

Introduction

This teacher guide for Elementary Prep to Elementary 2, in conjunction with the three new syllabuses: *Culture and Community*, *Cultural Mathematics* and *Language*, will help you to plan and teach the Elementary community curriculum. The ideas and examples in this book will help you think of other relevant ideas for your own community to make teaching and learning interesting and enjoyable. You are encouraged to use the guide to help you in your efforts to produce good citizens of Papua New Guinea.

What is Elementary education?

Elementary education recognises and respects the language and culture of the community. Elementary education helps students develop pride in their culture and language. It consists of three years of education for students within their communities using a language the students already speak. Students learn the knowledge, skills and attitudes that are important in that community.

Elementary classes should have an integrated community curriculum that is organised into the following subjects:

- Culture and Community
- Cultural Mathematics
- Language.

Culture and Community

The Culture and Community Syllabus recognises and respects the languages and cultures of the community. It fosters students' pride and appreciation in their arts, beliefs and values. It deals with how people live and how the conditions in that environment affect their lives. The students learn knowledge, skills and attitudes that are important in that community.

Cultural Mathematics

Mathematics at the Elementary level of schooling is based on the everyday mathematics used in the community. Teachers need to provide opportunities for relevant and purposeful learning of mathematics in real-life contexts. The students need to develop their understanding of simple mathematical concepts and skills that are useful in real-life situations.

Language

The Elementary curriculum recognises and respects the languages of students from different communities by providing a three-year initial education for students in their own communities using a language that the students already speak fluently. Students need to acquire language skills and confidence in order to learn effectively in other subjects. Students need to learn to use language in different ways from expressive and artistic forms to using language to find information and acquire knowledge.

Links with different levels

The three Elementary subjects set the foundations for learning for the subjects in Lower and Upper Primary. Lower Primary subjects build upon the outcomes in Elementary, which in turn link to outcomes in Upper Primary as shown below.

Elementary subjects	Lower Primary subjects	Upper Primary subjects
Culture and Community	Environmental Studies Community Living Health Arts Physical Education	Science Social Science Making a Living Arts Personal Development
Cultural Mathematics	Mathematics	Mathematics
Language	Language	Language

Links with other subjects in Elementary

In Elementary classes, the lessons will be more interesting and meaningful when activities in one subject are integrated with activities in other subjects. One way to manage this integration is to develop integrated units of work based on a theme that will be taught for a whole week or two weeks.

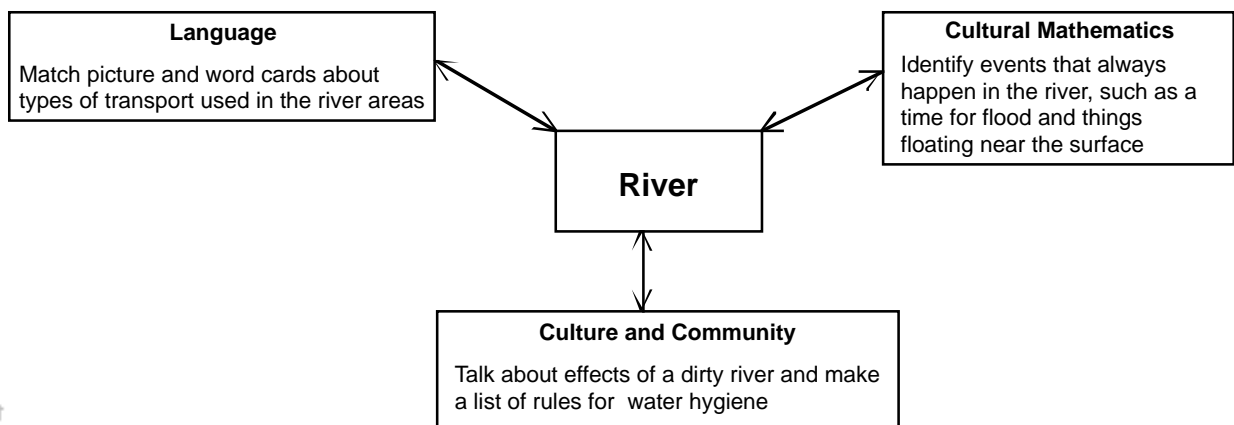
Here are some examples of Elementary Prep activities, which could be used in line with the following learning outcomes to teach a theme, *River*.

Outcomes

Language: P.2.3. Recognise that writing and pictures are used to convey meaning for different purposes

Cultural Mathematics: P.5.1 Identify events that always happen regularly in the community

Culture and Community: P.3.3 Identify things they do that can encourage nutrition, personal safety and hygiene



What is a community curriculum?

