

# Personal Development

## Upper primary Teachers Guide 2003



Papua New Guinea  
Department of Education

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

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Senior inspectors and other inspectors and provincial education officers and head teachers, teachers in the following primary and community schools were involved in the subject trial.

### Schools

East Sepik: Kaindi, St Mary's, Kreer, Moem, Hayfield, Maprik Catholic, Maprik Admin, Brikiti, Supari, Sir Peter Lus

Milne Bay: Alotau Ladava, Rabe, Divinai, Siasuada, Sideia, Logeia, Fife Bay, Naura, Lelehoa, Goilanai, Hagita, St Mary's Okaikoda, Losuia, Omarakana, Silaketa

Western Highlands: Rabiambul, Tarangau, Hagen, Kagamuga, Holy Trinity, Banz

New Ireland: Carteret, Pinikidu, Eli Wanera, Sacred Heart, Livitua, Lakurumau, Kimadan, Halis

East New Britain: Keravat, Malaguna, Napapar, Vunadidir, Tanaka, Vunairoto

Madang: Bahor, Holy Spirit, Megiar, Sagalau, Bogia, Jomba, Lutheran Day, Gum, Dangsai, Dor, Naringel, Kambos

Manus: Lorengau East, Pombrut, Bundralis, Dunomashi, Pityluh, Vorei, Bipi, Powat, Pityluh, Baluan, Kari, Kawaliap, Lombrum, Mokoreng, Wilhem Metpi Melpi, Buyang

### Institutions

PNG Education Institute, Gaulim Teachers College, Kabaleo Teachers College, Our Lady of Sacred Heart

### Individuals and Non-Government Organisations

Lester Billy, Division of Health, Alotau, Desley Paanasae, Ninikin Division of Community Development, Wewak, Mary Soondrawu, Council of Women, Wewak, Daniel Bu, Youth Development, Wewak, Sally Business Group, Kokopo, Catholic Diocese of Mt Hagen, Goroka University, Goroka Institute of Sports.

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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

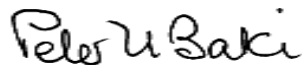
Primary teachers are generalist teachers and this Teachers Guide is for all teachers in Upper Primary schools. It is one of a set of seven guides written for teachers of Upper Primary, Grades 6 to 8.

The Upper Primary Syllabuses identify the learning outcomes. The Teachers 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