

Unit introduction

Welcome to Unit 2: *Understanding the New Elementary Curriculum*

In this unit you study the three new syllabuses that make up the Elementary Reform Curriculum for Papua New Guinea. They are part of a new set of syllabuses for students from Elementary Prep through to Grade 8, all being developed as part of the education reform in this country. Each syllabus is outcomes-based, and this idea is studied in this unit.

The Elementary Curriculum is to be used in schools from the start of 2004.

Context

Three inservice units has been developed to help Elementary teachers to effectively implement Elementary reform curriculum.

The Elementary syllabuses contain learning outcomes for Elementary Prep, Elementary 1 and Elementary 2. These outcomes specify what it is that students know, understand and are able to do as a result of their learning.

These inservice units use an outcomes approach to help you become familiar with and to understand and experience learning based on specified outcomes.

The inservice units are similar to the *Self Instructional Units* (SIUs) with which you are familiar.

Prerequisites

There are no prerequisites for this unit. However, when you have completed working through the Unit keep it. You may use it as evidence for *Recognition of Prior Learning* (RPL) if the DoE moves to upgrade Elementary teacher qualifications.

Learning tips

The Study Guide provides you with a guide to the unit you are studying. Each section includes Learning, Doing, Sharing and Reflecting activities for you to work through. These are all designed to help you achieve the learning outcomes of the unit. The Study Guide is also your *workbook* and *learning journal*.

You are already familiar with a self paced mode of learning. Here are some additional tips you may find helpful.

Plan

Make a study schedule and try to stick to it. Set specific days and times each week for study and keep them free from other activities.

In the sections where you are expected to work with others and share ideas, make note of appointments, your meeting place, time and so on, and plan for them.

Manage your time

Set aside a reasonable amount of time each week for your study program.

Be organised

Work in productive ways and work through the unit systematically. Most people need quiet and order to study effectively, so try to find a suitable place to do your work.

Ask for help if you need it

This is the most vital part of studying at a distance. No matter what the difficulty is, seek help straight away. Colleagues and Elementary trainers can help you in many ways.

The learning model

By working through the activities in this unit, using the learning model of Learn, Do, Share and Reflect, you will gain an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of the learning model form an integral part of the learning journey.

Icons

An **icon** is a symbol used to prompt you to take a particular action in your learning journey. In this unit you will find the following icons that represent this learning model.



Learn (Lainim)

- Find out more about
- Use information to create knowledge



Share (Tok Tok wantaim)

- Talk to others about what you have learned
- Discuss with a colleague or group acting as a critical friend(s).
Learning in cooperation increases ability to learn.

Discussing and exploring what has been learned with colleagues helps in reconstructing knowledge through seeing, hearing, doing, talking, refining and reflecting.



Do (Wokim)

- Do tasks
- Practise skills
- Apply new knowledge



Reflect (Tingim bek)

- Think critically about what you have learnt, done and shared
- Think about changes to your practice
- Think about changes to your beliefs and attitudes.

Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be-What does this mean for my practice in my current position?What are the implications for the group? What are the implications for the school or my classroom?

Resources

Some Definitions

Colleagues or other teachers and elementary trainers can help you. They can be a learning partner, a critical friend, a mentor, or a facilitator.

A learning partner is a colleague with whom you have agreed to study. You work with your learning partner to clarify ideas, brainstorm ideas and discuss plans and processes and support each other in your learning journey. This does not mean that you provide responses to the tasks and activities jointly with your learning partner. Your responses should be based on your own experiences, needs and context of work.

A critical friend is a colleague you trust and with whom you can work well. Critical friends give feedback, ask thought provoking questions, help you look at issues from different perspectives and help support change your practice.

A mentor is a person who is interested in helping you in your job, and is willing to be a friend, guide, counsellor and/or sounding board (that is, listens and responds to your ideas, issues, etc.). A mentor may or may not be a colleague or Elementary trainer.

A facilitator assists with your learning and provides input into the learning process.

Ways this unit can assist you

This unit can help you in a number of ways. For example

1. for your own professional development.
2. for establishing a learning community of teachers in your school or across a cluster of schools.

If DoE moves to upgrade Elementary teacher qualifications, you may be able to claim recognition of prior learning (RPL). If this interests you, keep a copy of the completed unit.

