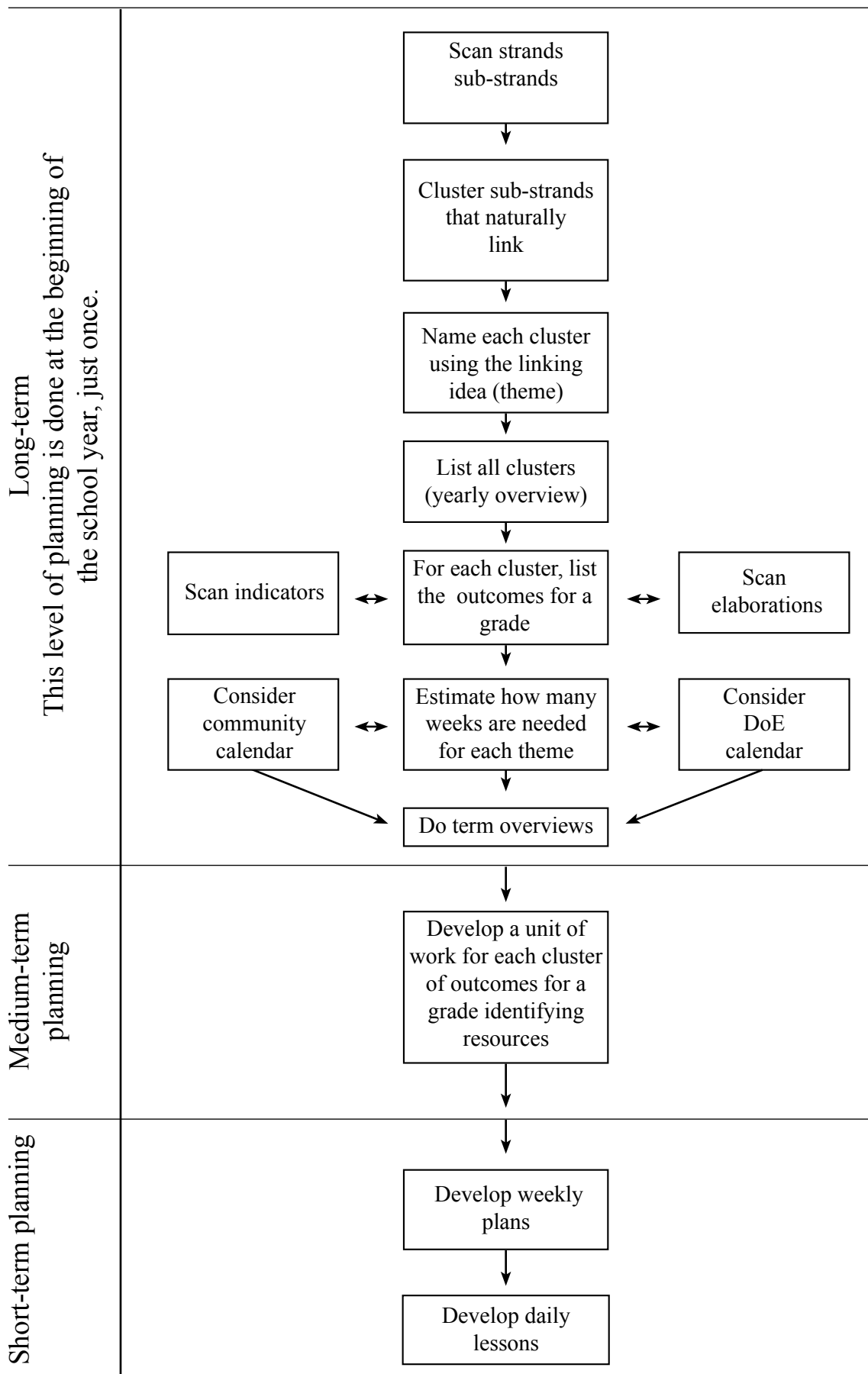
HINT: Does the sequence matter for some of the steps above? Can some of the steps be combined?

- the outcomes which could not be clustered? (Should they teach in the term overviews? At what stage should a teacher plan to teach these outcomes?)



Another teacher presents a different approach in a flow chart.

A second planning process



**What advice would you provide the teacher regarding**

- the steps? (Are there any essential steps missing? Are all these steps necessary? Are there any that could be left out? – Indicate changes in the above flow chart.)

HINT: In providing advice here, consider your response to the previous set of questions. Compare your response with the above flow chart.

- the sequence provided? (If you have added or omitted steps, provide the new sequence – indicate changes in the above flow chart.)

HINT: Does the sequence matter for some of the steps above? Can some of the steps be combined?

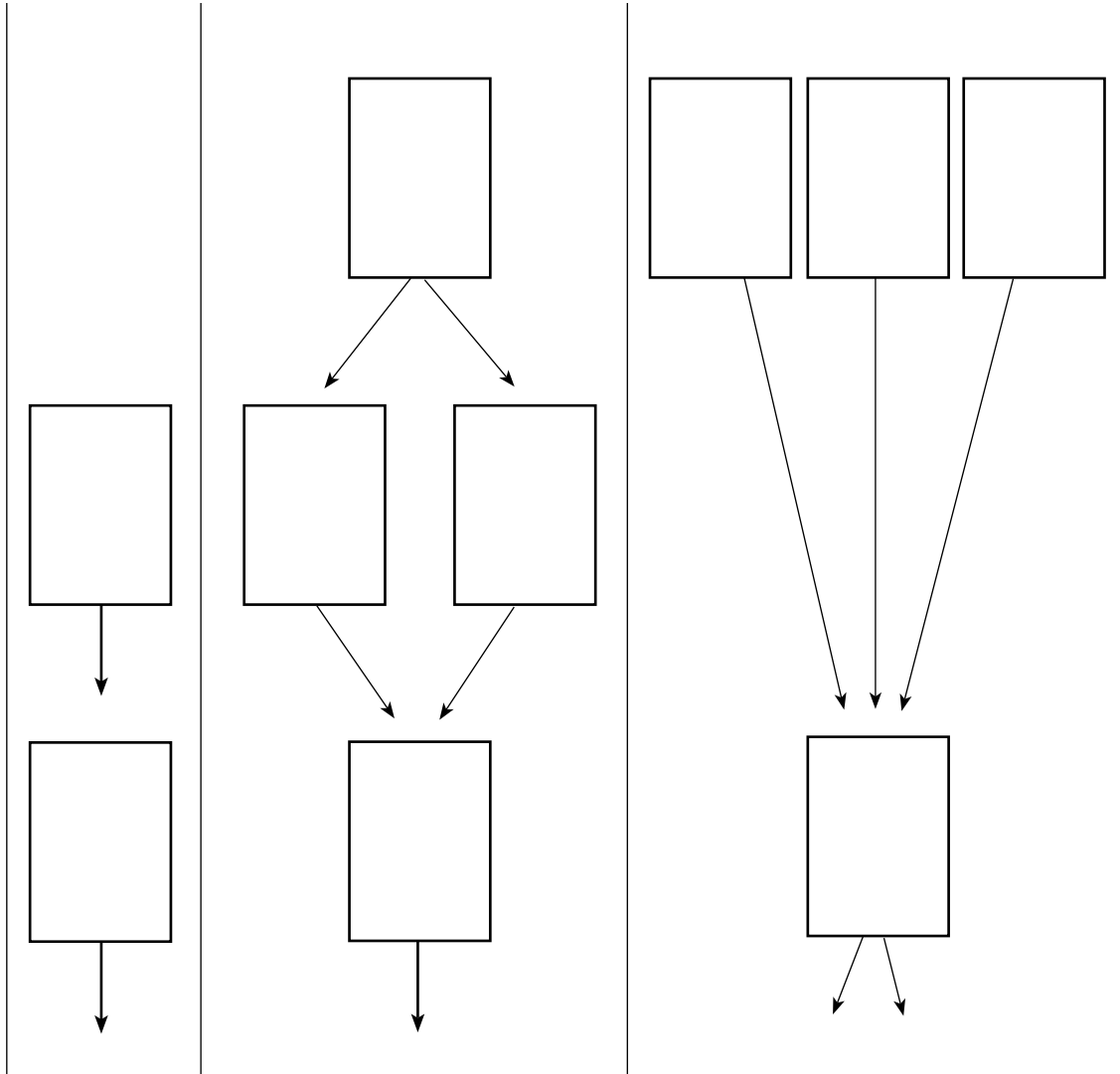
- the outcomes which could not be clustered?

- What are the main differences between the two flow charts?

4.2 Planning your own flowchart (system) for developing from yearly overview → term overview → unit of work → short-term programs

Now design a flow chart for yourself. Possible formats for you to consider are given below. There may also be other ways of presenting your flow chart.

- Draw your flow chart on the next page.



HINT: Decide on the number of essential steps, what they are and how they are linked. Then draw a flow chart to represent this on the next page.

My chart

Share your flow chart with your colleagues and explain to them why you have chosen a particular way of presenting it.

- Find out what your colleagues think of your flow chart.
- If you think their suggestions are worth considering, re-consider the flow chart you have developed above. Re-sequence the list and do a new flow chart, if appropriate, in the space provided here.

The revised flow chart

HINT: This flow chart may be very much the same, or it may be very different. It will depend on your discussions.



On the basis of your learning so far, reflect on the following, with a critical eye. Write your reflections in the space below.

- how you have been planning and programming in the past

HINT: The response to this question will depend on your particular situation.

- the changes, if any, you would like to make to the way you have been planning and programming.

HINT: The response to this question will depend on your particular situation. Mention any particular strategies or new steps you would be willing to try.



The teacher responses on pages 6-7 of Module 1 are reproduced here.

- Think about these responses in the light of the examples you have worked through and your own experiences, and write down your comments on each response.
  - *'Programming isn't quick or easy, but a well thought out program is a good starting point for successful teaching.'*
  - *'Teachers' programs clarify where they and their students are going and how they are going to get there.'*
  - *'A good program provides a strong sense of direction and purpose, while still being flexible enough to respond to changing learning priorities, interests and contexts'.*
  - *'A program starts as a plan for what teaching and learning will happen and ends up as a record of what actually took place'.*

- *'Primary teachers' programs are very individual and come in all shapes and sizes. Programs are working documents and very few remain unchanged for long'.*

- *'Programs are both 'personal' and 'public'. They are for personal use and will reflect the teachers' beliefs about teaching and learning. At the same time, they can demonstrate to others what has been taught and why teachers teach the way they do. Plans may be developed individually, in collaboration with others or through a combination of both.'*

- *'There are many facets to a program: it may have several parts spread over a number of notebooks or may all be together in one folder'.*

- *At the beginning of the year, with a new class, a teacher's plan would most likely take a long-term view and cover issues in a general way. As time progresses the program will become more specific and focus on short term teaching/learning issues'.*

HINT: The response to the above statements will depend on your particular situation and perspectives, and any new thoughts you may have.

Module Summary

Congratulations! You have reached the end of this module! You should by now have developed certain knowledge, understandings, insights and skills as they relate to planning and programming for bridging to English in lower primary years.

You critically looked through some examples of ‘planning and programming’ provided in Module 1.

You read about and reflected on the concept of integration.

You were introduced to two approaches to planning and programming, developed a planning flow chart for yourself, examined a number of plans and programs in the teacher guides, critiqued units of work and reflected on the implications of these for your practice.

All of these activities will help you to appreciate the processes of developing plans and programs that can assist you to teach effectively in a focussed way, maximise student learning as well as meet the reform requirements.

Having completed the module, how do you rate yourself in relation to the module outcomes?

Can you:	Yes/No/ Not sure
1. discuss the advantages and disadvantages of subject-based and integrated programming?	
2. develop a plan starting with a single outcome, holistically?	
3. critique an integrated plan starting with a cluster of outcomes, holistically?	
4. compare and contrast the model of planning in the teacher guides with the designing down approach?	
5. develop assessment plans within units of work?	

If you answered ‘Yes’ to all of them, you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said ‘No’ or ‘Not sure’ to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember that 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 5 Outcomes-based Planning and Programming

Module 3: Multi-grade planning and programming (Optional)

Contents	Page/s
Module introduction	2
Module learning outcomes	3
Section 1: The concept of multi-grade	4
Section 2: Multi-grade planning and programming – what do the curriculum documents say?	10
Section 3: Planning and programming for the multi-grade classroom	16
Module summary (<i>and additional space for your notes</i>)	45

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

Multi-grade planning and programming

Introduction

Welcome to *Module 3: Multi-grade planning and programming*.

In this module you examine the implications of the DoE policy on multi-grade teaching and its impact on your plans and programs or those of the teachers you supervise. Links are established between the policy, the syllabuses, the teacher guides, subject-based and integrated approaches to planning and programming.

The module starts by looking at the advice provided to schools about multi-grade teaching. This is followed by a critical exploration of what a multi-grade class is.

Some teachers believe that all classes are multi-grade with students demonstrating a range of skills and abilities that may span two or three grade levels, even though the students may be of the same chronological age. Others believe that a multi-grade class is constructed as such deliberately by putting together students from different grade levels. In such a situation the skills and abilities of students may span more widely than the previous descriptor. You will have the opportunity to consider for yourself the pros and cons of having such an arrangement.

