

Making a living

Upper primary Teachers Guide 2003



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

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Acknowledgements

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Organisations

The National Department of Education is grateful to individuals in the following organisations who assisted in the development of this Teachers Guide

World Wide Fund for Nature — Papua New Guinea

Research Conservation Foundation

Community Development Initiative

Conservation Melanesia

University of Goroka

Division of Education – Morobe

Division of Education – North Solomons

Division of Education – Oro

Trial Schools

The National Department of Education acknowledges the valuable contribution of staff and students in the following schools.

Malasang Primary School — North Solomon's Province

Tinputz Primary School — North Solomon's Province

Saposa Primary School — North Solomon's Province

Lonahan Primary School — North Solomon's Province

Hamatana Primary School — North Solomon's Province

Popondetta Primary School — Oro Province

Resurrection Primary — Oro Province

Agenehambo Primary — Oro Province

Igora Primary School — Oro Province

Saint Paul's Primary School — Morobe Province

Saint Mary's Primary School — Morobe Province

Saint Martins Primary School — Morobe Province

Butibam Primary School — Morobe Province

Markham Road Primary — Morobe Province

Huonville Primary School — Morobe Province

Agugu Primary School — Simbu Province

Wandi Primary School — Simbu Province

Goilanai Primary School — Milne Bay Province

Naura Primary School — Milne Bay Province

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Inservice Units

A set of inservice units have been written to support the implementation of the upper primary 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 Upper Primary 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 Teachers Guide.

Secretary's Message

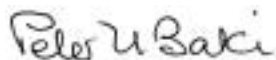
Primary teachers are generalist teachers and this Teachers Guide is for all teachers in Upper Primary schools. It is one of a set of seven guides written for teachers of Upper Primary, Grades 6-8.

The Upper Primary Syllabuses identify the learning outcomes. The Teacher Guides give more information about what to teach and describe ways of implementing the Syllabuses. The Teachers Guides are supported by the Inservice Units that have been written to assist the implementation of the Upper Primary 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. Every Teachers Guide contains detailed information about appropriate subject content, a broad range of ideas and strategies to help teachers use and understand the subject Syllabuses. Each guide is written for a particular subject but many of the ideas and strategies can be used with different subjects or when using an integrated approach to teaching and learning.

Teachers should read each guide carefully and become familiar with the content of each subject as specified in the Elaborations section in each guide.

I encourage teachers to try out the ideas and strategies that they believe will be effective in their schools with their students. Teachers have the right to modify and amend these ideas to suit their local circumstances.



Peter M. Baki
Secretary for Education