
Language

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 9980-935-01-4

Acknowledgements

This Teacher Guide was written, edited and formatted by the Curriculum Development Division of the Department of Education. The development of the Teacher Guide was coordinated by Jaking Marimyas, Fegsley F. Risapi, and Valentine Tangoh with support from Stephanie Nakatt of the Curriculum Development Division.

Teachers, inspectors, tertiary educators, community members, representatives from non-government organisations and the Language 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

In-service units	iv
Secretary's message	v
Introduction	1
Key features	6
Teaching and learning strategies	10
Assessment and reporting	36
Programming	46
Units of work	48
Elaboration of learning outcomes	55
Resources	65
Glossary	66
Appendices	69

In-service 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 Language 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, doing, sharing and reflecting
- practical and related to your daily work as a teacher or supervisor
- collegial, so you can learn together in small groups, whole school or cluster settings
- accredited with 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 Language 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.

Language is central to students' intellectual, social and emotional development and has an essential role in all subjects taught at Lower Primary. Every activity and experience is an opportunity for developing language and thinking skills. It is important to include the language skills of speaking and listening, reading and writing in all learning activities.

We learn our language by using the language. Children learn their first language by hearing it being used over and over again. Later they learn to speak it and then they learn to read and write it. Learning English in Grade 3 can be as natural as when children learn their first language. Students need to increase their understanding of how the English language works by participating in activities that are meaningful and challenging. When students take part in activities that are interesting, social, and have meaning and purpose, they move naturally from the comprehension stage to the speaking, reading and writing stages.

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 the 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