DoE Circular 1, 2000 about Multi-grade Teaching stated that the Multi-grade Teaching Policy was to become effective from January 2001 for primary and community schools. This means that the policy is currently being implemented.

You consider the DoE policy on multi-grade teaching and some advice on multi-grade classes throughout this module.

To complete the activities in these units, you will need to have access to the syllabuses and teachers guides for lower primary grades (3, 4 and 5) and upper primary grades (6, 7, and 8). These are listed in the Resources section of the *Unit Introduction*. The upper primary syllabuses and teacher guides were delivered to schools in 2003 and the lower primary syllabuses and teacher guides delivered to schools in 2005.

This module focuses on planning and programming for multi-grade classes.

Now take a moment to think about the following questions:

- are you already teaching a multi-grade class or about to take charge of a multi-grade class? Is your school organised in multi-grade classes?
- as a head teacher, are you currently implementing or planning to implement the DoE Multi-grade Teaching Policy?
- as an inspector, are you familiar with the DoE policy and what it means for head teachers and teachers? Do you advise and monitor schools that are implementing multi-grade classes?

If you said yes to one or more of these questions, and if you have not had any professional development in multi-grade teaching, this module can assist you.

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

If multi-grade teaching is not a concern for you now and not likely to be a concern in the near future, then go to Module 4.

Module learning outcomes

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

1. describe the DoE policy relating to multi-grade classes
2. explain the differences between multi-grade, multi-age and composite classes
3. assist a colleague to do a curriculum scan for a multi-grade class
4. describe the steps to programming for a multi-grade class
5. develop an integrated unit of work for a multi-grade class
6. construct a timetable for a multi-grade class that allows time for flexible programming across subjects and grades
7. plan ways of structuring a multi-grade school (for head teachers and inspectors) or a multi-grade class (for teachers)

Section 1: The concept of multi-grade

(Adapted from Module MG.1 Introduction to Multigrade: Student Support Material, PASTEP, 2002)

You will no doubt have heard about multi-grade classes even if you are not teaching such a class at present.



What are some of the words that come to mind when you think of multi-grade classes or multi-grade teaching? Brainstorm with a colleague and write them down here.

Hint: Your response to this will depend on your own and your colleague's understanding of and familiarity with multi-grade classes and multigrade teaching.

- Write a statement about what you think a multi-grade class is and what multi-grade teaching is by completing the following sentences. Use the words you have listed above to complete the sentences.

A multi-grade class is .....

Multi-grade teaching is .....



It is important from the start to establish an understanding of what multi-grade teaching is and what it involves.

There are many different viewpoints and understandings of multi-grade teaching at present amongst teachers in PNG schools.

Availability of information is limited, so teachers may form their own ideas of what multi-grade teaching involves, and these may not be consistent with each other.



The following are examples of the views of teachers. Which of these statements do you agree with? Place a 'tick' in the box, if you agree and an 'x', if you do not.

Views	Agree/Do not agree
1. A multi-grade class is made up of students in two or three grade levels with one teacher for the whole year. 2. Multi-grade schools are those that have classes combining students of different grade/ages and different abilities in one classroom. 3. A multi-grade class involves students of different ages and developmental levels, with different learning skills and abilities, grouped together with one teacher. 4. A multi-grade class should remain as a class for a minimum of two years but often for three years. The class should have the same classroom teacher for all those years. 5. Multi-grade teaching involves one integrated program for the class. 6. A multi-grade class of grades 6,7 and 8 will have three different programs with one teacher.	



Reflect on these statements and respond to the following question.

- **Why do you agree with the statements you have identified as such? Explain.**

Hint: Your response will depend on your particular viewpoint.

- **Why do you disagree with the statements you have identified as such?**

Hint: You may not disagree completely with any of them; think which is the furthest away from your particular viewpoint and why. (Your viewpoint may change as you do this module.)



When we talk to teachers or read information about multi-grade, we come across these different terms – multi-grade, multi-age and composite classes.

A *multi-grade class* is commonly defined as a class of more than one grade level taught by the same teacher in the same room. What is special about a multi-grade class is the way students are taught and the way the teaching program is organised.

Composite classes are two or more classes working in the same room with one teacher, but usually with separate programs. For example, in a composite class of grades 6 and 7, the grade 6 students will be following the syllabus for their grade, and the grade 7 students likewise. The curriculum is still structured and taught strictly in separate grades. This sort of teaching is syllabus driven with the teacher keeping strictly to the curriculum for each grade.

Most classes in PNG are *multi-age*. There can be a wide range of ages in any one class, varying by quite a number of years. In a typical class, all students in the class will be working on the grade curriculum, despite their age differences. In this sense, the teaching is also syllabus driven, as there is no special consideration for differing ages and ability.

Multi-grade teaching is different from both of these in two main ways:

1. The program for all grades is integrated, ie. common elements from the different year programs are combined into one program for the class. There are not two or three separate programs operating, just one that provides different levels of challenge to the students.
2. The learning is student-centred, not grade level-centred, so students have the opportunity to work at their level of ability, through the different levels of activities provided by the teacher.

What multi-grade is NOT

Multi-grade is NOT one teacher working between two classrooms to teach separate grades with separate programs.

Multi-grade is NOT two classes working in isolation in the same room seated at each end of the classroom and being taught separate programs.



Look at the statements you wrote on page 4. Do your statements include these ideas? If they do not, write a comprehensive statement on what a multi-grade class is and what multi-grade teaching is.

A multi-grade class is...

Multi-grade teaching is ...

Hint: It is quite likely that the statements you wrote on page 4 are not comprehensive. If this is the case, rewrite the statements to include any new ideas.



The Department of Education has a policy on Multi-grade Teaching.

On 7 March 2000, the Department of Education issued a joint circular from the Secretary for Education and Chairman, TSC, outlining the administration of a multi-grade teaching policy for all primary and community schools.

Extracts from this circular follow:

Multi-grade Teaching Circular: Number 1 of 2000

Purpose:

The purpose of this circular is to direct and inform all Education Authorities including heads of institutions and teachers in member schools within the National Education System about Multi-grade Teaching Policy to be effective in January 2001 for primary and community schools. Within the same period, 2001, the policy will be trialled in selected Elementary Schools to determine the extension of the policy implementation to Elementary Schools.

Rationale:

The following are the major reasons for introducing Multi-grade Teaching Policy. These include: To compensate teachers in primary and community schools who are appointed to carry out multi-grade teaching duties and responsibilities.

To formalise the process and procedures necessary for provinces and schools with continuous low enrolment and teacher shortage problems to implement multigrading.

To provide an incentive for teachers to take up teaching in registered primary and community schools taking multigrade classes.

To institute a more cost-effective strategy for teacher deployment in PNG.

Implementation:

The successful implementation of this policy will require all appointing authorities to adhere to the following procedures, These include:

All provinces to formulate and produce an Annual Multi-grade Plan.

To plan in advance which teaching positions in primary/community schools will be required to undertake multi-grade classes. A separate TSC Form 26 must be completed for abolition and creation of positions for each school taking multi-grade class or classes.

To accurately provide the following information to prevent unnecessary delay for registration and implementation:

- a. The name and location/code of the school*
- b. The name and file number of teacher(s) to be engaged in multi-grade teaching*
- c. The grades which are to be combined and the enrolment of each multi-grade class*
- d. The redundant position(s) to be abolished*
- e. The total enrolment by grade including the multigrade class(es) in the school.*

It is to be expected that the process of creation and abolition of positions through the use of TSC Form 26 will result in the lowering of the official level of each registered multi-grade primary and community school, unless otherwise directed by the TSC for the school to retain its current status for the period. An annual Provincial Multi-grade Plan and effective management skills of Provincial Education Advisors will be necessary to continuously monitor and control the proper planning, budgeting and appropriations for teachers' salaries and allowances for each province.

Payment of Allowance:

The Multi-grade Teaching Allowance is payable at 10% of the annual gross salary of the position to which the teacher is appointed. It shall be payable on a "one-off" basis upon the completion of the TSC Form 36 by the teacher.

Provincial Responsibility:

The Division of Education in each province is responsible for the administration of multi-grade teaching which includes the planning, budgeting and registration of schools. It is also a provincial responsibility to ensure that necessary training is conducted for multi-grade teachers before multi-grade teaching is formally introduced. The Papua New Guinea Education Institute (PNGEI) may be consulted to assist in providing or facilitating multigrade teaching courses to suit specified provincial requirements.

For the effective and smooth administration of the Multi-grade Teaching Policy each Provincial Education Office is required to provide an annual update of the province's Multi-grade Plan and to seek TSC approval for registration of multi-grade primary and community schools before the end of each year.



Work with one or more colleagues at your level to:

i) Assess the extent to which the policy is currently implemented in your:

- school (teachers to respond)
- district (head teachers to respond)
- province (inspectors to respond).

ii) Identify two factors which are :

- helping to implement the policy
  - (i)
  - (ii)
- restricting implementation of the policy
  - (i)
  - (ii)

iii) Agree on 2 steps you can take to:

- strengthen the helping factors
  - (i)
  - (ii)
- overcome the restricting factors
  - (i)
  - (ii)

Hint: The response to these questions will depend on your particular situation as a teacher, head teacher or an inspector.

If you are a teacher in a small, remote school, the responsibility might be yours. Setting up the multi-grade classroom is the responsibility of the teacher(s) in a particular area of the school.

If you are a head teacher, you need to identify the following factors prior to the start of the new school year:

- the total number of students for the year
- the total number of students expected in each grade level
- the anticipated number of teachers
- the number of classrooms.

The questions you may ask yourself are:

- which grades should I combine?
- how many multi-grade classes would there be altogether?
- how many teachers do I need?
- which classrooms can I use?

Structuring the multi-grade classroom

Once you have been appointed to a multi-grade class, what do you need to do next?

There are many things to think about..

Teachers of multi-grade classes need to focus more on students as individual learners with individual needs. They need to **KNOW THEIR STUDENTS**.

Teachers of multi-grade classes need to develop their year, term and weekly programs, timetables and assessment strategies. They need to **KNOW THEIR CURRICULUM** to make sure it fits the needs of the students. They need to know how to find common elements in the curriculum to plan their students' learning experiences.

Teachers in multi-grade classes need to be able to provide a range of challenging activities that include a range of expected outcomes. They need to provide opportunities to work individually, in pairs and in a variety of group structures. They need to **KNOW THEIR TEACHING STRATEGIES**.

Section 3 helps you to apply and integrate these three areas of knowledge.

Section 2: Multi-grade planning and programming: what do the curriculum documents say?

2.1. The National Curriculum Statement, 2002

The National Curriculum Statement contains advice on multi-grade teaching.



Read the relevant section from the *National Curriculum Statement*. It is copied here.

Multi-grade Teaching

Multi-grade teaching refers to classes where there are students from more than one grade with one teacher. The National curriculum needs to be implemented in diverse ways to meet the range of individual learning needs in these situations. Multi-grade teaching is encouraged in Elementary and Lower Primary. Teachers should be aware that in all classes, students are of mixed abilities. Teaching strategies for multi-grade classes are appropriate in these circumstances as well.

Multi-grade teaching involves:

- *using peer work, small or large cluster groups at different levels with the same class*
- *careful planning and organisation to provide supervision and assistance during learning*
- *annual intakes in very small schools which previously only had intakes once every two or three years.*

The National Curriculum makes explicit the learning outcomes for each subject at each grade and will help teachers to plan their teaching programs for multi-grade classes.

National Curriculum Statement 2002, page 29



Write down some answers to these questions

- It can be said that all classes are multi-grade. How does the *National Curriculum Statement* support this?

Hint: Think about the concept of inclusion also mentioned in the National Curriculum Statement.

- Why is this module included in an in-service unit that upper primary teachers are also doing, when the extract only makes mention of elementary and lower primary classes?

Hint: Consider the policy statement mentioned in the previous section.

- If you were teaching a unit on “leadership” how could you accommodate “different levels of skill and understanding”?

Hint: Perhaps you are doing it already in a single grade class.

2.2: The Lower and Upper Primary Syllabuses



Some of the lower and upper primary syllabuses also contain advice on multi-grade teaching.

Much of what is said there is equally applicable across all syllabuses. After all, the separate syllabuses in lower and upper primary should be considered as one curriculum in their respective learning areas and the *National Curriculum Statement* ties them together.



Look through the Teaching and Learning sections of each of the lower and upper primary syllabuses and find out what is said about multi-grade teaching. Take notes in the space given below.

Lower primary syllabuses:

Upper primary syllabuses:

Hint: It is not mentioned in all syllabuses. Some have sub-headings. Others briefly mention multi-grade in various sections.



Share what you have learned with a colleague. Note any significant points raised during this activity.

Hint: Your response here will depend on your interaction with your colleague. Try to work out the common comments on multi-grade teaching that are covered across all of the syllabuses.



Reflect on these statements from the syllabuses and write down your thoughts.

- The sequencing of learning outcomes enables multi-grade teaching. (*Social Science, Upper Primary Syllabus, 2003, page 5*)
Learning outcomes are sequenced which enables multi-grade teaching. (*Community Living, Lower Primary Syllabus, 2004, page 9*)

Hint: The syllabus learning outcomes are ordered on a page so that each grade sits alongside the other.

