

Unit Introduction

Welcome to Unit 3: How To Use the Teachers Guide

In this unit you study the *Elementary Teachers Guide 2003* that has been developed to support the three Elementary syllabuses. The Teachers Guide will really help teachers to understand and implement the syllabuses that you must teach from 2004.

Context

Three inservice units have been developed to help elementary teachers to teach the 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 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, keep the unit when you have completed it. You may use it as evidence for *Recognition of Prior Learning* (RPL) if the Department of Education (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. 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 this 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 these icons:

 <p>Learn (Lainim)</p> <ul style="list-style-type: none"> • Find out more about • Use information to create knowledge 	 <p>Share (Tok Tok wantaim)</p> <ul style="list-style-type: none"> • Talk to others about what you have learned • Discuss with a colleague or group acting as a critical friend(s). <p>Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in reconstructing knowledge through seeing, hearing, doing, talking, refining and reflecting.</p>
 <p>Do (Wokim)</p> <ul style="list-style-type: none"> • Do tasks • Practise skills • Apply new knowledge 	 <p>Reflect (Tingim bek)</p> <ul style="list-style-type: none"> • Think critically about what you have learnt, done and shared • Think about changes to your practice • Think about changes to your beliefs and attitudes <p>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</p>

Resources

Some Definitions

Colleagues or other teachers and elementary trainers can help you. They can be a learning partner, a critical friend, a mentor, 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 a different perspective and help you 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 your learning and provides input into the learning process. This person may help you reflect on your own practices.

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: *How To Use the Teachers Guide* is divided into three sections.

Section 1: How Can it Help Me Understand Teaching and Learning?

In this section you look carefully at the *Teaching and learning* part of the *Elementary Teachers Guide, 2003*. You will be helped to think about student-centred learning and perhaps how this is different from what you may have experienced yourself as a student at school. Help is also given to teachers who will teach in a multi-grade situation.

Section 2: How Can it Help Me Understand Planning and Programming?

In this section you look carefully at the help that is offered by the *Elementary Teachers Guide, 2003* in your task of developing plans and programs for your class. You study some examples that are given, and then develop some of your own, based upon these examples.

Section 3: How Can I Use the Elaborations?

In this section you study the *Elaborations of Elementary Outcomes* part of the *Elementary Teachers Guide, 2003*. This will help you to understand more about what the syllabus outcomes mean and what it is you will teach.

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. explain the differences between teacher-centred classrooms and student-centred classrooms
2. prepare teaching and learning programs for multi-grade classes
3. develop long term (village calendar), medium term and short term (lesson plans) plans and programs
4. assist other teachers develop long term, medium term and short term plans and programs
5. use elaborations of outcomes to demonstrate a deep understanding of the syllabus outcomes and reflect this in your class program.

Self assessment of progress

This is the beginning point of your learning journey.

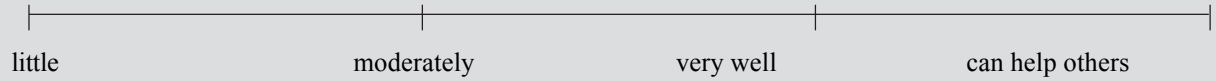
Here are 11 statements for you to answer. Each statement is followed by a line with four markers on it.

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

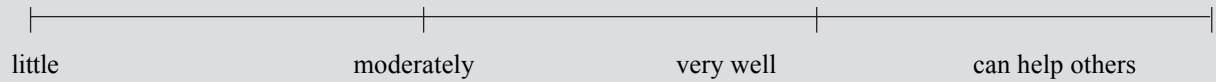
For example, consider Statement 1: I am familiar with the *Elementary Teachers Guide, 2003*. If you know a great deal about the book and use it frequently, then you should mark a tick close to 'very well', the 3rd marker. If you know only a little bit about it, then your tick should be placed close to 'little', ie, the 1st marker. If you feel you have a really good understanding of it and are in a position to help others use it, then you should place the tick close to the 4th marker.

Now complete the task on following page.

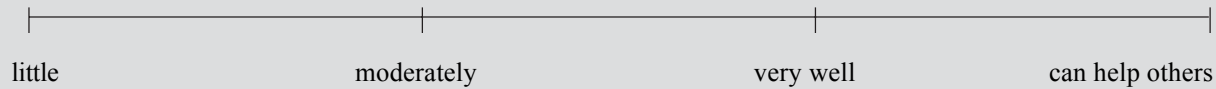
1. I am familiar with the *Elementary Teachers Guide, 2003*.