A community curriculum is one which is locally relevant. It is made up of the knowledge, skills and attitudes that the local community wants their children to learn. It enables students to continue to develop their understanding of local languages and cultures. It means teaching in an integrated, community-centred way in a language that the students speak. It uses student-centred activities and is based on themes. The Elementary syllabuses contain the outcomes that the students will learn. Achievement of the outcomes will prepare students for Grade 3 in Primary schools.

Community calendars

All communities in the country take part in agricultural, social and cultural activities at certain times of the year. These activities make up a village calendar. For Elementary education to be community-based as recommended, it should respect and take account of the local village calendar. The calendar is based on the real cycle of events in the local community that happen throughout the year. The curriculum is aimed at making students aware of their calendar. Teachers need to observe and plan school activities to fit with events on the calendar.

Teachers need to gather information about their communities to help them and the Community Curriculum Committee to develop a community events calendar. This calendar is the basis for planning the community curriculum and provides information about when to teach certain themes for the year. Work with members of your Local Curriculum Committee and your cluster group to make a community calendar. When preparing the community events calendar, list the significant events that occur during different times of the year in your area. For example, if there is a special time for planting crops or harvesting, try to teach that theme at that time of the year when it is actually happening. Make sure your program matches your community's activities. Plan your teaching around the community's activities.

Teachers only have to prepare one calendar each year. Make sure you keep it up to date with the small events that happen in your community. Much of the same information can be used the next year.

You will find an outline of the process for making or planning your community curriculum on page four. More explanation and examples are provided in this teacher guide to help you plan and implement your community curriculum.

A process to make the community curriculum program

Step 1: Develop a community calendar

Gather information from the community. Work with the Curriculum Committee to find out what cultural events and community knowledge, skills and attitudes need to be taught in the Elementary curriculum. Use the information to develop the community calendar.

Step 2: Map and organise outcomes

Select a small number of outcomes from the syllabuses that link naturally together. Another way is to look at the community calendar and pull out the outcomes from Culture and Community and Cultural Mathematics to match the themes in the calendar.

Step 3: Identify topics or themes that link the selected outcomes

Identify relevant topics or themes that link the outcomes together and match them with events on the community calendar. You then develop a unit of work based on those outcomes that would enable you to teach for one or two weeks.

Step 4: Develop a yearly program

Organise your themes according to the timing of community activities on your community calendar.

Step 5: Develop the term programs using themes

Develop each theme so that it includes relevant community activities.

Step 6: Write teaching and learning plan

Develop teaching and learning activities and assessment tasks for each theme for all three subjects: Culture and Community, Cultural Mathematics and Language.

Step 7: Develop weekly programs

Sequence the activities in the order of how you would like to teach them and record in your weekly program.

Step 8: Write lesson plans for each lesson

Write lesson plans for each activity or lesson in your weekly program.

Key features

The nature of Elementary education

Elementary education is community based and requires teachers who are dedicated, creative, fluent in the students' vernaculars and respectful members of the community.

Some features of Elementary education appear below.

- Elementary education provides three years of formal education for students, from Elementary Prep to Elementary 2.
- The language of instruction at this level is the students' vernacular.
- The teachers speak the same vernaculars as the students.
- Community members play active roles in assisting the teachers to develop a community-based curriculum.
- Teaching and learning materials mostly come from the local environment.
- The curriculum is integrated and based on local community events and activities.
- Oral English is introduced in term three of Elementary 2.

Curriculum principles

The Elementary curriculum is based on three learning principles.

- We learn best when we build new learning on what is already known.
- We learn well when we recognise an immediate use or need for what is to be learned.
- We use ideas and skills in a coordinated way to solve problems.

Benefits for students

Benefits for students when they begin education at Elementary level include the following:

- Students start education early at the age of six years.
- Students learn to read, write, speak and listen in their vernaculars.
- All of the curriculum is taught in the students' vernaculars and based on what the students already know.
- There is a better opportunity for students to perform well in their school work when their languages and cultures are valued and seen as a benefit in formal learning.

Catering for diversity

Students with special needs

Many students have special needs including those who are gifted or those who are disadvantaged physically, emotionally or intellectually. Provide opportunities in the curriculum for students with special needs so that they can participate in a variety of learning experiences to develop appropriate life skills. Use acceptable terms to describe people with disabilities, such as students with speech, sight or hearing impairment or students with a physical or intellectual disability.