- The contextual approach for this course lends itself to multi-grade teaching as the same context can be used for all students in the multi-grade classroom with the more advanced students tackling more sophisticated work and those less advanced addressing similar issues at another level. (*Mathematics, Upper Primary Syllabus, 2003, page 6*)

Hint: Look at the way the strands and sub-strands are structured.

- Students from different grades sharing an activity can be assessed using the outcomes for their own grade. (*Arts, Upper Primary Syllabus, 2003, page 7*)

Hint: Remember that in a multi-grade class there is one program for the class, not one for each grade in the class.

- A integrated approach is appropriate to use with multi-grade classes where students of different grades can work side by side on similar themes. (*Language, Lower Primary Syllabus*, 2004, page 7)

Hint: Other subjects can provide the contexts for Language learning using an integrated approach.

- The activities that you program to achieve outcomes must be appropriate for students with a wide range of ages and abilities. Group work will help students learn and achieve for their grade. (*Arts, Lower Primary Syllabus*, 2005, page 9)

Hint: Remember that you are likely to have students with a wide range of ages and abilities to cater for in your class at any given time.

- Teachers of multi-grade classes will need to plan their programs of work carefully so that students do not repeat the same content and contexts. In this way students will progress through the skills and stages presented in the outcomes. (*Mathematics, Lower Primary Syllabus*, 2004, page 8)

Hint: Think how you plan your programs of work at present to make sure that students are not repeating the same content and contexts all the time. Remember that some repetition for the purpose of revising what has been learnt is needed.



What are the implications of this advice for you as the teacher or a supervisor or an adviser?

2.3: The Lower and Upper Primary Teacher Guides



Some of the lower and upper primary teacher guides also contain advice on multi-grade teaching.

Read the following documents as indicated.

Lower Primary Arts Teacher Guide: pages 11-12

Lower Primary Mathematics Teacher Guide: page 13

Upper Primary Arts Teachers Guide: page 29

Upper Primary Mathematics Teachers Guide: pages 28-31

- Identify two pieces of information about multi-grade teaching that are the same in the lower primary teacher guides.
- Identify two pieces of information about multi-grade teaching in the lower primary teacher guides that are new to you.

The sample unit of work on pages 28-31 of the Upper Primary Mathematics Teachers Guide shows how to integrate two mathematics outcomes for grades 7 and 8. Some learning activities have been identified for grade 8. Read these carefully.

- Now identify two learning activities for the grade 7 outcome.

Now go to page 29 of the Upper Primary Arts Teachers Guide. The sample unit of work on page 29 shows a plan with three projects—one for each of grades 6, 7 and 8. Grade 6 chooses **traditional** projects, grade 7 chooses **community** or **social issues** projects and grade 8 chooses **income-generating** projects. The program runs for 10 weeks. The three projects run parallel to each other; at particular points in time the teacher assesses particular skills—planning skills (week 3), organisational skills (week 7), creativity (week 10), self and peer project evaluations (week 10)—for all three grades.

Imagine this unit is run for the first time in a multi-grade class in 2005.

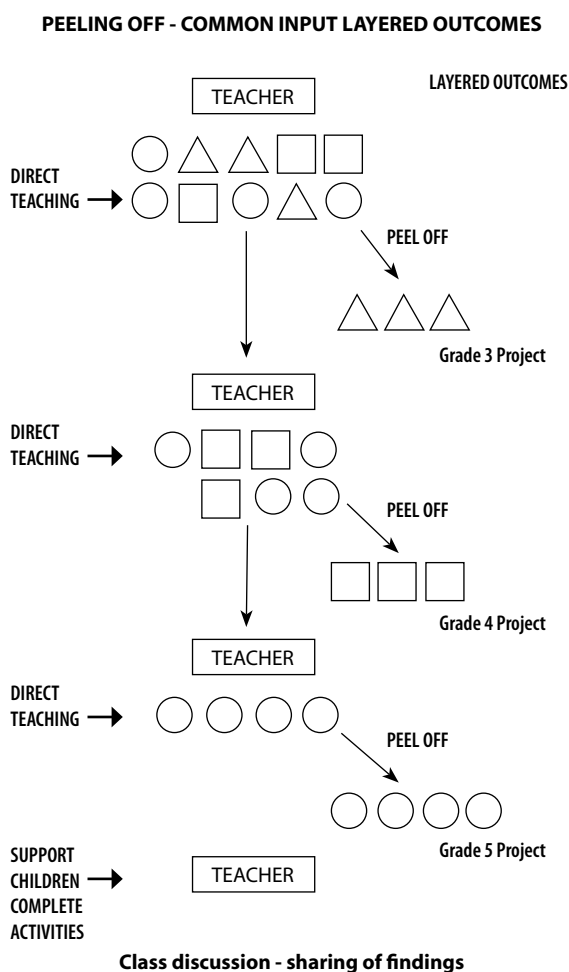
In 2006, the year 8 students would move on to grade 9 and leave the multi-grade class; the grade 7 students would move to grade 8; the grade 6 students to grade 7 and a new group of grade 6 students would join the multi-grade class.

- In which year would this cycle be completed by the grade 6 students who commenced in 2005?

- Now can you explain to a colleague, why, if you had a grade 3/4/5 multi-grade class, the students starting up in grade 3 should stay together for three years?
- What would be the length of time required if you had a grade 3/4 multi-grade class?

The example on page 14 seems to suggest the use of what is called 'Peeling off strategy'.

Peeling Off is a strategy which allows for a common input with 'layered' outputs; that is the whole class begins with a concept being taught by the teacher in a direct teaching method.



After the teacher has completed the first part of the teaching, one group 'peels off' or leaves the teacher to complete an activity. This group will complete an activity at the simplest level of outcomes. The activity should be designed so the group can complete the task without the assistance of the teacher.

Direct teaching again takes place with the students remaining. The teacher will continue to build on and extend the outcomes for this group. When the teacher has completed teaching to the level of outcome expected, a second group will 'peel off' and leave the teacher to complete an activity which is more challenging than the first group's activity.

The teacher will remain with the last group of students who will be working on more difficult concepts or outcomes. After some direct teaching, this group will 'peel off' to complete activities at the most difficult level.

The teacher concludes the lesson by bringing the groups together to share their work and summarise the main teaching points.

An example in Mathematics could be a teacher developing the concept of 'area', using the context of 'gardening'. The first group is required to explore area using common units, the second group, square metres and the third group square metres and parts of square metres.

(adapted from PASTEP, 2002. Module MG3: Teaching in the Multi-grade Classroom: Lecturer Support Material)

Section 3: Planning and programming for the multi-grade classroom

(Adapted from MG.3 Teaching in the Multi-grade Classroom: Lecturer Support Material, PASTEP, 2002)

3.1: Introduction



If you are an experienced multi-grade teacher, what advice would you give an inexperienced teacher in regard to:

- the major challenges you faced in the early years of multi-grade planning and programming?
- the major changes you had to effect in the first year you planned and programmed?
- two significant successes you experienced as time progressed?

If you have no multi-grade class experience, make contact, if possible, with someone who has and ask them these questions:

- what were the major changes this teacher faced in the early years of multi-grade planning and programming?
- what major changes did this teacher need to make to the way he or she had previously planned for a single grade class?
- what were some significant successes the teacher experienced as time progressed?

Hint: You will need to draw either on your own experience or that of a colleague in elementary or lower or upper primary to complete this task.

**Read these notes.**

Some teachers become concerned when asked to teach a multi-grade class. They are not sure how to plan for two or three grades at once and so they try to create separate programs for each grade. Planning and managing this is extremely difficult. It would be very difficult to cover all the work for each grade level in a number of separate programs.

The multi-grade teacher needs a strategy to help with planning so that:

- one program is created for the class, with different learning outcomes for different grades in the school
- learning outcomes in the syllabuses are included and common elements in the grade programs are identified.

The Learning Continuum

For many years, curriculum in schools has been prescriptive, inflexible and expected all students to learn at the same rate. Teachers have taught the grade curriculum to everyone, aiming their lessons at the average student, and sometimes considering the others who were either bored, or struggling to cope with the work presented. There was a certain amount of content to be covered and every student would be required to complete it, whether it was suitable for their needs or not.

Learning is a developmental process and not all students operate at the same level. As a teacher, it is important that you recognise this. As a multi-grade teacher, it is essential that you recognise this.

In a multi-grade class and indeed in any classroom, you may find students operating at a range of levels. In a multi-grade classroom of grades 3-4-5, or 6-7-8, or 3-4, 5-6, 7-8, you will have students working at these levels and maybe more. There will be grade 6 students who may be meeting grade 7 outcomes and grade 8 students working on grade 6 outcomes. This will also apply equally to students in the lower primary grades.

It is important that learning is designed to meet the needs of the student, not necessarily according to the grade level to which the student belongs.

Programming: The Reform Curriculum

Let's look at how to program using the lower and upper primary syllabuses.

Each syllabus provides a content overview and the learning outcomes for either grades 3, 4 and 5 or grades 6,7,and 8. The curriculum gives the teacher much flexibility in meeting the needs of the students. It is up to the teacher to plan and organise the learning experiences that best suit the students in the class.

The syllabuses are particularly well suited to the multi-grade situation. You may be worried about planning for a number of grades, but once you understand the process, you will be able to use it for any combination of grades you may be asked to teach.

With a multi-grade class, for each unit of work or weekly plan, the whole class will work on the same topic or theme. However, the activities completed by each student will depend on what you want each student to learn, based on the syllabus documents, outcomes you are using and each student's level of development.

There are methods and strategies you can use to assist with your planning for a multi-grade class. One of these is to do a curriculum scan.

3.2: What is a curriculum scan?

A curriculum scan is done by scanning (or looking) through all the curriculum documents which are relevant to the multi-grade class you are teaching, and selecting the relevant sections. You then look for common elements and connections from which to build your program. If you remember that learning is a continuum, or a process of building on, you will see that the outcomes in each subject cover the grades 3 to 5 or 6 to 8 and identify progress across these grades.

Step 1

Identify the grade levels you will be programming for and find the relevant statements of learning outcomes in the syllabus documents. (eg. grades 3, 4 and 5 or grades 6, 7 and 8)

Step 2

For Upper Primary

Photocopy, cut and paste, or write out all the strands and sub-strands from:

Making a Living, Social Science, Science and Personal Development.

At this stage leave aside Arts, Language and Mathematics. The outcomes from these three syllabuses can often be integrated across a range of potential organisers or themes. (See page 20 of this module)

For Lower Primary:

Photocopy, cut and paste, or write out all the strands and sub-strands from:

Health, Physical Education, Community Living and Environmental Studies

At this stage leave aside Arts, Language and Mathematics. The outcomes from these three syllabuses can often be integrated across a range of potential themes or organisers. (See page 28 of this module)

Step 3

Look for common ideas across these strands and sub-strands. Place them in possible themes or organisers. (See page 21 of this module for upper primary)

Step 4

Write your theme on a large piece of paper and list the outcomes that relate to the sub-strands. (See page 22 of this module) Identify any outcomes that cannot be naturally included in the theme. These will need to be addressed separately at some other time.

Step 5

Set your themes out on a grid. (page 24)

Remember, if you are programming for two grades, your theme will cover two years of work. If you are programming for three grades, your theme will cover three years of work. It doesn't matter in what year your units are completed, because you will have the same class for the period of your plan. It will take one whole cycle of the plan before your program is totally inclusive of all students and all outcomes.

Step 6

Allocate the relevant learning outcomes (refer Step 4) in a planned way across the themes of the grid. (See page 24 of this module)

Step 7

Develop an integrated unit of work for each term. Refer to Module 2 for guidance. It is at this stage you will look for the appropriateness of including outcomes from Language, Mathematics and Arts.

The steps are now illustrated through an upper primary example.

Step 1: It is assumed that you have done Step 1.

Step 2 (Example only) - Subjects, Grades, Strands, Sub-strands

PERSONAL DEVELOPMENT grades 6-8	MAKING A LIVING grades 6-8	SOCIAL SCIENCE grades 6-8	SCIENCE grades 6-8
Relationships • <i>interactions in relationships and groups</i> • <i>cultural & personal identity</i> • <i>changing roles and responsibilities</i> • <i>managing relationships</i>	Managing Resources • <i>land & water management</i> • <i>environment</i> • <i>crops & animal management</i>	Environment & Resources • <i>people and environment</i> - <i>local and PNG</i> - <i>PNG and region</i> - <i>the world and PNG</i>	Working Scientifically
Movement Physical Activity • <i>movement skills</i> • <i>fitness for health</i> • <i>safety</i> • <i>leisure & recreation</i> • <i>roles & responsibilities</i>	Better Living • <i>healthy living</i> • <i>care and management</i> • <i>wise consumer</i> • <i>making things</i>	Organisation • <i>local social & economic organisation</i> • <i>provincial & national social & economic organisation</i> • <i>global social & economic organisation</i>	Living Things • <i>nature of living things</i> • <i>ecology, relationships and interactions</i>
Our Culture, Lifestyle and values • <i>culture & values</i> • <i>lifestyle & changes</i>	Community Development • <i>knowing communities</i> • <i>communication</i> • <i>community projects</i>	Culture • <i>cultural expression & change</i> • <i>national culture</i> • <i>global cultures</i>	Science in the Home • <i>learning about substances</i> • <i>using energy at home</i>
Health of Individuals & Population • <i>growth & development</i> • <i>nutrition</i> • <i>personal health & safety</i> • <i>community health</i> • <i>use of drugs</i>		Integrating projects • <i>improving local societies or communities</i> • <i>improving provincial & national communities or societies</i> • <i>improving global societies or communities</i>	Earth and Beyond • <i>our earth and its origin</i> • <i>space exploration</i>
Living and Working Together • <i>good and fair leaders</i> • <i>respecting rights & freedom</i> • <i>making choices</i> • <i>rule of law</i>			

Step 3 (Example only)
Look for linking ideas or themes across these strands and sub-strands. Only some possible links are shown. There will be many different ways of looking at it.

