
Community Living

Lower Primary Teacher Guide



Department of Education

Issued free to schools by the Department of Education

Published in 2004 by the Department of Education, Papua New Guinea

© Copyright 2004, Department of Education, Papua New Guinea

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

ISBN 9980-935-72-3

Acknowledgements

This Teacher Guide was written, edited and formatted by the Curriculum Development Division of the Department of Education. The development of the syllabus was coordinated by Kila Vele Kila with support from Jennifer Sangga and Rodney Sumale.

Teachers, inspectors, tertiary educators, community members, representatives from non-government organisations and the Community Living Subject Advisory Committee have developed this Teacher Guide through meetings, workshops and consultations.

This document was developed with the support of the Australian Government through the Curriculum Reform Implementation Project.

Contents

Inservice units	iv
Secretary's message	v
Introduction	1
Key features	4
Teaching and learning strategies	7
Assessment and reporting	13
Programming	20
Units of work	24
Elaboration of learning outcomes	32
Resources	43
Glossary	44
Appendices	46

Inservice units

A set of inservice units has been written to support the implementation of the primary reform curriculum. These units should be used in conjunction with the Lower Primary Community Living Syllabus and this Teacher Guide. For further information contact your head teacher or district inspector.

The inservice units are:

- self-instructional, so you can access them according to your needs
- self-paced, so you can study at your own pace
- outcomes-based, so you can experience outcomes-based approaches to education
- based on adult principles of learning such as 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 the Papua New Guinea Education Institute, so you can improve your qualifications
- designed to promote best practice, so you can effectively implement the curriculum
- applicable across both Lower and Upper Primary syllabuses.

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

Secretary's message

The Community Living Syllabus and this Teacher Guide build upon the skills and knowledge that children bring from their own cultural and family experiences and the learning outcomes of the Elementary curriculum. This learning occurs in the child's first language.

A bilingual approach is used at Lower Primary. It incorporates bridging to English processes in Grades 3, 4 and 5. This approach helps students to know who they are by building on their knowledge about their culture and first language.

The students' first language, used in Elementary, will continue to be the language of instruction while bridging to English takes place in Grades 3, 4 and 5. Students will continue to develop their thinking and decision-making skills as well as skills in speaking and listening, reading and writing in the language they speak, while also learning in English.

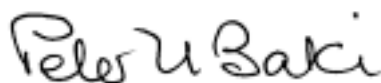
Lower Primary teachers are generalist teachers and this Teacher Guide is for all teachers in Lower Primary schools. It is one of a set of seven guides written for teachers of Grades 3, 4 and 5.

Community Living is a subject through which Integral Human Development is addressed. In this subject students learn about people, their relationships with each other, how their societies are organised and survive, and their cultures. Students study the interrelationships between culture and environment and the concept of environmental and cultural sustainability.

Students develop the skills of gathering and analysing information and acting on the new information. They should be given lots of opportunities to practise and apply these skills in the units of work.

Teachers are encouraged to read this guide carefully and then become familiar with the content of each of the other Lower Primary teacher guides. In this way, teachers can feel confident to try out the ideas and strategies that they believe will be effective with their students. Teachers may choose to modify and amend these ideas to suit local circumstances.

Teachers should work closely with members of their school communities to ensure that local community needs are met within the framework of the learning outcomes published in the Lower Primary syllabuses.



PETER M. BAKI, CBE
Secretary for Education

