

# Professional Development Strand

## Unit 4: Curriculum Studies

### Unit Guide



### Lecturer Support Material

## Acknowledgements

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## Unit outline

Unit	#	Modules
<b>Unit 4 Curriculum Studies</b>	4.1	The National Curriculum
	4.2	Timetabling
	4.3	Programming

## Icons



Read or research



Write or summarise



Activity or discussion



Suggested comments for lecturers.

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## Unit 4: Curriculum Studies

The Professional Development strand aims, like all strands, to contribute to the production of responsible, reflective and competent beginning teachers who can serve the current and future needs of pupils from Grade 3 to Grade 8 within the primary system of Papua New Guinea.

The particular aim of the Professional Development strand is to provide students with sound knowledge of the Papua New Guinea education system, and educational theories and practices, in order to be competent and effective in the work they will do as primary teachers in this country.

The aim of Unit 4 is for beginning teachers to:

- Prepare timetables and teaching programmes which reflect current curriculum requirements for primary schools in Papua New Guinea.

National Curriculum Guidelines. P.20

### Overview of unit topics

	<b><i>The National Curriculum</i></b>	<b><i>Timetabling</i></b>	<b><i>Programming</i></b>
<b>Unit 4:</b>  <b>Curriculum Studies</b>	<i>Definitions of Curriculum</i>	<i>Principles of Timetabling</i>	<i>Planning and preparing for teaching</i>
	<i>National Curriculum Curriculum Change:</i>		<i>Programming types:</i>
	<i>The new curriculum</i>	<i>Timetable preparation in the primary school</i>	<i>Thematic and Integrated approaches to planning</i>
	<i>Outcomes based education in the reform curriculum</i>	<i>Timetabling formats</i>	
	<i>The Lower Primary Syllabus</i>		
	<i>The Upper Primary Syllabus</i>		

## ***Rationale***

*Curriculum Studies* is written as a two-credit point unit for a twelve-week semester, however colleges will teach the unit in accordance to their program and credit point requirements.

It will be necessary to develop a semester course overview for this unit, selecting content according to the time available and credit points allocated.

The unit comprises three modules:

### **Module 4.1 The National Curriculum**

Module 4.1 introduces the concepts of curriculum development, and its relationship to the aims and philosophies of education currently held by its writers. Knowledge of how curriculum is formulated, constructed and implemented will assist teachers in their tasks as curriculum decision makers in their schools. The changing view of the purpose of education is reflected in the reform curriculum, through a greater focus on access and relevance.

Familiarity with the structure and content of syllabus documents will allow teachers to plan effective programs of teaching and learning using the curriculum documents as frameworks for course development.

### **Module 4.2 Timetabling**

The purpose of the module is to give beginning teachers a sound understanding of timetabling principles in the Primary school that are in accordance with the Department of Education requirements. Beginning teachers need to be familiar with timetabling teaching and learning activities, and understand the different forms of timetables presently being used in PNG primary schools.

### **Module 4.3 Programming**

Effective teaching and learning is achieved through systematic considerations of programming and planning by classroom teachers. Changes in approaches require teachers to be curriculum decision makers, curriculum developers and curriculum planners. Programming styles, favouring integrated approaches are required. Teachers need to plan, implement and evaluate programs in an effective way.

## ***The materials***

The support materials for this unit include:

- Unit overview and support materials (unit)
- Lecturer Support Materials (module)
- Student Support Materials (module)

The unit overview provides an overall picture of the three modules that comprise this unit. It is necessary to view the unit in its entirety to plan a course overview and assessment tasks. The unit overview also contains statements relating to gender, inclusive education, language and multigrade considerations. These should be seen as important concepts, which should be discussed and reinforced at appropriate times during the teaching of the unit. Strategies to improve the delivery of the unit are also included.

The Lecturer Support Material contains additional ideas and suggestions for teaching the content, in addition to raising awareness of inclusive education where relevant.

The Student Support Material is the same as the Lecturer material, without the additional information in the text boxes.

## ***Objectives***

Objectives for each of the modules may be found in the relevant Lecturer and Student Support material.