Module 3 Multi-grade planning and programming **Page 21**

Step 4 (Example only): Upper Primary

Write your main organisers on a large piece of paper and list the outcomes that relate to them. The outcomes of this example relate to the theme of Environments. Identify outcomes that cannot be naturally included in the themes. These will need to be addressed separately at some other time.

There are four themes on page 19. In the table below, all the outcomes that link through the theme of 'environments' are listed.

THEME: Environments**LEARNING OUTCOMES**

Science	Living Things
6.2.1	Identify the basic structure of living things that allow them to function in their environment.
7.2.1	Identify and compare the basic structure of living things and how the environment influences these processes.
8.2.1	Describe and explain the processes of reproduction in living things and how the environment influences these processes.
6.2.2	Using a diagram, describe how energy moves through the living and non-living community.
7.2.2	Interpret and discuss relationships that exist in a community, using a food web to show the human activity in that community.
8.2.2	Draw conclusions regarding the effects of excessive use of non- biodegradable materials on food webs.
Making a Living	Managing Resources
6.1.1	Investigate the importance of land and water resources and apply appropriate ways of managing these to meet basic human needs.
7.1.1	Investigate and compare consequences of mismanagement of land and water resources and plan, design and undertake a small project using appropriate management practices.
8.1.1	Evaluate current practices of land and water resource management to design sustainable resource management projects to generate income.
6.1.2	Investigate the consequences when an element of a local environment is affected and apply environmentally friendly actions to care for it.
7.1.2	Investigate and undertake practical ways to reduce, reuse and recycle waste to benefit and improve the local, environment.
8.1.2	Describe and reflect on economical, cultural and ecological values of natural, social and built environments and apply environmentally friendly ways of managing the environment.
6.1.3	Share an understanding of the economical, cultural and nutritional value of crops and animals and compare the benefits of traditional and commercial crops and animal management.
7.1.3	Explain appropriate crop management and animal husbandry practices and demonstrate these through undertaking a practical project.
Making a Living	Community Development
6.3.3	Participate in projects to meet identified needs and opportunities for improvement within the school.
7.3.3	Initiate and plan cooperative projects that encourages community and school participation.
8.3.3	Plan and undertake an enterprising project to enable them to make a living.
Social Science	Environment and resources
6.1.1	Identify and describe local human-made and natural environments.
7.1.1	Identify the main physical environments of the province and nation and describe the factors and processes that have formed them.
8.1.1	Compare and contrast the main physical environments of the world and describe the factors and processes that have formed them.
6.1.2	Identify the effects of the local natural environments on people.
7.1.2	Describe how natural physical environments influence human settlement patterns in the world.
8.1.2	Analyse how physical environments influence human settlement patterns in the world.
6.1.3	Examine and describe people's impacts on the local physical environment and take appropriate action.
7.1.3	Examine the impact of resource use on physical environments and human settlement patterns in provincial, national and neighbouring regions.
8.1.3	Evaluate the impact of resource use on the world's physical environments and human settlement patterns.
6.1.4	Identify, propose and practise sustainable use of the local environment.
7.1.4	Identify the signs, causes and effects of local hazardous natural events and ways of responding to them.
8.1.4	Identify and describe the causes and effects of hazardous natural events in PNG and neighbouring regions and how people respond to them.
8.1.5	Identify and describe the causes and effects of hazardous natural events in other parts of the world and describe how people respond to them.

Similarly, all the outcomes relating to the other three themes are to be listed for each theme.



Now set out the outcomes relating to 'Healthy living' in a table in the space provided.

THEME: Healthy living

LEARNING OUTCOMES

Personal Development	Relationships
6.1.1	
7.1.1	
8.1.1	
6.1.2	
7.1.2	
8.1.2	
6.1.3	
7.1.3	
7.1.3	
6.1.4	
7.1.4	
8.1.4	
6.1.5	
7.1.5	
8.1.5	
Personal Development	Movement and Physical Activity
6.2.4	
7.2.4	
8.2.4	
6.2.5	
7.2.5	
8.2.5	
6.2.6	
7.2.6	
8.2.6	

Step 4 enables you to further divide the theme into sub-themes. The four themes (on page 21) are set out as sub-themes. See below.

Step 5 (Example only) Upper Primary

When you look through the outcomes in each cluster, they tend to fall into three groups. For example, the outcomes for the theme 'environments' (page 22) can be divided into three groups: Environments - local, Environments - national; and Environments - global. (see table below)

Remember, if you are programming for two grades, your themes will cover two years of work. If you are programming for three grades, your themes will cover three years of work. It doesn't matter in what year your themes are completed, because you will have the same class for the period of your plan. It will take one whole cycle of the plan before your program is totally inclusive of all students and all outcomes. The four clusters from page 21 are now placed on a 3-Year grid. The theme of 'environments' will be taught in Term 3 of Year 1, 2 and 3.

Year	Term 1	Term 2	Term 3	Term 4
1	Healthy Living - personal	Culture - local	Environments-local	A Good Life - at home
2	Healthy Living - relationships	Culture - national	Environments - national	A Good Life - working
3	Healthy Living - community	Culture - global	Environments - global	A Good Life - in recreation

Step 6 (Example only) Upper Primary

The theme 'Environments' has three sub-themes. Allocate the relevant learning outcomes (from Step 4) in a planned way across the sub-themes.

Year 1 Environments - Local	Science 6.2.1 Making a Living 7.1.1, 8.1.1, 6.1.2, 7.1.2, 6.3.3, 8.3.3 Social Science 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.2.1
Year 2 Environments - National	Making a Living 6.1.1, 8.1.2, 6.1.3, 7.1.3 Social Science 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.2.1
Year 3 Environments - Global	Science 7.2.1, 8.2.1, 6.2.2, 7.2.2, 8.2.2 Social Science 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1



Now do a similar table for the theme 'Healthy Living' using the sub-theme: **Healthy living-personal, Healthy living-relationship and Healthy living-community.** Use the table below. Allocate outcomes from 'Relationships' and 'Movement and Physical activity' (page 23) to the sub-themes. See page 24 for an example of how this is done.

Healthy living Personal	
Healthy living Relationships	
Healthy living Community	

Step 7

Develop an integrated unit of work for each term. *Refer to Module 2 for guidance.* It is at this stage that you will look for the appropriateness of including outcomes from Language, Mathematics and Arts.

An example is provided on the next page for sub-theme Healthy living - relationships.

In this example, the unit encompasses the related learning outcomes (6.1.4, 7.1.4, 8.1.4) across the three grades. In other circumstances, different grade groups may undertake different tasks if this was considered to be more appropriate to their age, maturity, or skills.

UNIT TITLE: Healthy living - Relationships
SYLLABUS: Personal Development
TIME: Term 1, Weeks 1-3

Learning Outcomes	Assessment Tasks	Learning and teaching strategies including content	Strategies and skills
6.1.4 Describe changing roles and responsibilities in families as they grow 7.1.4 Outline how taking on different roles affects relationships, attitudes and values 8.1.4 Outline their current roles and consider how positive role models can affect how they carry out these roles	A written report for publication on the following: 1. My roles and responsibilities within my family 2. My perception of my family roles and responsibilities when I am 18 years of age 3. My roles and responsibilities beyond my family 4. The part I can play now in being a good role model for others Note: • Assessment criteria would need to be identified • Some of the assessment ideas above may be assessed through other tasks eg. role play	Students read stories about typical families and collect pictures from magazines that describe aspects of family life Students brainstorm the components or categories that make up typical families. e.g parents, children (young and old), grandparents, aunts, uncles, cousins. Form categories Students discuss the roles that various people or groups of people play within families. Refer to the categories above. See if there are differences between families, across different ages, across males and females. Present verbal reports in groups Students write a report on two people in their families with contrasting roles and responsibilities As a class, brainstorm about the roles that students have beyond their family. Students divide into pairs and interview each other about their roles beyond the family. Each person describes to the class, the roles of the person they interviewed Research in groups and through interviews, the characteristics of some key role models. Group 1: The Head Teacher Group 2: A village elder Group 3: The netball coach Group 4: The local police officer	Brainstorming written report (related to the Language Syllabus) Discussing Interviewing Grouping Working as an individual, in a pair, in a group, member of class Presenting Reading Interpreting Predicting Locating information



Now here is a task for you to do.

Given that you have been given an example of how to develop a unit of work for a multi-grade class in relation to upper primary, you are now going to develop a unit of work yourself, for lower primary, using the same steps that have already been demonstrated.

Working with a colleague, look at the scans that have been created for lower primary grades 3 to 5 using the Health, Physical Education, Environmental Studies and Community Living syllabuses.

You will find these on pages 28 and 29, where Steps 1 and 2 have already been done for you. Your task is to complete the next 5 steps. (Steps 3, 4, 5, 6 and 7).

With your colleague, work through steps 3 to 7 of this process. Take the additional steps of looking at Language, Mathematics and Arts at the end. The activity is to give you experience in completing a curriculum scan.

Step 3 Using page 29, look for the links across the strands and sub-strands. Having identified some linking ideas, write them down at the bottom of the page. Draw lines from the sub-strands to each organiser, as appropriate. (See page 21, if you are not sure).

The themes identified in the example (page 21) are not the only ones you can have. As long as you are basing your program on outcomes from the syllabuses, you may come up with a different set of linking ideas. There are many ways you can link the outcomes.

Step 2: Subjects, Grades, Strands and Sub-strands (Lower primary)

Health, grades 3-5	Physical Education: grades 3-5	Environmental Studies: grades 3-5	Community Living: grades 3-5
Healthy Individuals • <i>Growing up</i> • <i>Personal health</i> • <i>Nutrition</i> • <i>Harmful substances</i> • <i>Safety and first aid</i>	Safety • <i>Keeping safe</i>	What's in my environment? • <i>Plants and animals</i> • <i>Changes in my environment</i> • <i>Links in my environment</i>	Community • <i>People</i> • <i>Relationships</i> • <i>Ways communities work</i> • <i>Places</i>
Health Communities • <i>Health services</i> • <i>Healthy environment</i>	Movement • <i>Basic movement skills</i>	Caring or my environment • <i>Managing resources</i> • <i>Managing wastes</i>	Trading • <i>Meeting needs and wants</i>
	Physical Activity • <i>Game skills, modified skills</i> • <i>Fitness for health</i> • <i>Leisure and recreation</i>		Culture • <i>Customs</i>

This table identifies ☐

Remember that there can be many different ways of looking at it.

Step 3: Subjects, Grades, Strands and Sub-strands (Lower primary)

Health, grades 3-5	Physical Education: grades 3-5	Environmental Studies: grades 3-5	Community Living: grades 3-5
Healthy Individuals • Growing up • Personal health • Nutrition • Harmful substances • Safety and first aid	Safety • Keeping safe	What's in my environment? • Plants and animals • Changes in my environment • Links in my environment	Community • People • Relationships • Ways communities work • Places
Health Communities • Health services • Healthy environment	Movement • Basic movement skills	Caring or my environment • Managing resources • Managing wastes	Trading • Meeting needs and wants
	Physical Activity • Game skills, modified skills • Fitness for health • Leisure and recreation		Culture • Customs

Hint: If you see links between sub-strands, link them as shown on page 21. For each cluster you have identified, give a name using the linking idea. Do four clusters.

Step 4 Set the learning outcomes out the same way as the upper primary example shown on page 22, for each cluster.

Learning Outcomes

Step 5 Set out your sub-themes on a grid the same way as that shown in the upper primary example on page 24. (1st table)

Year	Term1	Term2	Term3	Term4
Year 1				
Year 2				
Year 3				

Step 6 Select one cluster. Place the relevant learning outcomes (refer Step 6) in a planned way across the sub-themes of the grid as shown in the example on page 24. (2nd table).

Year 1	
Year 2	
Year 3	

You have now done a three year overview for your multi-grade class.

Planning for less than three grades

You can plan your unit of work for two rather than three grades. The same planning process applies, but you would only be planning for two years of work instead of three years. You could for example plan for grades 3 and 4, or grades 5 and 6 or grades 7 and 8.

It would be good for you to practice planning for just two grades using the same approach as you have already taken for the three lower primary grades on page 27-30. Remember that practice makes perfect and you will need to have several tries before you are confident that you can do this sort of planning well.