About this Unit

The Context

As you are aware, basic education is being reformed throughout the PNG education system. This process commenced some years ago. You might also be aware that some provinces and schools have already done a great deal of work in this regard while some others have a long way to go.

This unit is one of a set of three developed to assist Elementary teachers to understand and implement the reform in their work situation.

The inservice units in the set are:

- Unit 1: Education Reform in Papua New Guinea
- Unit 2: Understanding the New Elementary curriculum
- Unit 3: How to Use the Teachers Guide

You can study one or more units and you can study them in any order.

The Sections

This unit: *Understanding the New Elementary Curriculum* is divided into four sections.

Section 1: Outcomes-Based Education

In this section, you explore the concept of outcomes-based education and how it is the same and different from other approaches. Key terms such as learning outcomes, indicators, demonstration of learning, and evidence are explained and explored.

Section 2: Culture and Community, Elementary Syllabus 2003

In this section you look at the Culture and Community Syllabus. Each section is studied in the order it appears in the document and some of the important ideas in each section are explored. Activities are included which help you understand and apply key concepts.

Section 3: Cultural Mathematics, Elementary Syllabus 2003

This section helps you understand the Cultural Mathematics Syllabus. You go carefully through each section of the syllabus and special aspects are highlighted. The importance of the local community and involvement of the local community in program development are emphasized.

Section 4: Language, Elementary Syllabus 2003

In this section you look at the Elementary Language Syllabus. You will see what is the same and what is different in the three syllabus documents. Language is a subject on its own. It is also integral to all other learning. This unit brings together specific learning about the language syllabus, but considers it in a more integrated way than do the activities in the previous two sections.

Unit Learning Outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you complete this unit.

These statements are learner-centred and written in terms that enable them to be demonstrated, assessed or measured.

On successful completion of this unit, you can (are able to):

1. describe the idea of outcomes-based education and how it is different to previous ways of developing curricula in Papua New Guinea
2. explain to others in your school and community the concepts of outcomes, indicators and the demonstration of learning
3. describe and discuss the format and structure of the three Elementary syllabuses
4. discuss Elementary curriculum as an integrated concept rather than as three separate subjects
5. explain to other teachers how to use the Elementary syllabuses as the beginning point for planning and programming
6. make a clear presentation to a group about important aspects of the Elementary syllabuses in Papua New Guinea.

Self assessment of progress

This is the start of your learning journey.

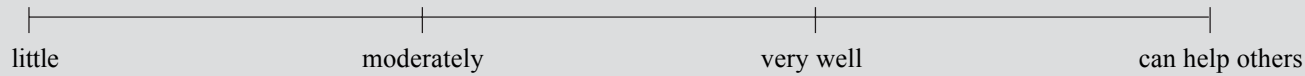
Here are 10 statements for you to answer. Each statement is followed by a line with four markers on it.

In assessing yourself at the start of this unit, place yourself on each line on the basis of what you know now.

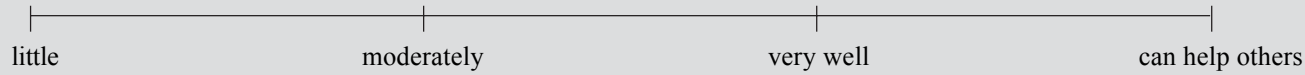
For example, consider Statement 1: I understand what the term outcomes-based education means. If you know a great deal about the term, then you should mark a tick close to 'very well', the 3rd marker. If you know only a little bit about it, then your tick should be placed close to 'little', ie, the 1st marker. If you feel you have given a lot of thought to understanding the term and are in a position to help others, then you should place the tick close to the 4th marker.

Now complete the task on the following page.