## ***Practicum and School Experience considerations***

All modules in this unit have direct implications for practicum and school experience. Familiarity with curriculum documents and the ability to use them as the foundation for planning are integral to the practicum experience. Familiarity and use of reform curriculum syllabuses, timetabling and the layers of planning a teacher is required to complete can be observed and practiced during

## ***National Policy Framework for Practicum***

The reform curriculum, with its emphasis on relevant education for all, and a student centred focus, has shifted the emphasis of teacher as ‘transmitter of knowledge’ to that of ‘facilitator of learning’. The new curriculum allows teachers a more flexible approach to planning learning experiences relevant to the needs of individuals and groups in their class. Beginning teachers need to develop the skills and competencies to teach the new curriculum, and practicum is the part of the course where this occurs.

### **Mapping selected competencies to the unit of work.**

The draft National Policy Framework for the Conduct of the Practicum (PASTEP 2001) states that college practicum programs should be concerned first and foremost with **learners** and **learning**, i.e.

- with learning programs and learning outcomes for the children in Papua New Guinea Primary classrooms and
- with the learning programs and learning outcomes for primary student teachers.

The draft Framework advocates a competency based approach to assessment of professional practice. Colleges can use such competencies to assist in the assessment of student teachers and to monitor their development of skills over the six semesters.

It is important that competencies and skills required for assessment are taught to students during the course. This unit provides the opportunity to teach and practice a number of competencies related to classroom management, assessment and evaluation.

The following competencies can be identified as being addressed during this unit. The indicators of effective practice assist in identifying examples of competency.

COMPETENCIES	INDICATORS OF EFFECTIVE PRACTICE
<b>Identifies how learning in different units is integrated</b>	ST explains how the class teacher helps children to link and to apply their learning within a unit eg, editing skills in story writing; estimating in measuring etc
<b>Identifies how the class teacher develops daily and weekly learning programs</b>	ST collects copies of class teacher's daily and weekly learning plans/programs ST discusses planning formats and processes with the class teacher
<b>Identify ways that lessons are linked in a school day session</b>	
<b>Plan a series of lessons for a session in the school day</b>	ST links one lesson to the next in meaningful ways during the morning or mid-morning or afternoon sessions of the school day
<b>Plan a series of lessons in a unit area over a number of days</b>	ST links one lesson to the next on successive days eg Maths on Monday to Maths on Tuesday.
<b>Teach a series of lessons over a session in the school day or over a number of days</b>	ST can plan, teach and evaluate a number of linked lessons <ul style="list-style-type: none"> <li>• within one day</li> <li>• over a number of consecutive days</li> </ul>
<b>Plan a weekly learning program</b>	ST uses the class timetable to plan a weekly learning program for the class ST links lessons (learning) within each day and from one day to the next
<b>Uses thematic approaches to integrate learning programs</b>	ST adjusts planned learning program to accommodate emergent needs eg Where appropriate ST uses themes that are of interest to the children to focus and organise learning activities. ST uses themes to promote independent and small group learning
<b>Teach continuously for a whole week</b>	ST can plan, implement and evaluate a learning program for a class and for the individuals/ groups within it for five consecutive days ST can link learning programs from one day to the next ST can adjust the planned learning program to accommodate the emergent needs of the learners and unexpected changes in the school program.

Lecturers can use this list of competencies in a number of ways. Mapping the competencies to topics within the unit ensures the particular skill is taught. We cannot expect to assess a student teacher on particular competencies if they have not been taught and practiced by the students. Given to student teachers, it makes clear the specific competencies that are being developed in this unit and informs them of what is expected.

Competencies can be selected according to the needs of the particular practicum, for example, students completing their first practicum may be planning for shorter periods of time. Final practicum students would be required to develop weekly thematic plans.

Lecturers should select the relevant competencies and write them into the unit overview, so students can see where the particular competency will be taught and practiced during the course.

For further reading on teaching competencies, see the Practicum Program Handbook (PASTEP 2001)

## ***Teaching Strategies and Activities***

Within the student resource materials for the three modules, there are suggested activities for each topic. These activities are focused upon student centred tasks, and where possible, involve group work and practical application.