Planning for a one-teacher school setting

On rare occasions you might find yourself in a one-teacher school where you will need to plan for the number of grades in the school. In theory, but probably not in practice, these could range from grades 3 to 8.

If this occurs, you will need to plan separately for lower primary and upper primary sections of the class. The age range is too great to cover all classes in one unit of work, although similar organisers that apply to all students could be used for some subjects such as Health.

Just use the same approach but plan for two groups of students. When it comes to teaching, your timetable will need to be adjusted. When you are giving lessons on a unit of work to, say, the lower primary grades, you will need to have already prepared work for the upper primary grades. With careful planning, you will find that the students soon become used to working in separate groups, where they are being trusted to get on with their work, knowing that they will later have your attention while the other group is given set work to complete.



After you have done this basic planning you can then look specifically at units of work within those organisers or themes.

You can focus on just some of the outcomes at a time and begin to plan activities that ensure that outcomes across the grades are catered for.

There are different ways to present your planning. The teacher guides include some suggestions. Others are provided in modules 1 and 2 of this unit. Here is another example.

Study carefully the upper primary examples on page 26. It further expands the previous work using the outcomes within the Relationships strand and the Changing Roles and Responsibilities sub-strand of the Personal Development syllabus. In the concept of the three year planner prepared previously, it would be undertaken as part of the work in Year 2, Term 1.

You will notice that in planning, the learning outcomes, the activities and tasks, the assessment approach and other related skills are all considered at the same time.



Using the examples on page 26 and the appropriate strand/sub-strands you have been considering for lower primary, plan a unit of work using this model.

Consider whether it is appropriate for the whole group to do all activities, or whether you will have to plan things a bit differently for those from different grades. It is often appropriate for the different groups representing different ages, abilities, stages of maturity and development, to contribute to a finished product as a whole. Leave the assessment column blank. You will complete this later in this module.

Hint: Follow the model given but if need be, create your own proforma if you prefer.

UNIT TITLE: .....
SYLLABUS: .....
TIME: .....

Learning Outcomes	Assessment Tasks	Learning and teaching strategies including content	Strategies and skills

**Share your program with one or more of your colleagues.**

- Discuss the features of the program and compare it with other ways of presenting programs. The teacher guides (referred to in Module 2) provide other examples. Write down the significant points raised during the discussion.

Hint: In modules 1 and 2 of this unit, you have seen different ways of presenting programs. Use one or more of these or some other ways in doing this activity.

**Reflect on the following:**

- Is this your preferred way of presenting a program?
- Is it a holistic way of programming? (Remember that there are three aspects to holistic planning.)
- Is it useful to have a “subject focus” when programming?
- Does this way of programming aid or impede integration across subjects?
- What does this model of programming mean for your practice?

Hint: Your responses to these questions will reflect your learning and analysis of your current practices.

3.3: Timetabling in the multigrade classroom



Block timetables work best in multi-grade classrooms. This allows the teacher time to integrate aspects of the curriculum. Learning is developed in context, rather than broken up into discrete small sections.

The multi-grade block timetable operates much the same way as it would in a traditional class. Subjects or integrated time is planned for the whole class, however, within that time, groups may be completing different activities.

The time allocations in hours per week for lower primary subjects are:

Subject	Grade 3	Grade 4	Grade 5
Arts	150	150	150
Community Living	150	180	210
Environmental Studies	180	210	210
Health	90	90	90
Language	570	450	405
Mathematics	210	210	210
Physical Education	105	135	150
Religious Education	60	60	60
Block Time	135	165	165
Total	1650	1650	1650

The time allocations in hours per week for upper primary subjects are:

Subject	Grade 6	Grade 7	Grade 8
Language	180	180	180
Mathematics	180	180	180
Making a Living	360	360	360
Personal Development	240	240	240
Social Science	180	180	180
Science	180	180	180
Arts	180	180	180
Religious Education	60	60	60
Local Courses	90	90	90
Total	1650	1650	1650

In the multi-grade classroom working with a number of grades and in block integrated teaching situations, you have to be flexible in your time allowance. Some syllabuses require more time per subject than others, but if you average the time and take into account the subject's integration with others, you will find that you are adequately covering the recommended times for each subject.

Two upper primary timetables are shown on the following pages as examples. Timetable 1 shows all subjects entered in block, with an analysis of time included on the right hand side of the page. Timetable 2 integrates Making a Living and Personal Development. You would need to make sure that you indicated somewhere in your planning what the main focus of the session was, but for the purposes of the timetable, Integrated Studies gives you the opportunity to integrate subjects into a meaningful context. Other subjects may also be integrated.

Timetable 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Subjects	Time Allocated	Min Per Lesson
8.00 - 10.00	Assembly (30) Mathematics (60) Making a Living (30)	Language (60) Science (60)	Assembly (30) Mathematics (60) Language (30)	Language(60) Science (60)	Assembly (30) Mathematics (60) Making a Living (30)	Language Mathematics MAL Pers. Dev Social Science Science Arts Assembly Rel. Instr. TOTAL	180 180 360 240 180 180 180 90 60 1650	2 x 60 + 2 x 30 3 x 60 2 x 30 + 5 x 60 4 x 60 4 x 30 + 1 x 60 3 x 60 3 x 60 3 x 30 1 x 60 1650
10.00 - 10.30	Recess	Recess	Recess	Recess	Recess			
10.30 - 12.00	Personal Development (60) Social Science (30)	Personal Development (60) Social Science (30)	Personal Development (60) Social Science (30)	Personal Development (60) Social Science (30)	Language (30) Social Science (60)			
12.00 - 1.00	Lunch Lunch	Lunch Lunch	Lunch Lunch	Lunch Lunch	Lunch			
1.00 - 3.00	Arts (60) Making a Living (60)	Arts (60) Making a Living (60)	Science (60) Making a Living (60)	Arts (60) Making a Living (60)	Religious Instruction (60) Making a Living (60)			

Timetable 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Subjects	Time Allocated	Min Per Lesson
8.00 - 10.00	Assembly (30) Mathematics (60) Integrated studies (30)	Language (60) Science (60)	Assembly (30) Mathematics (60) Language (30)	Language (60) Science (60)	Assembly (30) Mathematics (60) Language (30)	Language Mathematics Integrated Studies Social Science Science Arts Assembly Rel. Instr. TOTAL	180 180 600 180 180 90 90 60 1650	2 x 60 + 2 x 30 3 x 60 4 x 120 + 1 x 60 + 2 x 30 4 x 30 + 1 x 60 3 x 60 3 x 60 3 x 30 1 x 60 1650
10.00 - 10.30	Recess	Recess	Recess	Recess	Recess			
10.30 - 12.00	Arts (60) Social Science (30)	Arts (60) Social Science (30)	Science (60) Social Science (30)	Arts (60) Social Science (30)	Social Science (60) Integrated Studies (30)	• Integrated Studies incorporating MAL (360 mins) and PD (240 mins) Total time: 600mins		
12.00 - 1.00	Lunch	Lunch	Lunch	Lunch	Lunch			
1.00 - 3.00	Integrated Studies (120)	Integrated Studies (120)	Integrated Studies (120)	Integrated Studies (120)	Religious Instruction (60) Integrated Studies (60)			

Using the previous timetables as examples, try this as a model to develop a more flexible approach to a lower primary timetable (subject-based) for a multi-grade class. **Timetable 1**



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Subjects	Time Allocated	Min Per Lesson
8.00 - 10.00								
10.00 - 10.30	Recess	Recess	Recess	Recess	Recess			
10.30 - 12.00								
12.00 - 1.00	Lunch	Lunch	Lunch	Lunch	Lunch			
1.00 - 3.00								

Timetable 2 (Include at least one integrated unit)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Subjects	Time Allocated	Min Per Lesson
8.00 - 10.00								
10.00 - 10.30	Recess	Recess	Recess	Recess	Recess			
10.30 - 12.00								
12.00 - 1.00	Lunch	Lunch	Lunch	Lunch	Lunch			
1.00 - 3.00								

Some factors to consider when developing your multi-grade timetable are:

- Rotate subject and integrated studies so they do not always feature in the afternoon when the attention span of your students may be limited.
- Your timetable should be planned to make sure that you the teacher, can give the maximum amount of attention to the different groups in your classroom and that you are able to teach all the necessary subjects.
- Some subjects may be taught to the whole class, others may be taught in groups and your timetable needs to take account of this.
- Your timetable should be displayed clearly and be familiar to the students.
- Make sure you balance your learning/teaching time so that you give sufficient attention to all students.
- Consider the maturity and attention span of the students and change activities frequently when conditions warrant change.
- You can increase the time allocation for integrated studies when planning for a greater degree of integration; then only the outcomes that cannot be integrated will be taught separately.



Look closely at a program and a timetable for multi-grade teaching that you have constructed in the past. (If you are new to multi-grade teaching, collect a sample program and timetable from a colleague.) Compare these with the models provided in this module. Comment on the following:

- the presentation of your program or your colleague's program: ie. the format used
- the contents of your program or your colleague's program; ie. what was described in the program.

Hint: Here you are asked to compare and contrast your own or a colleague's program and timetable with the models provided in the module. This will help you answer the question below.

- would you consider any changes to your format and contents or your colleague's format and contents or the models provided?

Hint: Your response will depend on whether you think the models provided are more sensible and easier to use than your own or your colleague's program. On the other hand, you may wish to modify the models to meet your needs.

3.4: Assessing in a multi-grade class



“Holistic” planning and programming is described in Module 1. When you plan and program holistically, you will also plan to assess how the students are progressing. Example 3, Table C in Module 1 gives you an example of how it can be done. Look back at this table if you need to refresh your understanding.

The teacher makes three decisions.

1. *Assessment methods:* The teacher thinks about and identifies way of finding out if students are achieving the outcomes of a unit
2. *Assessment tasks:* The teacher set tasks (activities) for the students to complete. Tasks are for students to do.
3. *Assessment criteria:* While setting the tasks, teacher sets instructions for the tasks for the students. These instructions or standards or conditions help the teacher to decide how well the students are learning or have learned. The instructions help students to understand the expectations of the task.



All lower and upper primary syllabuses provide advice on assessment methods. Read the following syllabuses carefully.

Lower Primary Syllabuses	Upper Primary Syllabuses
Arts, pages 32-34	Arts, pages 24-25
Language, pages 39-41	Language, pages 30-32
Mathematics, pages 28-30	Mathematics, pages 56-59
Health, pages 21-23	Making a Living, pages 24-26
Physical Education, pages 20-22	Personal Development, pages 49-50
Community Living, pages 21-23	Science, pages 24-26
Environmental Studies, pages 18- 20	Social Science, pages 25-27

- Depending on your area of involvement (ie. lower or upper primary), take notes on the methods suggested in the syllabuses and record them in the table.

Lower primary	
Assessment methods you know and have used	Other suggested assessment methods
Upper primary	
Assessment methods you know and have used	Other suggested assessment methods



Using the integrated unit of work you have developed on page 32 as the basis, develop assessment criteria for each task. Copy the assessment tasks into column 1, table below. Refer also to the outcomes and the learning and teaching strategies and content, while developing the criteria.

Assessment Tasks	Assessment Criteria

Hint: It is always best to complete this aspect of planning at the same time you are doing all other parts of planning.



Compare your list of assessment methods with the notes you compiled on pages 41-42. To what extent do the assessment tasks you are now considering differ from the ones you have previously used?

You are now nearing the end of this module.



Share the assessment tasks you have developed with one or more colleague(s).

In doing this, you need to share the integrated unit of work you have developed (page 32) with them. Explain to them how you arrived at the integrated plan. Record three significant points raised.

Hint: Your response will depend on your expertise in communicating the assessment ideas and tasks you have developed and the processes you used to develop them from the theme. So put some thought into your presentation. It will also depend on your colleague's engagement with this activity. Make sure that it is simple and interesting.

- Share with a colleague, who is new to multi-grade teaching, any significant understanding and skills you have developed through this module. List six points you plan to discuss with your colleague.
  - (i)
  - (ii)
  - (iii)
  - (iv)
  - (v)
  - (vi)

**Think about and comment briefly on:**

- How this module has helped improve your understanding of:
  - a multi-grade class
  - multi-grade teaching
  - curriculum scan
  - the DoE Multi-grade teaching policy
  - ways of planning and programming overviews as well as integrated units of work
  - timetabling for a multi-grade class
  - holistic planning.

Hint: Think about the knowledge and skills you had when you started this module and compare them with your knowledge and skills now. Do you know more about each of the above? Have your skills improved in the course of doing this module? If you feel you have not gained much, you should perhaps go over parts of the module again or seek help.

- ways that planning and programming for a multi-grade class as outlined in this module can assist teachers and schools to effectively and efficiently implement the DoE Multi-grade teaching policy.

Hint: Think about the proformas and advice provided in this module for planning and programming for a multi-grade class. Do they provide a simple and clear structure for you to use? Do they allow for integrating across subjects and holistic planning? Will you consider developing a new proforma using the best features of the various models presented to you to meet your needs as well as the expectations of the DoE?