Inclusive curriculum

Students are surrounded with many situations, experiences and messages that are contained in the curriculum. Students use these messages to help them understand their world and form opinions about themselves and others. It is important that these messages and experiences lead students to understand that they all have a right to participate in any curriculum activity regardless of their gender, ability, language group, culture or where they come from. An inclusive curriculum:

- supports students' use of their vernacular language and encourages teachers to use local materials and relate teaching to real-life experiences
- helps students to value and appreciate different roles, responsibilities and obligations that males and females play in their society
- values and places equal emphasis on female and male experiences in the curriculum
- recognises that students come from many different cultural and language backgrounds and caters for these differences
- provides a range of learning experiences to cater for students from different living environments
- recognises that everyone belongs to a cultural group and that all cultural groups should be treated with respect
- allows students to appreciate, respect and participate where possible in cultural activities from other cultures
- promotes a safe, healthy, happy and non-threatening learning environment
- provides opportunities for students to apply problem-solving and thinking skills in a range of learning situations.

Elementary syllabuses

The three Elementary syllabuses are *Culture and Community*, *Cultural Mathematics* and *Language*. All three syllabuses have a common format.

The following points outline the syllabus contents:

- the content of the three syllabuses is presented in strands and substrands
- the strands and substrands are the same from Elementary Prep to Elementary 2
- the knowledge, skills, attitudes and values that the students should achieve are written as outcomes
- each outcome in the syllabuses is a specific statement that identifies the knowledge, skills or attitudes all students should demonstrate at a certain grade