By providing examples of student centred and student led activity and learning, beginning teachers will develop skills and strategies which in turn will be taken into their classrooms.

Activities should focus upon maximising student involvement and interaction between peers and the lecturer.

The following strategies may be incorporated into lectures, and some may provide ideas for assessment strategies.

**Brainstorming** – gathering, organising and appraising all the facts known by the group to generate ideas and stimulate thinking.

**Displays** - Students can display information on charts which can then be displayed around the room. Information can be presented in a variety of ways, not always as a written assignment.

**Diagrams** - Diagrams can provide an alternate way to present information. Students can be actively involved in the creation and portrayal of information through the use of diagrams.

**Discussions** - provide opportunities for students to express ideas and feelings and listen to others.

**Flow Charts** - visual text that provides a symbolic method of explaining and recording a sequence. These may be useful in developing successful sequencing in lesson planning.

**Group Work** - provides students with the opportunity to participate in achieving a shared goal, and allows students to value each member's contribution.

**Guest speaker or visitor** – A visit from an experienced teacher, inspector, etc allows a sharing of knowledge and skills.

**Jigsaw groups** – this task involves breaking up a topic into discrete tasks or activities. These tasks form the pieces of the jigsaw. Each expert group then presents their 'piece' to form a complete picture of the topic.

**Matrix** – a table which classifies information ( numbers, words or symbols) into a grid layout to facilitate analysis and prediction.

**Mind Maps** – are a way of recording information. A mind map is often associated with brainstorming and is useful for drawing connections between ideas and concepts.

**Presentations** – can be spoken, written or multimedia. It gives students the opportunity to organise, plan and present information and material to a particular audience. Presentations provide students with the chance to demonstrate some of the specific skills taught during this unit.

**Role Play** – involves taking on and acting out roles in varied, non-threatening situations. This is a good strategy to allow students to try out ideas on their peers before taking them into the classroom.

## **Assessment**

For students, assessment and evaluation can serve such purposes as:

- Enhancing learning, especially when tasks are set that encourage the use of learning strategies, understanding, or real life applications
- Provide feedback about progress and thereby help guide future learning
- Helping to stimulate motivation, especially through confirming learning and goal setting
- Building confidence and self-esteem
- Developing skills in evaluation through self and peer assessment

For teachers / lecturers, assessment and evaluation can serve such purposes as:

- Providing information about the whole group and individual students. In turn, this information can be used in a variety of ways to enhance and report on the learning program
- Providing background information about student abilities, needs and interests
- Helping diagnose strengths and weaknesses of students to ascertain a starting (or follow up) point for planning and teaching
- Helping compare the performance of class members
- Identifying strengths and shortcomings in teaching
- Enhancing curriculum programming and planning
- Reporting to students and college administrators information about a student's progress and the learning program

**Assessment tasks should be developed at the unit level, recognising the development of knowledge, skills and attitudes across the three modules that make up this unit.**

It is the role of the lecturer/strand to determine assessment tasks relevant to the materials taught. The assessment tasks should provide information on the quality of student learning and the ability of the student to apply the theoretical concepts introduced in a relevant context. Where possible, each task should measure more than one objective. The number of assessment tasks will be determined by the credit point loading given for the unit.

Some suggested assessment activities are listed below. These are provided as samples only, and are not a prescriptive list. They do not cover all topics, are not presented in any particular order, nor are they weighted.

- Present a visual representation of curriculum models or elements and use one curriculum syllabus document to illustrate the steps in curriculum development.
- Present a discussion / debate on the issues related to the educational reform. How does the new curriculum address the issues? What problems do you see?
- Analyse one syllabus document and describe how it follows Print's curriculum model.
- Plan a curriculum for five weeks that contains each step of the curriculum development process.
- Develop a timetable suitable for use with thematic based programs, including correct subject time allocations for the grade chosen. Multigrade and bilingual timetables could be presented as a challenge to more able students.
- Develop a yearly, termly, weekly program for a particular grade level, showing the steps of planning.
- Develop a theme using the syllabus documents for a particular grade level to a weekly level. If all students work on a different theme, suitable examples can be copied and compiled for students to take away with them for reference.