Module Summary

Gutpela! You have reached the end of this module! You should by now have developed certain knowledge, understandings, insights and skills that relate to planning and programming for a multi-grade class.

You considered the official position on multi-grade teaching, multi-grade schools and classes as well as the background to the current policy. You now have an understanding of why multi-grade strategies are being recommended. You examined what the *National Curriculum Statement* and the lower and upper primary syllabuses say about multi-grade planning and teaching.

You read about and undertook a curriculum scan and drew from it ideas based on the syllabus outcomes. Then you did an exercise based on the lower primary syllabuses and constructed basic planning and programming overviews. You developed assessment ideas as part of this process.

You looked at timetabling options that allow for flexible approaches. These are necessary for integrated work that underpins the approaches for planning and programming in a multi-grade class.

All of these activities have helped you to appreciate the process of developing plans and programs that can assist you to teach effectively and maximise the learning of your students by meeting their needs.

Having completed the module, how do you rate yourself in relation to the module outcomes?

Can you:	Yes/No/ Not sure
1. describe the DoE policy relating to multi-grade classes?	
2. explain the differences between multi-grade, multi-age and composite classes?	
3. assist a colleague to do a curriculum scan for a multi-grade class?	
4. describe the steps to programming for a multi-grade class?	
5. develop an integrated unit of work for a multi-grade class?	
6. construct a timetable for a multi-grade class that allows time for flexible programming across subjects and grades?	
7. plan ways of structuring a multi-grade school (for head teachers, and inspectors) or a multi-grade class (for teachers)?	

If you answered “Yes” to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said “No” or “Not sure” to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember that 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 5
Outcomes-based Planning
and Programming

Module 4:
Planning and Programming
Implications

Contents	Page/s
Module introduction	2
Module learning outcomes	3
Section 1: What is your role?	4
Section 2: What would you do?	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 4

Planning and Programming Implications

Introduction

Welcome to *Module 4: Implications for Practice*

You do not need any other documents to undertake this module.

In this module, the focus is on exploring the implications of reform for you in your present capacity as a teacher, a senior teacher, a head teacher, an inspector or a provincial education officer with system-wide responsibilities.

It is recommended that you complete modules 1, 2 and 3 before this module, so that you understand some of the key principles in the context of the reform.

These principles include:

- catering for diversity
- student-centred learning
- integration
- relevance
- multi-grade teaching

You also need to understand the key concepts of planning and programming, including:

- the different levels of programming (eg. long-term, medium-term, short-term and on-going, all consistent with each other)
- “holistic” planning which includes thinking about student progress and assessing and recording it at every step of the Teaching and Learning Cycle
- an outcomes-based perspective
- generalist teaching, where one teacher teaches all subjects to one grade or a multi-grade class.

This module requires you to critically apply your learning in the context of your work and responsibilities.

If you are seeking academic credit, as you work through the module, it may be useful to keep a running record of sections, parts and pages of the module where you can show evidence for particular learning outcomes.

You may wish to record such information in your *Learning Contract*.

Module learning outcomes

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

1. assess and challenge your own practice
2. identify the changes, if any, you need to make to your current practice
3. develop, share and review an action plan to apply your learning to your work situation.

Section 1: What is your role?



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

Classroom Teachers

If you are a *classroom teacher*, you are a very important implementor of the reform curriculum.

In order for you to become an effective implementor, you should critically review your current practice and identify those practices that are compatible with the frameworks provided in modules 1, 2 and 3 and those which are not. For example, if you currently plan and develop integrated programs, then this fits in well with the recommended approach. On the other hand, if you currently plan in terms of subjects without any attempt to integrate them, then this does not fit in well with the advice in the reform syllabuses.

Senior Teachers or Coordinators

If you are a *senior teacher*, you have a responsibility to assist the head teacher in implementing the reform.

Depending on your level of responsibility, this may require you to approve plans and programs developed by teachers for consistency with the reform curriculum. You may have a school policy on how teachers should program. This policy may or may not be consistent with the reform curriculum. You may have teachers who need professional assistance. In all of these you provide curriculum and administrative leadership to teachers and advice and support to your head teacher.

Head Teachers

If you are a *head teacher*, you are responsible for the implementation of the reform curriculum in your school.

This may require you to provide curriculum leadership, support and advice to teachers on the new approaches to planning and programming. If your school is multi-grade, there are particular implications for planning and programming. If your school previously taught grades 7 and 8 using subject specialist teachers, then the change to generalist teaching will need sensitive and supportive leadership.

Inspectors

If you are an *inspector*, you have an advisory as well as a monitoring role in the primary school sector.

This means that you need a working knowledge of all the subject syllabuses, multi-grade teaching, bilingual education, new approaches to planning, programming and assessing and other aspects of the reform agenda. This also means that you are expected to critically view your own practices in the light of the recommended approaches to planning and programming for both single grade and multi-grade classes.

Provincial advisers or coordinators

If you are a *provincial adviser or coordinator*, you have an advisory and monitoring role in the primary school sector.

This means that you need a working knowledge of all the subject syllabuses, multi-grade teaching, bilingual education, new approaches to planning, programming and assessing and other aspects of the reform agenda.

The first step in each situation is to critically review your current practices and identify those practices which are compatible with reform and those which are not. This is not about abandoning good practices but is about acknowledging them and building on them.



How well do you think you are currently carrying out the role described above? Write down your thoughts here.

Hint: The response to this will depend on your practices in your particular work situation. Be honest about it so that you can help yourself.



Having completed modules 1, 2 and 3, you are in a position to assess whether your current practices are consistent with the recommended approaches to planning and programming.

- Working with a colleague, brainstorm a list of your practices. You should consider how you currently program, teach, assess and review your program, what resources you use and so on. List them in the table on page 6.
- If you are a senior teacher, work with another senior teacher; if you are a head teacher, work with another head teacher; if you are an inspector, work with another inspector, where possible.
- Identify those practices which in your view are compatible with the reform curriculum, by placing a tick in the right hand column.

List of practices	Compatible?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Hint: For example, if you do integrated planning, then this practice is compatible with the reform curriculum; if you plan and teach totally subject-based without any integration at all, then this practice is not compatible with reform in both the lower and upper primary years.



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

- Write the changes you plan to make here.

I need to change:	
from	to
1.	
2.	
3.	

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



Reflect on how you will acquire the knowledge and skills to make your planned changes. Write down some ideas.

Hint: For example, if you have been programming by subjects and now wish to have a more integrated approach, how would you learn to do it?

- For each change you wish to make, list up to five steps you intend to take.

Changes I plan to make.....	My plan of action .....
1.	1. 2. 3. 4. 5.
2.	1. 2. 3. 4. 5.
3.	1. 2. 3. 4. 5.

Hint: You may wish to negotiate some or all of your plans with the assessor and carry them out and present them as evidence for achievement of particular unit outcomes.

Section 2: What would you do?

Seven scenarios are provided in the next few pages. You need to respond to one scenario only. Use the template provided to develop your plan of action.

If you are currently a *teacher*, choose Scenario 1 or Scenario 2.

If you are currently a *senior teacher*, choose Scenario 3 or Scenario 4.

If you are currently a *head teacher*, choose Scenario 5 or Scenario 6.

If you are currently an *inspector* or a *provincial education officer/coordinator*, choose Scenario 7.

Read the selected scenario carefully and follow the instructions.



Scenario 1

A new teacher has been transferred to your school. This teacher has never taught as a member of a grade team as is the practice in your school. Your head teacher has asked you to work with this teacher and assist him or her to understand whole grade planning and programming.

- Draw up a plan including a timeline (in terms of weeks and months) for working with this teacher, showing the steps you and your grade teachers would take in preparing the teaching and learning programs for the teacher's appointed grade in lower or upper primary for the year. In doing so, think about how it was that you first began working as a member of a grade team. Think about what worked for you and what did not. Think especially about any "bridging to English" issues if the teacher is taking a lower primary grade.
- You may wish to use examples of your plans or new plans and programs you have developed in Module 2.
- Use pages 12-15 of this module to draw up the plan.



Scenario 2

Your school is a multi-grade school. A new teacher has been transferred to your school who has no previous experience with multi-grade teaching. This teacher is having some difficulty with planning and programming for multi-grade teaching and in the past has only made subject-based plans and programs. Your head teacher has asked you to work with this teacher and assist him or her to understand and apply the requirements of multi-grade teaching.

- Draw up a plan including a timeline (in terms of weeks or months) for working with the teacher, showing the steps you would take and the processes you would use to assist. It will be important to establish the grades that the class is to

include and the cycle of planning that will be necessary to cover the outcomes for those relevant grades. It will be especially important to consider “bridging to English” issues, if the teacher is taking lower primary grades.

- You may wish to use samples of your plans and programs, or new plans and programs you have developed in modules 2 and 3 or some relevant sections from the teacher guides.
- Use pages 12-15 of this module to draw up the plan.



Scenario 3

You are a senior teacher at your school. Your head teacher has asked you to coordinate training sessions on planning and programming in the context of either the lower primary or upper primary syllabuses. (Use the one that applies to your current position.) You will need to ensure that the nature of outcomes-based planning is understood and that “bridging to English” is covered for teachers working with students in lower primary grades. You are also asked to provide to your head teacher a plan of how you intend to coordinate the activities.

- Draw up a plan in terms of weeks and months, for working with the teachers, showing the steps you would take and the processes you would use to assist the teachers. It will be important to see how on-going support and training is built into the plan over a period of time.
- You may wish to use samples of your plans and programs, new plans and programs you have developed in modules 2 and 3, or some relevant sections from the lower or upper primary syllabuses and teacher guides.
- Use pages 12-15 of this module to draw up the plan.



Scenario 4

You are a senior teacher at your school which has previously used subject specialists in grades 7 and 8. Your head teacher has asked you to coordinate training sessions on planning and programming in a generalist approach. You are also asked to provide to your head teacher a plan of how to coordinate the activities.

- Draw up a plan in terms of weeks and months, for working with the teachers, showing the steps you would take and the processes you would use to assist the teachers. It will be important to see how on-going support and training is built into the plan over a period of time.
- You may wish to use samples of your plans and programs, new plans and programs you have developed in modules 2 and 3, or some relevant sections from the syllabuses and teacher guides.
- Use pages 12-15 of this module to draw up the plan.

**Scenario 5**

You are the head teacher of a primary school. Your inspector has asked you to organise a cluster of schools' meeting and make a presentation about what you have learned from Unit 5 and how you plan to apply the knowledge and skills you have gained in your supervisory capacity. In your presentation you are to include the significant features of planning and programming as described in the new lower primary and upper primary syllabuses and teacher guides.

- Draw up a plan for working with the colleagues from other schools in your cluster, showing the steps you would take, the processes you would use and the content you would select to assist them. In doing this, reflect on your own experiences in trying to understand the significant aspects of planning and programming in the lower and upper primary grades.
- You may wish to use overview charts, mind maps, samples of your plans and programs you have developed in modules 2 and 3 and other aids such as syllabuses and teacher guides to illustrate your learning so far from unit 5.
- Use pages 12-15 of this module to draw up the plan.

**Scenario 6**

You are the head teacher of a primary school. It has been decided in consultation with the provincial administration that because the number of students in your school has fallen, the school is to become a multi-grade school next year. You plan to group the students into three classes, one group of grades 3 and 4, one group of grades 5 and 6 and one group of grades 7 and 8. Previously teachers have always taught in just one grade. Your decision will have a significant impact on how they program and teach. You wish to help them as best as you can.

- Draw up a plan for how you would train your staff to program for multi-grade teaching in a “holistic” way and reflecting the syllabus outcomes in the new lower and upper primary syllabuses. In doing this, reflect on your own experiences in trying to understand multi-grade planning and programming. Think about what factors might aid or impede your plan.
- You may wish to use samples of your plans and programs, new plans and programs you have developed in modules 2 and 3, or some relevant sections of the syllabuses and teachers guides. You may also wish to develop some charts to show the processes and steps.
- Use pages 12-15 of this module to draw up the plan.



Scenario 7

You are a primary school inspector or a provincial education officer/coordinator. You are about to visit some lower and upper primary teachers and you plan to look at how teachers plan and program in single grade and multi-grade classes. You decide to make a list of significant indicators which will tell you whether a teacher's program is consistent with the reform curriculum. You also decide to develop some exemplary plans and programs to illustrate some the processes.

- Draw up a list of significant indicators which will tell you whether a teacher's program is consistent with the reform curriculum. In doing this reflect on your own experiences in trying to understand the various contexts and what they might look like in practice in both lower and upper primary settings.
- Develop sample plans and programs for one of the following contexts.

Single grade

- A yearly overview for grade 7
- A unit of work for a cluster of outcomes inclusive of Language and Making a Living

Multi-grade

- A two year overview for a multigrade 3/4 class
- A timetable for teaching an integrated unit of at least two subjects for the multigrade 3/4 class
- Use pages 12-15 of this module to draw up the plan.



Having responded to one of the scenarios 1-7, share the plan with a group of teachers/colleagues.

- Discuss your plan and modify it, if required, for use at your level of operation. Use a different coloured pen or pencil to record the revised plan. If it is greatly different, write it out again and attach it to this *Study Guide*.