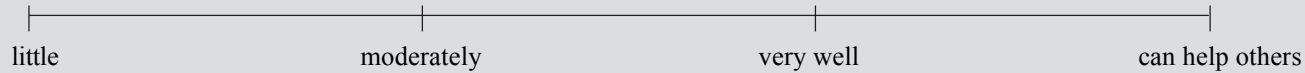
1. I understand what the term outcomes-based education means



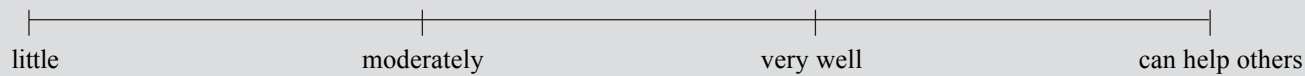
2. I am clear about the difference between outcomes and objectives



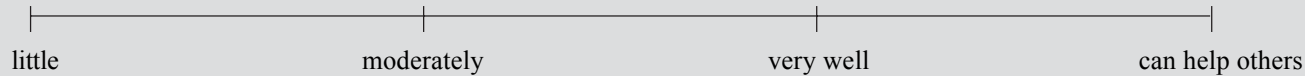
3. I am familiar with the structure and contents of the Elementary syllabuses



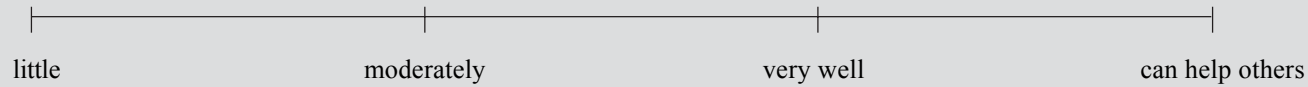
4. I can list the things that are common to all Elementary syllabuses



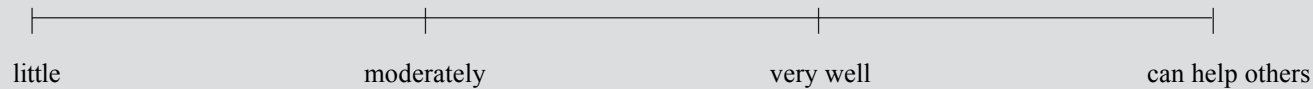
5. I understand how important the local community is in the development of education programs in the Elementary school



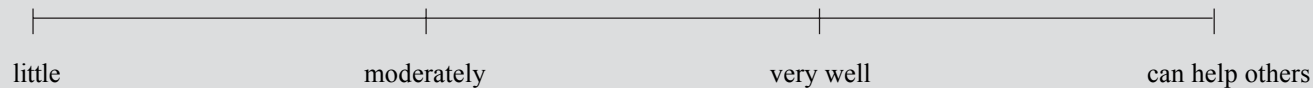
6. I can explain the curriculum principles that are important to the design of Elementary syllabuses in PNG



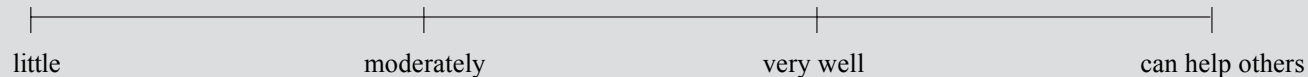
7. I can explain the terms *outcomes*, *indicators*, and *evidence of learning*



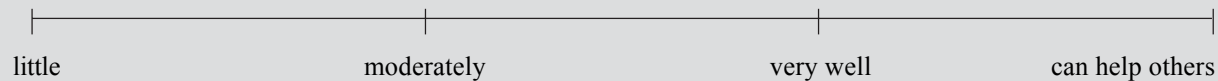
8. I can use the Elementary syllabuses as the basis for my planning and programming



9. I am able to introduce the three Elementary syllabuses to other teachers



10. I know how to integrate the three Elementary syllabuses.



When you finish the unit, do the *Self assessment* again to see your progress as a result of doing all the learning activities.

References

National Assessment and Reporting Policy, Department of Education, 2003, Papua New Guinea

National Curriculum Statement, Department of Education, 2002, Papua New Guinea.

Final Steps...

Check the following

	Yes	No
I have read the introduction		
I have found the resource materials		
I have done the initial self assessment		

Now you are ready to get into the sections.

The unit is written in a ‘self learning mode’ like the *Self Instructional Units*. This means you are guided each and every step of the way. Follow the instructions and you will be able to complete the unit.

Answers are not provided for the tasks you complete. Instead ‘hints’ are provided for you to think about. This is a different to the SIUs you are familiar with.

Space is provided for writing your responses and reflections – this means that your study guide is also your *workbook* and your *learning journal*.

At the end of each section you will find some blank pages. These are extra space for your notes.

In the *unit summary*, the *unit learning outcomes* are repeated. Use this as a checklist of your progress/learning through the unit.

Gut lak long stadi bilong yu!