- each outcome in the syllabuses has a set of indicators. The indicators give examples of what students will be able to do, know and understand at a particular grade to indicate the achievement of outcomes.

Some aspects of outcomes and indicators

The outcomes and indicators:

- give teachers flexibility to write units of work and programs to suit local conditions and individual student needs
- help teachers assess and report students’ achievements
- allow students’ achievement of the outcomes to be described in consistent ways
- help teachers monitor students’ learning
- help teachers plan their future teaching programs.

Elementary subjects, strands and substrands

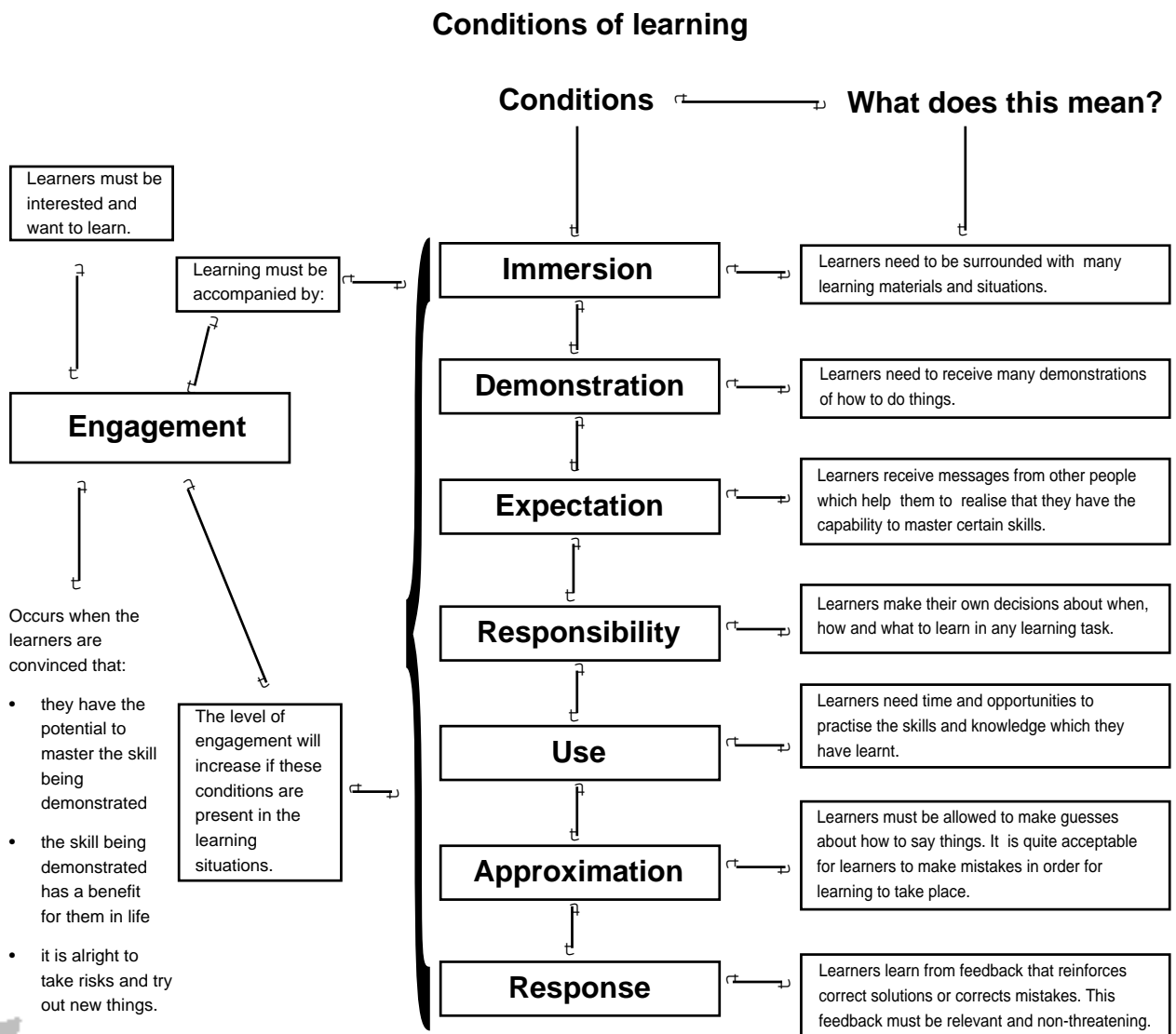
Subject	Strands	Substrands	Emphasis
Culture and Community	Me and My Environment	Using and caring for resources Exploring environments Changes in natural and human communities	The emphasis in Culture and Community is for students to respect, appreciate, recognise and take pride in their culture, arts, beliefs and values. Students develop knowledge, skills, attitudes and values that will help them to care for their environment and promote personal, school and community health.
	Me and My Community	Relationships Meeting needs Living and working together Events and ceremonies Arts	
	Me and My Health	Moving and growing Games and activities Hygiene, nutrition and safety	
Cultural Mathematics	Space	Space Shape	The emphasis in Cultural Mathematics is for students to apply modern and cultural mathematical concepts and skills in their daily lives. This should be done in purposeful and meaningful contexts with the students.
	Measurement	Measuring and estimating Area Time	
	Number	Counting Mathematical language Operations Money	
	Pattern	Patterns	
	Chance	Chance and information	
Language	Speaking and Listening	Production Skills and strategies Context and text	The emphasis in Language is for students to use the language that they already speak fluently to acquire knowledge in formal learning. Students need to acquire language skills in speaking and listening, reading and writing to communicate in a variety of ways to express themselves in different situations.
	Reading	Production Skills and strategies Context and text	
	Writing	Production Skills and strategies Context and text	