Hint: Any change you make to your plan will depend on the feedback you receive from your colleagues and whether you think the feedback will improve the plan significantly.

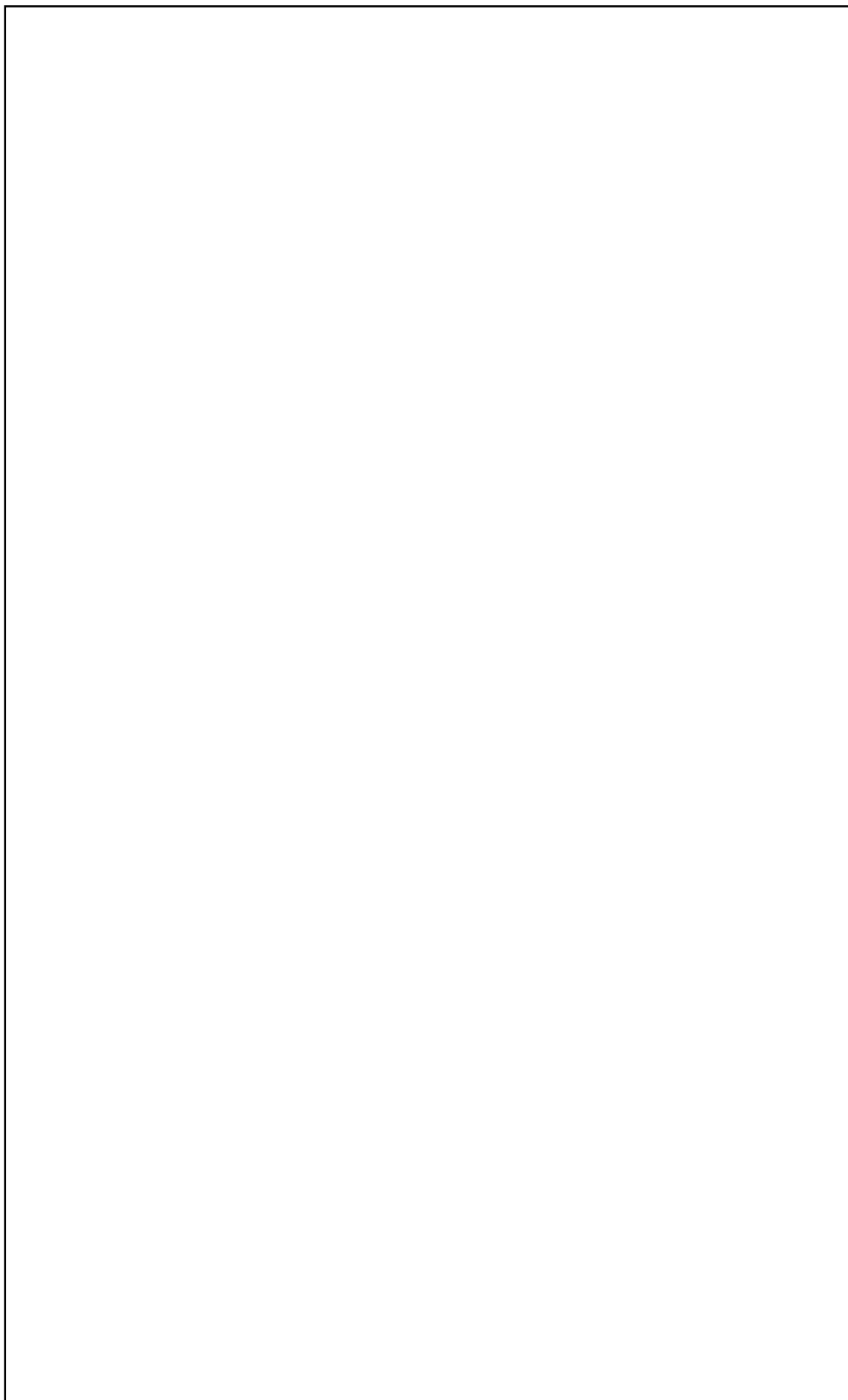


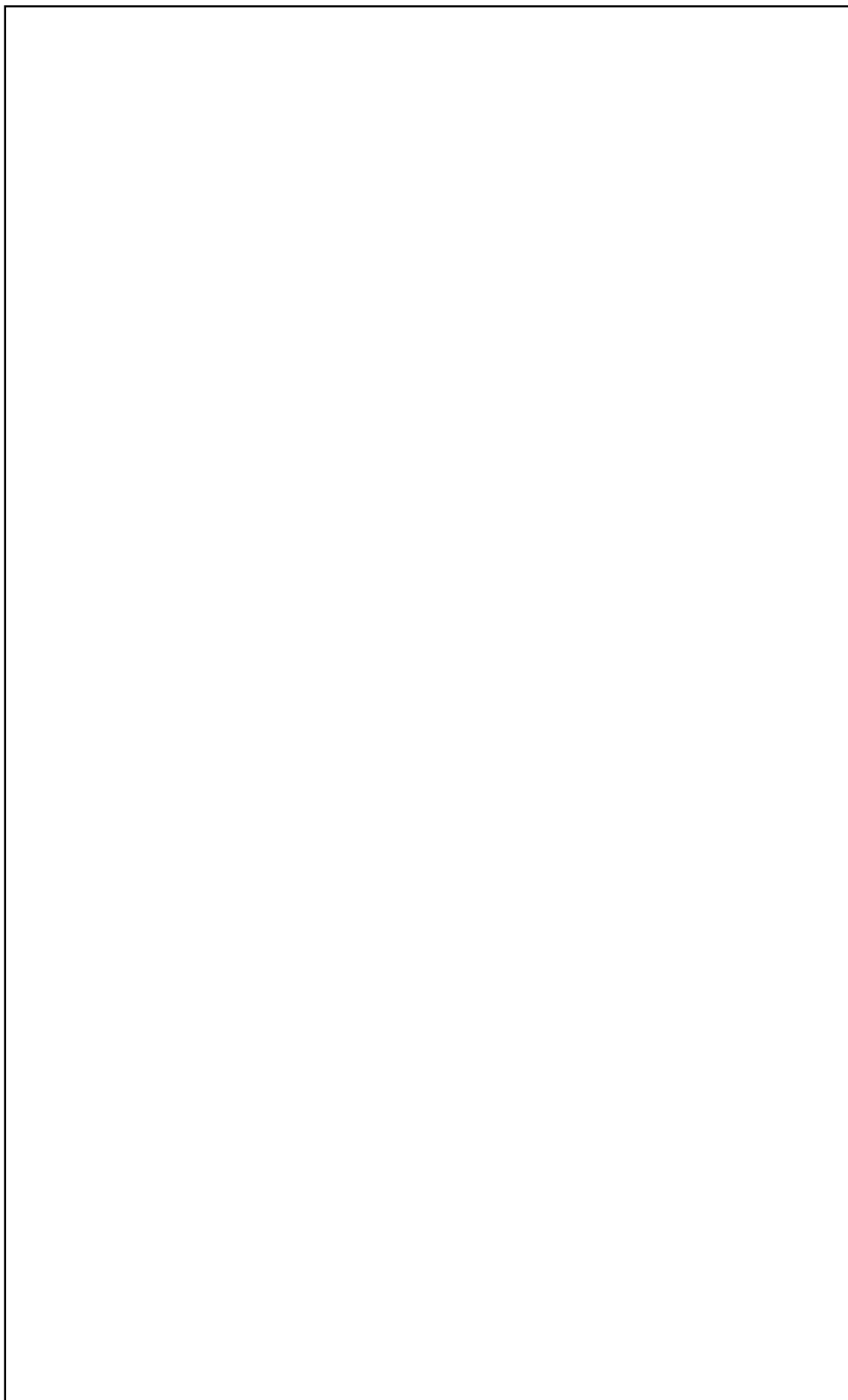
Reflect on what you have learned through the above activity. Was the process useful? If yes, why? If not, why not? Write your thoughts down.

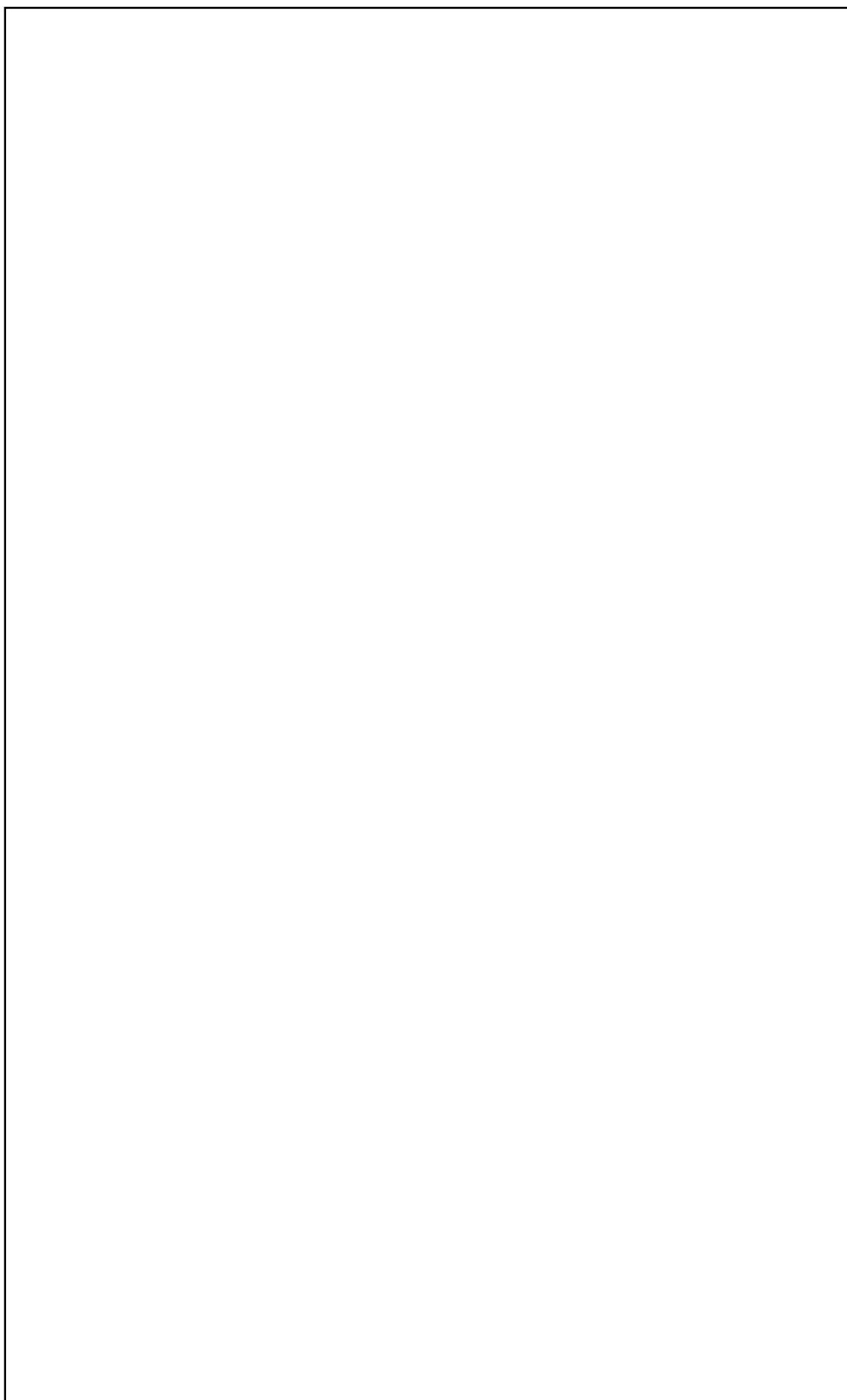
Hint: Your response here will be self reflective. Be honest about it.

The plan for one of the scenarios 1-7**Scenario:**

(Insert the number of the scenario and the specific plan you are developing: eg Scenario 1, training session for a new teacher to a school, on a generalist approach to whole grade planning and programming in the school.)







Module Summary

Gutpela! You have reached the end of this module and the end of the unit. You should by now have developed certain knowledge, understandings, insights and skills as they relate to planning and programming in the reform lower and upper primary curriculum. All the work you have done and your reflections should help you to perform better in your work context.

Now that you have completed the module, check whether you think you have achieved the outcomes of this module. The outcomes are reproduced below.

Can you:	Yes/No/ Not sure
1. assess and challenge your own practice?	
2. identify the changes, if any, you need to make to your current practice?	
3. develop, share and review an action plan to apply your learning to your work situation?	

If you have answered “Yes” to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of 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 that 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 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 5:
Outcomes-based Planning and
Programming

Unit Summary

Unit Summary

Congratulations! You have completed this unit.

You commenced your learning journey by completing the *Self-assessment*. Then you may have gone on to negotiate your Learning Contract.

You may or may not have gained recognition of prior learning for your experience or previous study.

