

Section 3. How Can I Use the Elaborations?



Elementary teachers preparing to develop teaching and learning programs now have the three Elementary syllabuses to assist them. These syllabuses list the learning outcomes for each grade and are supported by indicators that ‘indicate’ or help teachers understand the intent of the outcome and show the sorts of things a student can do if they achieve the outcome.

The Teachers Guide includes a section called ‘Elaborations’ to help teachers.

Elaborations clarify the outcomes. Each outcome is described in terms of what students should know and do. (Elementary Teachers Guide 2003, page 47)

Specifically they show:

1. the recommended knowledge associated with the outcome and
2. the recommended skills students are expected to develop in association with the outcome.

Of course, your local community will have views of what should be learnt for students in your Elementary school.

For each of the ninety-nine outcomes, there are elaborations.



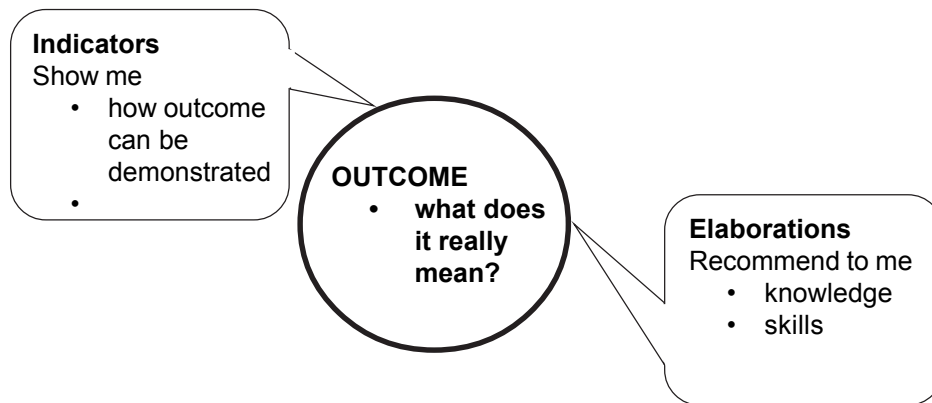
- Read Outcome P.1.1 on page 13 of the *Culture and Community, Elementary Syllabus 2003*.
- Read the five indicators written below this outcome
- Read the elaboration of this outcome on page 47 of the *Elementary Teachers Guide, 2003*
- Write all this detail into this table.

Culture and Community: Outcome P.1.1	
Indicators	Elaborations
	Recommended knowledge
*	*
*	*
*	*
*	*
Recommended skills and suggested activities	
*	
*	
*	

Hint: This task will take some time, but it just involves locating the information and copying it.



Look carefully at what you've written in this table. You've got the full picture of information provided for this outcome. The indicators and elaborations are provided to increase the amount of understanding teachers have about the outcome: what they can teach and what students can learn.



This information can be put together on any outcome by looking up the same books. It is all included in either the Syllabus or Teachers Guide.

Remember that teachers can think up more indicators than those listed in the syllabus and more activities than those listed in the elaborations. The two lists are not complete. Think of them as the beginning!



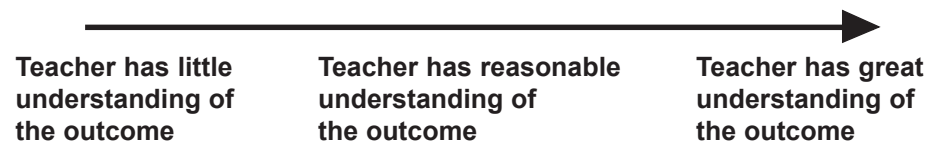
Imagine you teach an Elementary Prep class. You look at the wall chart of *Learning Outcomes for Elementary Prep, Elementary 1 and Elementary 2* and see that there is a Cultural Mathematics outcome that says: *Use time markers. (P.2.3)*

By using your Syllabus and the Teachers Guide, explain what the outcome involves, some activities you would introduce the children to, and how you would know that they could 'use time markers'. Use this box to make your notes.

Hint: You may need to complete a table similar to that completed on page ?



Show another teacher what you just did. See if they agree with you about your interpretation of the outcome. Use the rating scale below for their response. Mark the place with a cross (X).



Hint: The response here will depend on the clarity of your explanation based on your thoughts about the indicators and the elaborations.



Develop a unit of work. Base this on the following three outcomes.

- **Culture and Community 2.3.3**
- **Cultural Mathematics 2.2.3**
- **Language 2.1.1**

Consider the following.

- Understand each outcome by studying the outcome itself, the indicators and the elaborations.
- Refer to the process for developing units of work on page 33 of the *Elementary Teachers Guide 2003*.
- Consider using the format on page 34 of the Teachers Guide. This may need some modification as you are preparing for only three outcomes.
- Use this page to write the unit. For the purpose of this task, limit the paper work to one page.

Write your notes here.

Additional space for your notes

Hint: This task brings together much of what you have learnt in Sections 2 and 3.



Answer these questions.

- How easy/hard was it to integrate the three outcomes into one unit of work?

Hint: Integrated units of work are clearly the way for the syllabuses to be implemented.

- Of what use were the indicators?

Hint: They are not the mandatory part of the syllabus. They are offered to help a teacher understand the outcome and also to make judgements about student achievement.

- Of what use were the elaborations?

Hint: Remember they involve suggested knowledge, skills and activities.

- How would you explain to others the purpose and functions of the elaborations?

Hint: This should draw together what you have learnt from this section of the Study Guide.



Think about the question that is the title of this section. *How can I use the elaborations?*

What is your answer? Write it down here.

My reflections



Share your reflections with a colleague. Ask them for some feedback and write this below.

My colleague's response

Write your notes here



Section Summary

Make a list of the key ideas you have learned in this section. You may do this using a mindmap or another structure of your choice.

Additional space for your notes

Additional space for your notes