Teaching and learning

Elementary teaching is integrated and based on learning that is relevant to the students' lives and the values in the communities in which they live. Teachers are encouraged to create enjoyable classroom environments and use a variety of teaching and learning strategies that will help the students acquire relevant skills, knowledge and understanding.

Students learn best when the learning activities are done in a natural way. Natural learning is to learn things in the same way as we learn things in everyday life outside the classroom. The way babies learn to talk and walk is a very good model of natural learning.

The model of natural learning shown below indicates that learning conditions are similar from culture to culture. When you understand all the conditions of learning you can provide natural learning situations for your students in your classroom.



Source: Cambourne, B 1988

Learning conditions and natural learning

Conditions	What does this mean	In the learning situation
<p>Immersion</p> <p>To be surrounded by something</p>	<p>Children at home are surrounded with many meaningful, relevant and real-life activities. These relevant activities help the children to naturally develop knowledge, skills, attitudes, understanding and values that are appropriate for life in their communities.</p>	<p>Surround students with learning materials such as:</p> <ul style="list-style-type: none"> • labels, weather charts, community events calendar • mathematics linking cubes, objects and shapes • pictures, kits and charts • picture books • big books and small companion reading books • charts of stories written in class • students' own stories • word-wall charts and posters. <p>Allow students to use these materials in small group work. This will allow them to interact with each other in natural ways by asking questions and discussing and developing ideas together.</p>
<p>Demonstration</p> <p>To be shown how to do something</p>	<p>At home everyone talks to the baby. They show the baby how to talk. By doing this, the baby imitates the different sounds that form speech and therefore learns how to talk. The children are shown what to do in singing and other traditional activities such as making their own decorations and bilas. They are shown how to wear the headdresses and grass skirts or tapa cloth. They see sample decorations and bilas made by other people around them. This enables the children to see that it is possible to learn these skills and show interest to participate.</p>	<p>Provide students with many suitable demonstrations such as:</p> <ul style="list-style-type: none"> • reading big books and other suitable information texts to them • writing different types of texts with the students as a class, in small groups, in pairs and alone • traditional dance steps • solving simple number problems. Demonstrations should be of value to motivate students to want to learn.
<p>Expectation</p> <p>To wait and look forward to when something is going to take place</p>	<p>Family members and friends look forward to their children learning to talk during their early years of development. It is natural for family members to give positive encouragement during the development period.</p>	<p>We expect the students to acquire literacy, numeracy, social and interpersonal skills. Teachers should provide a learning environment where students feel safe, yet challenged when they see that it is possible to apply these skills in their everyday living.</p>
<p>Responsibility</p> <p>To be responsible for own learning</p>	<p>Children must learn to put on their own clothes if they want to dress properly. They must learn what garment goes at the top of the body and what to wear around the waist.</p>	<p>Encourage students to choose whether to draw a picture of a house or make a model house. This helps the students learn to make choices and take risks when they make decisions.</p>
<p>Approximation</p> <p>Nearly correct or almost right</p>	<p>When babies try to talk, they make guesses about how to say words. The 'baby talk' that babies make enables them to practise speaking what they hear. The beginning speech that babies make is not correct but they can be understood.</p>	<p>Students must be allowed to use 'almost correct' words in speaking and writing activities when they participate in Culture and Community, Cultural Mathematics and Language, as long as what they say or write makes sense.</p>
<p>Response</p> <p>To reply, react or answer</p>	<p>When children learn to talk, family members help them by encouraging and correcting them. The feedback from family members gives children encouragement to try to talk or put to use new skills that they are acquiring.</p>	<p>Honest and specific feedback is needed by the students to help them in their learning. Try to describe what the students have done well such as, 'Your drawing of the dog looks real!' Talk to the students about their efforts. This helps them feel good about themselves and encourages them to work hard.</p>

Conditions	What does this mean	In the learning situation
Engagement To be involved, to do it	Children learn through taking part in and doing the actual activity. For example, a child learns to ride a bicycle by getting on a bicycle and riding it. If practice makes you better at an activity, then more practice should make you even better still.	Make learning situations interesting and meaningful. Make the learners feel that they are capable of mastering the skills and knowledge being demonstrated. If they see that the skills will be useful to their lives, they will take risks and try to learn them.
Use To put to service and apply	Children are allowed time to put to use the skills that they acquire in their growth in real meaningful situations.	Students need time and opportunity to use and practise the skills that they acquire by participating in real community activities such as singing and making bilas and decorations.

Teaching and learning approaches

Student-centred approach

A student-centred approach to teaching and learning is when the students are the focus of the learning activities. The students assume more responsibility for their learning in this type of learning environment. The table below provides suggestions for the roles of students and teachers in a student-centred approach.

Student and teacher roles in a student-centred approach

Students	Teacher
<ul style="list-style-type: none"> • do more talking than the teacher • take part in many different activities that relate to real-life experiences to develop critical thinking and understanding • discover new information on their own and with guidance from the teacher • use an inquiry learning approach to explore a topic • frequently work in small groups to cooperate with peers • use real objects to support learning • choose activities and topics for their projects • have a chance to correct their efforts • have a chance to evaluate their efforts • choose who they will share the learning situation with. 	<ul style="list-style-type: none"> • plays the role of a facilitator • provides a rich learning environment for students' learning • develops a supportive atmosphere in the classroom • plans learning activities that will require the students to use their senses: sight, sound, smell, touch and taste • treats students with respect • talks with students rather than at them • shows faith in the students' ability to learn • lets the students proceed at their own pace • praises effort rather than the students' characters such as, 'You have written a long story', not 'Good girl' or 'Good boy' • accepts students' efforts and shows them how to improve further • is aware of what the students do, how they feel and respond with understanding • has the learning task prepared and organised • is patient and gentle in his or her approach.

Multigrade teaching

Usually, teachers in a school would have one grade to teach for the whole year. In many communities the enrolments are low, so schools may have multigrade classes. This means that two or three different grades are grouped together and supervised by one teacher. The classes are made up of students of different ages, abilities, interests and needs grouped together for learning.

A successful multigrade classroom provides opportunities for students to work in small groups, pairs, individually and as a whole class. The group work must have a purpose. One way of grouping is in different ability groups based on the real needs identified. If the students are experiencing difficulties, small groups will best meet the needs. The tasks provided for each group needs to be challenging. The students must be clear about what they are expected to do and have them practise the skills while the teacher assists particular groups.