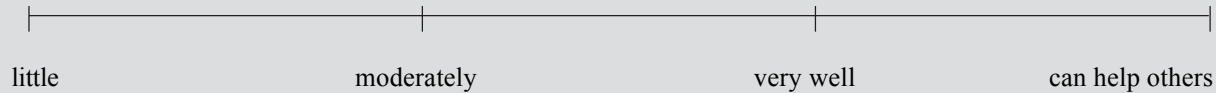
2. I can manage the process of creating a community curriculum program.



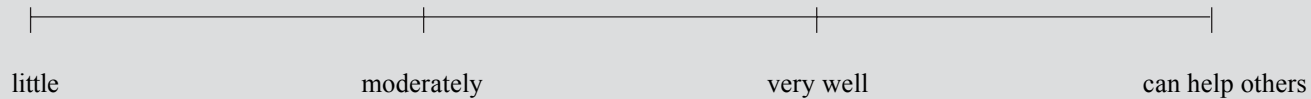
3. I understand how young children learn in natural settings.



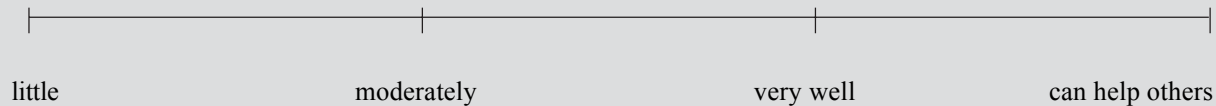
4. I know the main differences between student-centred and teacher-centred classrooms.



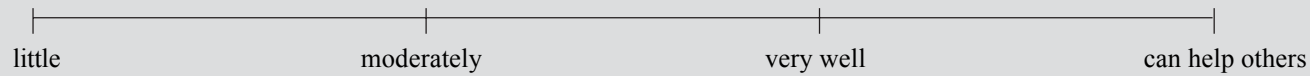
5. I understand the way to program for teaching and learning in a multigrade classroom.



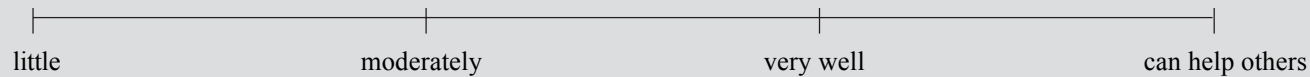
6. I can develop a program that reflects community priorities and the syllabus outcomes.



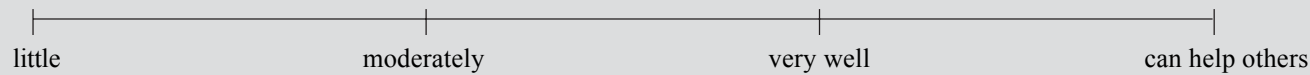
7. I know how to develop a village calendar and determine themes for the year's work in my classroom.



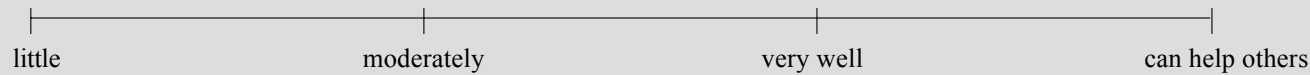
8. I can develop units of work from syllabus outcomes.



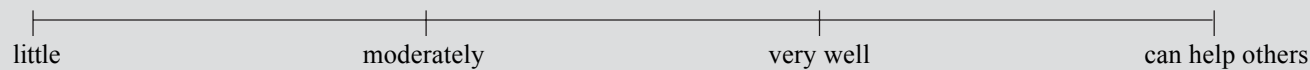
9. I can help other teachers with planning and programming.



10. I understand how outcomes, indicators and elaborations fit together in the planning and programming process.



11. I can use indicators and elaborations to assist in my understanding of syllabus outcomes.



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

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.

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

No answers are given to the questions asked, or model answers suggested for the tasks you do. Instead ‘*Hints*’ are given to assist you with your thinking and to help you focus on the important aspects of a suitable response.

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!