## ***Inclusive Education considerations***

Inclusive education is educational systems, activities and materials that accept, celebrate and respond to the many differences that occur in students. Inclusive education is ensuring that no person is discriminated against on the basis of gender, ability, ethnicity, race, religion or social grouping. Rather, inclusive education systems recognise the particular or special needs that individuals or groups may have, and develop approaches, techniques and resources to address such need. Inclusive education aims to ensure that all students are given the opportunity to attain optimal educational outcomes. Naturally, the provisions required by particular individuals or groups will differ according to their particular needs.

In this unit, issues of equity and access should be discussed in relation to the reform curriculum. Students could note inclusive considerations when programming and planning for a particular class. When developing themes and programs, do they meet the learning needs of all students in the class? Are the activities culturally inclusive? Are the activities planned so all students will have the opportunity to take part?

## ***Gender equity***

A gender inclusive curriculum is defined as a curriculum which by its content, language and methods gives value and validity to girls and women, their knowledge and experience, equally with boys' and men's knowledge and experience.

Gender inclusive curriculum content reflects the reality that women play an active role in all realms of human endeavour.



Teachers need to provide learning experiences that will ensure the inclusion of women and girls in the curriculum does not reinforce stereotypes. Women and girls should be depicted in a whole spectrum of roles: making decisions, initiating ideas and actions, being adventurous and brave as well as sensitive and caring, being physically active, occupying positions of responsibility and taking

risks. The educational experiences of all students needs to adequately explore and reflect the changing roles of men and women in a rapidly changing technological society.

Whilst teaching this unit, raise awareness of equitable management practices for both boys and girls. During school experience visits, ask students to complete a gender analysis of selected classroom management skills used by the teacher. Administration forms and reports could be analysed for gender bias and corrected with language that is more appropriate.

### ***Language considerations***

Bilingual classrooms and in particular, bridging to English classrooms will have their own unique management and assessment requirements. Communicating with clarity and confidence, giving effective directions and managing groups effectively will rely at times on giving the communication in both Tok Ples or Tok Pisin, as well as English. When assessing tasks for understanding, teachers may use a vernacular approach to ensure students are not handicapped with the language portion of the task. Planning and programming for vernacular and English should be seen in the teacher's programs.

### ***Multigrade considerations***

This unit introduces programming and planning to beginning teachers. A sound foundation in planning for one class should be attained before introducing planning for multigrade classrooms. An introduction to planning for the multigrade classroom could be introduced during this unit as an extension or optional topic. Planning and programming for the multigrade classroom is covered in detail in the following Professional Development strand modules:

- MG 3: Teaching in the Multigrade Classroom.

Other related units include:

- 7.3 Multigrade Methods
- 7.1 Introduction to Teacher Centred and Child Centred Approaches
- 7.2 General Teaching Methods

## ***Unit Evaluation and Reflection***

An evaluation of the unit should be carried out each time it is taught. This provides important feedback on the effectiveness of the program presented.

When reflecting on our teaching the areas we should consider are:

- The content of the unit
- The methodologies used in delivering the unit
- The assessment activities
- The co-ordination of the unit.

### **Focus questions for lecturer reflection**

#### ***Content of the unit***

- Did the content support the objectives of the unit?
- Were the activities sequenced logically?
- Was the content relevant? Did the content help the students to become competent primary school teachers?
- What recommendations can you make?

#### ***Methodology***

- How did you deliver the content to the students? Were these strategies effective?
- Were the students aware of the strategies you were modelling and how they could use these strategies in their own teaching?

#### ***Assessment of the Unit***

- How clear were the assessment tasks?
- How many tasks were given to students? Was this sufficient/ too few or too many?
- Did you give students enough time to complete each assessment task?
- Do the students' assessment results display what you expected of the course?

#### ***Unit Co-ordination***

- How well did you co-ordinate this unit?
- Did you produce any materials for students? Were these appropriate?
- Did you communicate well with the other lecturers who were teaching the same unit?

After considering these questions, recommendations may be suggested to further enhance the effectiveness of the unit.

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