Students in mixed ability groups can work on themes, topics or areas of interest in learning centres. Learning centres could have:

- a large table for group activities
- a storage area for materials like mathematics cards and a variety of stories and books
- areas for displays for each of the subjects and for students' work
- work corners where students can work as individuals, pairs or small groups.

Organising students in mixed ability groups is also appropriate because students with different abilities and personalities often are able to help each other. Teachers need to spend time and effort in planning and preparing materials at different levels.

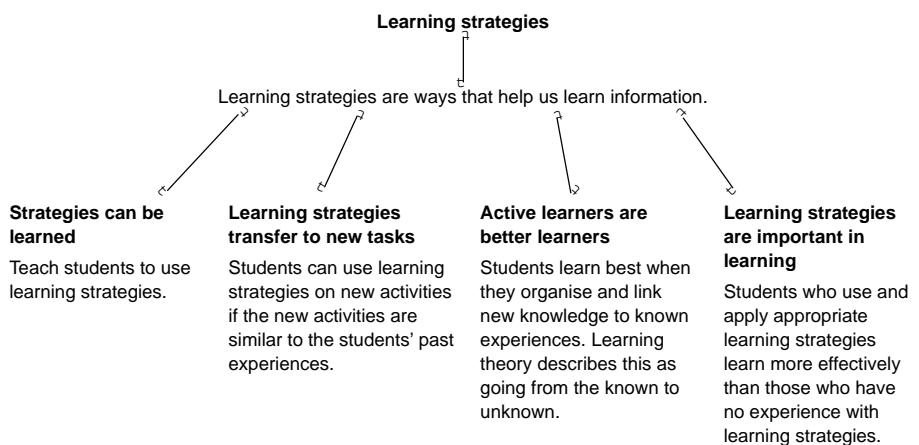
An integrated approach using themes is recommended for multigrade classes. The teaching and learning approach should be student-centred. Teachers need to:

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

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

- EP: Count and record the number of houses in their village
- E1: Classify the houses under the headings 'traditional' and 'modern' according to the materials from which they are made
- E2: Classify and describe houses according to their uses.

It is most appropriate for multigrade classes to remain together as a group for at least two years with the same teacher constantly assessing the progress and overall learning of the students.



Examples of learning and thinking strategies

It is our responsibility to help students learn how to learn and to apply reasoning skills in learning. Helping students learn how to learn and think is like showing a trainee carpenter how to use different carpentry tools. The trainee carpenter is expected to choose what tool to use, where to use it and how to use it. This decision must be made by the trainee in order for the task to be carried out effectively with quality results. Students likewise need to be assisted to learn strategies that will help them learn.

Examples of learning strategies and learning situations

Strategy	Learning situations
Quickly look at the material or skim it, to decide if it is suitable	Students view materials such as pictures, charts, posters and books to work out if they are suitable and useful to use.
Plan what to do	Students, with the teachers' help, decide how to accomplish the learning task. For example, does it require them to work in groups to make a large class mural to represent ideas, write ideas on charts, make posters or role play.
Select specific information	Teachers will need to help students to look for specific information on posters, charts, diagrams, pictures and written texts such as locating key words and main ideas.
Plan when, where, and how to carry out the learning	Students work with the teacher to decide how they will approach a task. The teacher encourages students to make own choices about activities such as when and where to go for the excursion.
Think while listening Think while reading	Students ask themselves questions as they are listening or reading to check their own understanding.
Think while speaking Think while writing	Students ask themselves questions about their own oral and written production while these activities take place.
Self-assess	Students check back and reflect on what new knowledge they have learned and where they need some help.
Grouping	Students sort objects or ideas into groups according to their characteristics or features.
Use background knowledge	Students relate new concepts to known knowledge to assist understanding.
Sequencing	Students sequence ideas and events in order.
Learning from or through pictures: visual learning	Students use pictures to learn new information or solve a problem.
Predict	Students guess what might happen next or predict upcoming information.
Use context clues	Students use given information to understand new information.
Ask questions	Students ask peers or teacher questions to gain additional information or clarification.
Work with peers	Students work with peers and help each other to complete tasks or solve problems and give and receive feedback on their work.
Think positive	Students have confidence in themselves, take risks and try out new methods and ideas.

Before teaching students to use learning strategies, keep in mind the following points:

- the type of activities or tasks that you plan for the students to do will determine the type of strategy to use
- teach the students one or two strategies and let them feel confident using these before introducing more
- be sure to use simple activities or tasks at the initial stage when introducing the strategies to the students
- be sure that the strategy introduced has some connection to the students' past experiences
- consider whether the strategy introduced could be applied in other learning situations.