The modules within this unit are:

- Module 1: Planning and programming fundamentals
- Module 2: Approaches to planning and programming
- Module 3: Multi-grade planning and programming
- Module 4: Planning and programming implications

In completing this unit you have been challenged to think about a range of issues to do with planning and programming in the context of the new lower and upper primary syllabuses. You will have studied some new things, and thought about some of the practices you have been using in your teaching over past years. You will have been challenged to think about whether they are still relevant to what is required now, and you may have decided to make some changes. You are probably now well equipped to help other teachers with what is important as they prepare their teaching and learning programs.

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

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

The outcomes for the unit are copied here. 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 the general aspects/principles of “planning and programming”?	
2. establish links between the curriculum policies of the DoE, upper and lower primary syllabuses, teacher guides and ways of planning and programming in a student-centred environment?	

3.	identify and compare the steps in developing subject-based and integrated teaching programs?	
4.	identify and describe the steps involved in developing a unit of work using the designing down approach?	
5.	identify and describe the steps in developing a multi-grade program?	
6.	explain how your planning and programming is consistent with the education reform in Papua New Guinea?	
7.	develop an integrated unit of work or assist others you supervise to develop an integrated unit of work from a yearly overview?	
8.	bring together information from various sources to formulate a plan of action?	

If you answered “Yes” to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said “No” or “Not sure” to some, then it may be worth your while to go over the appropriate sections of the modules again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

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

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

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

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

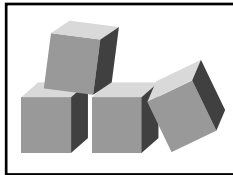
If you have been studying on your own or with a colleague, then you may consider enrolling with PNGEI for external assessment. Information regarding this is in the *Assessment and Certification* section.

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 for supporting others
  - in a nearby school
  - at the cluster or district level
- develop resources
  - for your own use
  - for the use of others in your school
  - for others beyond the school

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

What are you going to do?

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 5:
**Outcomes-based Planning
and Programming**

**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 *reflective* 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 academic credit, 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 4-10. 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 are described on the next page.

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 and is, therefore, 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 8. 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 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 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, Maprik and other places. Contact PNGEI for further information.

For modes 2 and 3 above, you will need to negotiate a learning contract with the assessor who will:

- approve and oversee your learning contract and any learning plan
- assess your work
- recommend an achievement grade to PNGEI.

Accreditation Requirements

The following describes the accreditation arrangement that has been negotiated with PNGEI for potential credit points towards DEP(I) or other qualifications including Certificate in Elementary Teacher Training (CETT), Diploma in Vocational Education (DOVET), Diploma in Special Education or further education.

All modes of study – self-learning, off campus face-to-face learning and on campus face-to-face learning - are acceptable to PNGEI.

Mode 1: Self-learning

In the self-learning mode, you are eligible for credit points only if you do an external assessment through PNGEI. A learning contract is not required for this. If you don't succeed the first time, you will have two more chances to enrol and pass the unit.

A pass means four (4) credit points for every unit you pass.

Mode 2: Off Campus face-to-face

If studying at a location away from PNGEI, but supervised by an assessor, then you must undertake assessment, if you are seeking academic credit.

Four (4) credit points are earned per unit for achievement of HD, D, C or P.

A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can present yourself for external assessment at a later stage. You will have two chances to pass the unit through external assessment.

Mode 3: On Campus face-to-face

If studying on campus at a PNGEI regional centre or a study site established by PNGEI supervised by an assessor, then you must undertake assessment.

Four (4) credit points are earned per unit for achievement of HD, D, C or P.

A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can re-enrol and attempt the course a second time.

Please note that any credit points earned are awarded only when you enrol for an appropriate course with PNGEI. Admission to courses will be according to PNGEI regulations. The higher your achievement grade (for example, HD, D) for a unit, the better your chances are for being admitted to PNGEI courses to further your qualifications.

If you complete all nine units successfully, you earn 36 credit points.

Certification requirements

The Certification Authority for academic credit is PNGEI. If you are seeking academic credit, you will need to:

- negotiate a learning contract
- enrol at PNGEI and pay course fees
- meet the assessment requirements.

Assessment requirements

Assessment has three components.

1. Self-assessment - compulsory, but not for academic credit

Self-assessment allows you to assess what you know and what you do not. This is not designed to be a rigorous challenge for Recognition of Prior Learning (RPL), but rather to motivate and sustain your interest. You should do the self-assessment again once you have reached the end of the unit, to assess and appreciate for yourself the progress you have made.

Self-assessment is compulsory in the sense that you will need to show your assessor that you have done it, at the beginning and at the end of the unit.

2. The process of learning - compulsory, but not for academic credit

We ask you to complete various tasks throughout this unit. The tasks include *learning*, *doing* (eg. investigating, surveying, etc.), *sharing* findings and information with others, and *reflecting* on the implications of the new knowledge and skills you have gained for your practice. The learning contract that you'll negotiate with your assessor will specify the range of tasks you will be expected to complete.

This component of assessment is compulsory in the sense that you will need to show your assessor that you have done the tasks specified in the negotiated Learning Contract.

If you want to, you can use the work you do on the tasks, as appropriate, as evidence that you can demonstrate the outcomes.

3. The results of learning - evidence to demonstrate achievement of outcomes, required for academic credit

If you are seeking academic credit, you need to provide evidence that you can demonstrate the achievement of outcomes. Successful completion of the unit leads to an award of High Distinction (HD), Distinction (D), Credit (C) or Pass (P), based on the achievement of the outcomes. It is up to you to provide evidence that you have achieved the outcomes.

Some of the evidence could come from your investigations and action. Some could come from your reflections. Wherever it comes from, however, you will need to identify the evidence and relate it to particular outcomes for your assessor.

The learning contract (see pages 1-8 of the next section)

We ask you to negotiate a learning contract with your assessor. This contract is designed to help you and the assessor to identify the knowledge and skills you already have and those that will need developing through the unit. It helps to personalize 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, Waigani, 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, Waigani, 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 co-ordinator 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

Completion of this task is a compulsory part of the assessment schedule. However, it will not contribute to your final grade.

Thirteen statements are given below.

Each statement is followed by a continuum, with four markers identified along the line. 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, *My knowledge of the general principles of “planning and programming” is ....* If you know a lot about the general principles of planning and programming, then you should make a tick above the word “extensive”, the third marker. If you know only a little bit about it, or are not sure what it is all about, then put your tick above “limited”, the first marker.

If you feel you have been planning and programming to meet the requirements of the reform curriculum and have been implementing it, and are in a position to help others, then you should place the tick above “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 you can in order to maximise your learning:

1. My knowledge of the general principles of “planning and programming” is

_____

limited   adequate   extensive   can help others

2. My understanding of “planning and programming” using outcomes is

_____

limited   adequate   extensive   can help others

3. My skills and experience in subject-based programming are

_____

limited   adequate   extensive   can help others

4. My skills and experience in developing a unit of work across two or more syllabuses are

_____

limited   adequate   extensive   can help others

5. My knowledge of the key features of a multi-grade class is

_____

limited   adequate   extensive   can help others

6. My understanding of how to develop a teaching and learning program for a multi-grade class is

_____

limited   adequate   extensive   can help others

7. My knowledge of how to program systematically from a yearly overview to daily lessons is

limited   adequate   extensive   can help others

8. My understanding of how to plan assessment of student learning outcomes is

limited   adequate   extensive   can help others

9. My understanding of how to plan for assessment at the same time as planning and programming is

limited   adequate   extensive   can help others

10. My understanding of the relationship between programming and teaching, assessing and learning is

limited   adequate   extensive   can help others

11. My ability to plan and program holistically is

limited   adequate   extensive   can help others

12. My understanding of the expectations of curriculum reform in “planning and programming” is

limited   adequate   extensive   can help others

13. My understanding of the designing down approach to planning and programming is

limited   adequate   extensive   can help others

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

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 5:
**Outcomes-based Planning
and Programming**

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 and measured.

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

1. explain the general principles of “planning and programming”
2. explain the links between curriculum policies of the DoE, upper and lower primary syllabuses and teacher guides and the planning and programming required in a student-centred environment
3. identify and compare the steps involved in developing subject-based and integrated teaching programs
4. identify and describe the steps involved in developing a multi-grade program
5. identify and describe the steps involved in developing a unit of work using the designing down approach.
6. explain how your planning and programming is consistent with the education reform in Papua New Guinea
7. develop an integrated unit of work or assist others you supervise to develop an integrated unit of work from a yearly overview
8. bring together information from different sources to formulate a plan of action.

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: explain the general principles of "planning and programming", you must demonstrate your understanding of the general aspects/principles of "planning and programming". This can be done in a number of ways such as a presentation to a group on this topic, an article you have written for publication on the topic, or the tabling of documentation behind the plans and programs of your class. 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 Outcome	Evidence	Satisfactory (Assessor's signature)
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

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

.....

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We agree the tasks to be undertaken are as detailed above.

.....
Learner

.....
Date

.....
Assessor

.....
Date

Evidence for Assessment

This is the evidence I will use to show I have met the other learning outcomes when I have completed the unit. In the table below, I'll list the number of the outcomes for which I am showing evidence (for example, Outcomes 1, 2, 3 and so on) and the kind of evidence I'll use to show achievement of these outcomes.

[illegible]

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 5:
Outcomes-based Planning
and Programming

Final Steps

Final Steps ...

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

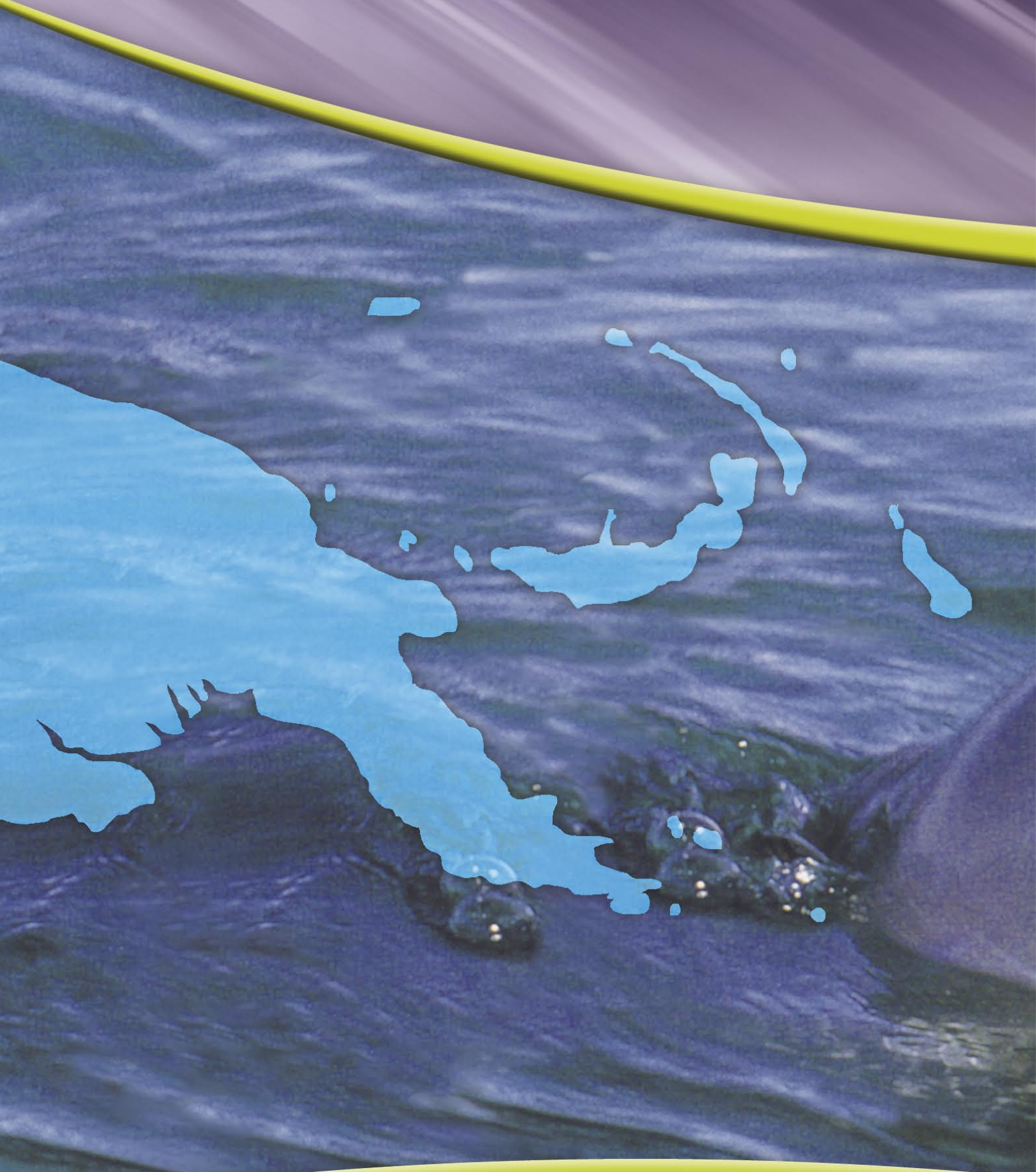
	Yes/No	Not Applicable
I have done the initial self-assessment		
I have negotiated my learning contract		
I have access to the resource documents		
I understand what I should do to meet the assessment requirements		

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 5: OUTCOMES-BASED
PLANNING AND PROGRAMMING