

---

# **Culture and Community Cultural Mathematics Language**

**Elementary  
Teacher Guide**



DEPARTMENT OF EDUCATION

---

---

### **Issued free to schools by the Department of Education**

First published in 2003 by the Department of Education, Papua New Guinea.  
Reprinted with amendments, 2004

Reprinted with amendments, 2005

Copyright 2003 Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

Developed by the Curriculum Development Division of the Department of Education

ISBN 9980-930-23-3

### **Acknowledgements**

The Elementary Teacher Guide was prepared by the Curriculum Development Division of the Department of Education and was coordinated and written by Jaking Marimyas, Dorcas Kilalema, Mirou Avosa and Barbara Sipou with assistance from organisations and trial schools which are acknowledged below.

### **Organisations**

The National Department of Education is grateful to individuals in the following organisations who assisted in the development of this teachers guide:

Madang Local Level Government, Madang Province

West New Britain Province Literacy Personnel, West New Britain Province

University of Goroka, Goroka

### **Divisions of Education**

North Solomons Province, West Sepik Province, Oro Province, West New Britain Province, Madang Province, Central Province, National Capital District, Eastern Highlands Province, Western Province, Milne Bay Province, Morobe Province.

### **Trial schools**

Sandaun Province: St Martin Elementary, Waromo Elementary

Oro Province: Monge Elementary, Sumbiripa Elementary, Koipa Elementary

Madang Province: Lutheran Day Elementary, Dan Ben Elementary, Kusbau Elementary, Gum Elementary, Holy Spirit Elementary, Yabob Elementary

West New Britain Province: Kilu Elementary, Catholic Elementary, Kwalakesi Elementary.

The Elementary Teacher Guide was developed with the support of Australian Government through the Curriculum Reform Implementation Project.

---

# Contents

Inservice units .....	iv
Secretary's message .....	v
Introduction .....	1
Key features .....	5
Teaching and learning .....	8
Assessment, recording and reporting .....	15
Units of work and programming .....	21
Elaboration of learning outcomes .....	49
References .....	85
Glossary .....	87
Appendix: Time allocations for Elementary subjects .....	91

## **Inservice units**

A set of Inservice units have been written to support the implementation of the Elementary reform curriculum.

These units are:

- self-instructional, so you can access them according to your needs when and where suits you
- self-paced, so you can study at your own pace
- outcomes-based, so you can experience outcomes-based approaches to education
- based on adult learning principles of learning, doing, sharing and reflecting
- practical and related to your daily work as a teacher or a supervisor,
- collegial, so you can learn together in small groups, whole school or cluster settings
- accredited with PNG Education Institute, so you can improve your qualifications
- designed to promote best practice, so you can effectively implement the curriculum
- applicable across Elementary syllabuses.

These units integrate principles contained in the *National Curriculum Statement (2002)* and the *National Assessment and Reporting Policy (2003)*.

These units can be used in conjunction with this teacher guide.

## Secretary's message

Elementary curriculum is community-based and builds upon the skills and knowledge the children already have in their own language and culture. The teachers in Elementary schools come from the local community and speak the same language as the students.

This teacher guide is for all Elementary teachers teaching Elementary Prep to Elementary 2. The three syllabuses for Culture and Community, Cultural Mathematics and Language identify the outcomes. The teacher guide gives more information about what to teach and the ways of implementing the three syllabuses. The teacher guide is supported by inservice units that have been written to assist the implementation of the Elementary syllabuses and provide valuable information about teaching.

I also encourage teachers to work closely with members of their school communities to ensure that local community needs are met.

Important reforms to our education system will only be successful with the support and understanding of teachers and their involvement with the community. This teacher guide contains detailed information about appropriate subject content and a broad range of ideas and strategies that can be used in an integrated approach to teaching and learning.

Teachers are encouraged to read the guide carefully and become familiar with the content of each of the three syllabuses as specified in the elaborations.

I am encouraging Elementary teachers throughout the country to try out the ideas and strategies that they believe will be effective in their schools with their students. Teachers have the right to adapt, modify and amend these ideas to suit their situations and the communities in which they are serving.



**PETER M. BAKI, CBE**  
Secretary for Education

## **Abbreviations**

<b>EP</b>	Elementary Prep
<b>E1</b>	Elementary 1
<b>E2</b>	Elementary 2
<b>KWL</b>	Know, Want to know, Learned
<b>Prep</b>	Preparatory Grade
<b>SRE</b>	Shared-reading experience