Learning strategies used in Elementary should focus on concrete tasks. For example, students might use a *KWL* strategy when they work on a topic in Culture and Community such as 'What types of plants grow well in what season?'

KWL strategy

K (what I already <i>know</i>)	W (what I <i>want</i> to know)	L (what I have <i>learned</i>)
What I know about food, plants and seasons	What I want to know about food, plants and seasons	What I learned about food, plants and seasons

Apply the following steps to get the students to use the KWL strategy.

1. Organise students into small groups.
2. Tell students the lesson topic.
3. Ask students in small groups to list what they already know about the topic.
4. Get groups to share their ideas with the class as a whole.
5. Ask students to talk about what they want to know about the topic. If students are only beginning writers, invite a community member to come in and scribe for the students.
6. Students, with help if needed, complete the first two columns as they work with this topic.
7. The third column is completed at the close of the unit.

Assessment, recording and reporting

Assessment and reporting practices described here are detailed in the *National Assessment and Reporting Policy (2003)* and in other assessment support materials produced by the Department of Education.

Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes. The outcomes for Elementary are described in the three subject syllabuses.

Teachers record evidence of students' learning and use it to make judgements about students' achievement of the learning outcomes. To ensure that assessment is fair and balanced, teachers should use a range of assessment methods including:

- observing and recording details of students' demonstrations of process skills and their performances on particular tasks
- asking open-ended questions that students respond to orally and in writing where appropriate
- keeping portfolios of students' work.

Teachers should provide opportunities for students to assess their own learning through self-assessment and the learning of others through peer assessment. The teacher and students develop simple assessment criteria together. The purpose of assessment is to improve student learning.

Assessment in Elementary

Assessment in Elementary is the continuous process of finding out what the students have learnt. When the students are assessed, the teacher can decide what must be taught next. Assessment includes observing and recording students' learning during classroom activities. It is a process of:

- observing students at work
- conferencing, talking and questioning the students about their learning to find out how they are thinking and feeling and their attitudes towards their learning
- looking at students' work samples to find information about what students can do
- identifying further teaching and learning needs from that information
- recording what the students can do and how they do it
- planning for future learning using the assessment information
- reporting or communicating with parents and guardians about their child's learning.

All assessment and recording must link back to the outcomes. Teachers must decide when students have achieved each outcome.

All Elementary teachers need to gather information about students' learning and develop classroom programs based on this information. The quality of classroom programs, and therefore the learning of students, depends on the quality of the assessment.

Continuous assessment for young students is essential. Their knowledge and skills are continually developing as they learn more. It is important for teachers to be aware of what the students know, can do and understand. When this information is known about the students in the class, programming can be made more relevant and meaningful and should match the students' needs.

Assessment methods

Assessment methods are ways that teachers can collect information about students' learning. Teachers will use a range of different assessment methods or ways of collecting information throughout the day. Assessment makes use of a variety of tools and processes including the following three main assessment methods outlined below.

Assessment methods	What does this mean?	Why is it important?
Observation	Looking at and listening carefully to students to make an assessment about what each student knows, understands and can do. The teacher asks questions and observes how they help each other to complete a task.	<p>The teacher needs to observe individuals or groups of students to gather information about:</p> <ul style="list-style-type: none"> • their ability to organise themselves to start a learning activity • their understanding of the content of the learning task • how the students are thinking • their leadership skills • their social skills • their ability to work with others.
Conferencing	Discussion with students that involves talking and questioning individuals, small groups or the whole class about their learning. This is a good way of finding out what the students know (knowledge), how they can do the task (skills) and how they feel about what they are learning (attitudes).	<p>Conferencing helps the teacher gather information about:</p> <ul style="list-style-type: none"> • what a student knows, can do and understands • the students' attitudes to learning • how the students get through the process of learning a new skill.
Studying work samples	The teacher thinks about and examines work samples from students. Work samples can be written tasks on paper, small chalkboards or slates, mathematics work, drawings or models.	<p>Studying work samples helps the teacher to assess:</p> <ul style="list-style-type: none"> • the students' levels of knowledge and understanding of the learning taking place • the students' thinking skills and their ability to bring their own ideas and be creative • how much time and effort the students used to do the piece of work • the skills the student has used to produce the work • if the work meets the outcome of the task.

Record keeping

Teachers need to keep or collect many different types of records. Some of the most important records you must keep are those showing the students' progress or achievements. These are called assessment records.

Assessment records must describe the students' achievements of the learning outcomes from observations, conferencing and studying students' work samples.

Teachers must keep accurate records of students' achievements so that they can plan and program for future learning. Recording methods will include:

- journals, diaries or anecdotal notes
- portfolios
- progressive records
- checklists
- work samples with comments written by the teacher.

Recording methods	What does this mean?
Journal, diary or anecdotal notes	<p>Teachers write notes in a book describing for each student, their:</p> <ul style="list-style-type: none"> • development • behaviour • special interests and talents • special needs or help required • social skills or ability to share and cooperate when learning • important achievements. <p>The notes should include date and time and you can have a page or two for each student.</p>
Portfolios	<p>A portfolio is a file or folder of each student's writing, drawing or pieces of work done for the whole year. The file with work samples will give teachers a clear idea of the achievement and progress of each student. It will also be good evidence for parents, other teachers and the students when it comes the time for reporting.</p>
Progressive records	<p>The teachers can record ongoing observation notes about students' progress:</p> <ul style="list-style-type: none"> • after watching them at work • having a conference with them • from studying a student's work samples.
Checklists	<p>A checklist is one way to record who has achieved what you wanted them to learn and who still needs help. It is a quick and efficient way of recording specific information that the teacher has observed or found out when conferencing or studying a work sample. Students can record their assessments of their own and others' work using simple checklists. First they need to be taught the skills of observing each other using simple assessment criteria and being shown how to report in positive ways.</p>
Work samples with comments written by the teacher	<p>Studying work samples involves collecting students' work and then thinking about what it tells you about the students' learning. Work samples include:</p> <ul style="list-style-type: none"> • writing • drawings • art work • Mathematics models such as three-dimensional shapes or patterns. <p>Teachers need to focus on what the student has done, not whether or not the work was completed.</p>

Below are some of the examples of manageable recording methods. Teachers will need to read and explain peer assessment to students and show them how to complete the forms.

Students' observation checklist for a talking activity

Name of student:	Observer's report:	
Was the child talking loudly enough for everyone to hear?	Yes	No
Was the child looking at the class?	Yes	No
Was the talk interesting?	Yes	No
Did the other students ask questions?	Yes	No
Is there anything else you would like to report?	Yes	No

Sample conferencing checklist

Class: **E2** Key: ✓ means the student has completed the task satisfactorily
 × means the student has not completed the task satisfactorily

Date	Name	Task 1	Task 2	Task 3	Comments
		Copying spelling words from the blackboard	Writing a sentence describing an activity	Correct spelling of name	
23/05/02	Karo Mark	✓	×	✓	Needs practice using describing words

Social skills checklist

Name	Listens to others	Responds when spoken to	Can stay on tasks	Takes turns	Respects others' opinions	Helps others if needed	Self-confident	Shows sense of humour
Max Becker	✓	✓	×	✓	✓	✓	×	✓

Teacher's comments:

Sample records of observation notes

Subject: Culture and Community

Year 2003

Class: E1	Term 1	Term 2	Term 3	Term 4
Name	Nakula Kila	.....	.....	.....
Date	25/05/03	.....	.....	.....
Comments	Made a toy canoe, joining each piece neatly. The canoe floated when tested.	.....	.....	.....
Name	.....	.....	.....	.....
Date	.....	.....	.....	.....
Comments	.....	.....	.....	.....
Name	.....	.....	.....	.....
Date	.....	.....	.....	.....
Comments	.....	.....	.....	.....

This table can also be used for weekly observation.

Reporting

Reporting is communicating students’ achievements in fair and accurate ways to parents, guardians, teachers, students and others. Reports should be based on assessment information collected from ongoing assessment. Schools will decide how reports will be presented to best suit the needs of their communities. It should be communicated to the parents in the language of the community, especially when it is a written report. Reporting can be done in a variety of ways:

- formal talks with parents and guardians known as parent–teacher conferences or interviews
- informal talks with parents and guardians as needed before or after school
- a written report for parents or guardians and the student’s new teacher, usually completed near the end of the year.

Parents and guardians will be very eager to hear about their child’s progress when students first start school in Elementary Prep. Teachers need to hold a parent–teacher interview either at the end of the student’s first term or early second term at school.

In Elementary 1, teachers may decide to hold formal talks with parents and guardians at interviews or conferences. These could be held halfway through the year and at the end of the year.

In Elementary 2, teachers may decide to hold formal talks with parents and guardians in the middle of second term and provide them with a written report at the end of the year.

Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning and assessment programs and to make improvements to their teaching practice in order to improve students' learning.

Schools may use whole school assessment data to evaluate the effectiveness of teaching and learning in a particular subject or at particular grade levels and make decisions on how to improve teaching and student learning.