

Inservice Units to Support the Implementation of the  
Primary Reform Curriculum

**Unit 2:  
Learning Area: Culture  
and Community**

**Study Guide**



Department of Education



**Australian Government**  
**AusAID**

Published in 2005 by the Department of Education, Papua New Guinea  
© Copyright 2005 Department of Education, Papua New Guinea

**Written and compiled by**

Shantha E Jacob - Leader/Adviser, Learning and Development Team, CRIP  
Sue Lauer - Secondary Learning and Development Adviser, CRIP

**Assisted by**

Maino Koloa - Social Science Curriculum Officer, Primary Unit, CDD and  
PNGEI-endorsed external assessor  
Valentine Tangoh - PNG Counterpart Learning and Development Adviser, CRIP and  
PNGEI-endorsed external assessor

**Supported by Upper and Lower primary Reform Curriculum Implementation Support Teams with representatives from**

Curriculum Development Division (CDD)  
Curriculum Reform Implementation Project (CRIP)  
Inspections and Guidance Division (I&GD)  
Papua New Guinea Education Institute (PNGEI)  
Planning, Facilitation and Monitoring Group (PFMG)  
Primary and Secondary Teacher Education Program (PASTEP)  
Primary Teachers' Colleges (PTCs)  
Teacher Education and Staff Development Division (TE&SD)

**Special thanks, for their contribution, to**

Principal Curriculum Officer, Primary, Curriculum Unit, CDD  
Curriculum Officers, Curriculum Unit, CDD  
Senior Primary School Inspectors  
Primary School Inspectors  
Provincial Education Advisers  
Provincial In-service Coordinators  
Principals, Deputy Principals and Strand Heads of Primary Teachers' Colleges  
Staff of Papua New Guinea Education Institute  
Regional Implementation Support Advisers, CRIP

ISBN 9980-935-27-8

National Library Service of Papua New Guinea

Printing: Koyasi Printing

Layout and design: Tony Joseph Sipa, Cool Grafix

**The assessment and certification authority for academic credit is the  
Papua New Guinea Education Institute  
PO BOX 1791, BOROKO, NCD, PNG.**

**The In-service Units have been developed with the support of  
AusAID under the Curriculum Reform Implementation Project.**

**For further information about the units contact the  
Teacher Education and Staff Development Division.**

# Inservice Units to Support the Implementation of the Primary Reform Curriculum

## Unit 2: Learning Area: Culture and Community

Contents	Page/s
Secretary's Message	iv
How to use the study guide	1-4
<b>Unit introduction</b>	1-13
❖ The Context	
❖ Duration	
❖ Prerequisites	
❖ Learning tips	
❖ The learning model	
❖ Resources	
❖ About this unit	
- The context	
❖ Unit learning outcomes	
❖ The modules	
❖ References	
<b>Module 1:</b> Introducing the Culture and Community primary syllabuses and teachers guides	1-22
<b>Module 2:</b> Content overview, learning outcomes, indicators and elaborations	1-24
<b>Module 3:</b> Teaching and learning, assessing and reporting	1-18
<b>Module 4:</b> Bring it all together - Units of work	1-18
<b>Unit Summary</b>	1-4
<b>Where to go from here?</b>	1
<b>Accreditation and Certification</b>	1-11
❖ The Context	
❖ Some definitions	
❖ Ways this unit can assist you	
❖ Accreditation requirements	
❖ Certification requirements	
❖ Self-assessment of progress	
<b>Learning Contract</b>	1-8
<b>Final Steps</b>	1-2

## Secretary's message


The Papua New Guinea Department of Education *In-service Management Plan 2001-2005* sets out the policies and practices for in-service to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality in-service for all elementary and primary teachers are fundamental components in the reform of basic education.

The provision of accessible, relevant and sustainable in-service training is critical for the effective implementation of the reform curriculum in Papua New Guinea schools. In particular, appropriately trained and skilled teachers, head teachers and support staff are the key.

These self-paced in-service units are being provided to assist teachers implement the primary reform curriculum materials distributed to schools in 2003 - 2005. They are quality materials designed to help each of you continue your professional learning at times to suit you and with the support of colleagues in your school and district. Significantly the units provide a means for all teachers to gain further qualifications through Papua New Guinea Education Institute and primary teachers colleges that may include these units as part of their in-service provision.

The units have been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP).

I commend the units to you and invite you to take up the challenges provided by the availability of these units to continue your own learning so that we can be sure that our children receive the best possible education.



Dr. Joseph Pagelio  
A/Secretary for Education

## How to use the study guide

There are a number of ways you can use this study guide:

- As a source of information and activities for school-based, cluster or district learning and development (in-service), or
- As a study guide for self-improvement, or
- As a study guide to improve your qualifications

The decisions and choices you make as you work your way through this section of the study guide will determine the outcomes you achieve and the benefits you gain from your learning journey.

So be very clear about your purpose for studying this in-service unit.

### **Option 1. School-based, cluster or district learning and development**

This unit can be used to establish a learning community of practitioners in schools or across a cluster of schools (that is, to promote the practice of teachers studying together to improve their knowledge and skills and encouraging each other to do so).

To use this unit for school-based, cluster or district learning and development (in-service), first organise a planning group to scan the unit and module content to determine the most suitable approach. The planning group could comprise any of the following - the head teacher, the inspector, the in-service co-ordinator, the district education co-ordinator, a trained assessor, classroom teachers.

There are many ways in-service sessions could be organised, for example one to two hours every week, or a half day every month, or during NIST week or any other arrangement that suits the needs of your school, cluster or district.

The planning group may organise for teachers to work through the whole unit over a period of time or may select particular modules, sections or activities that will best help teachers implement the primary curriculum.

Teachers can work through the unit or modules themselves in pairs or in small groups, or they can be guided through the unit or modules by trained assessors or teachers who have already studied the unit at PNGEI.

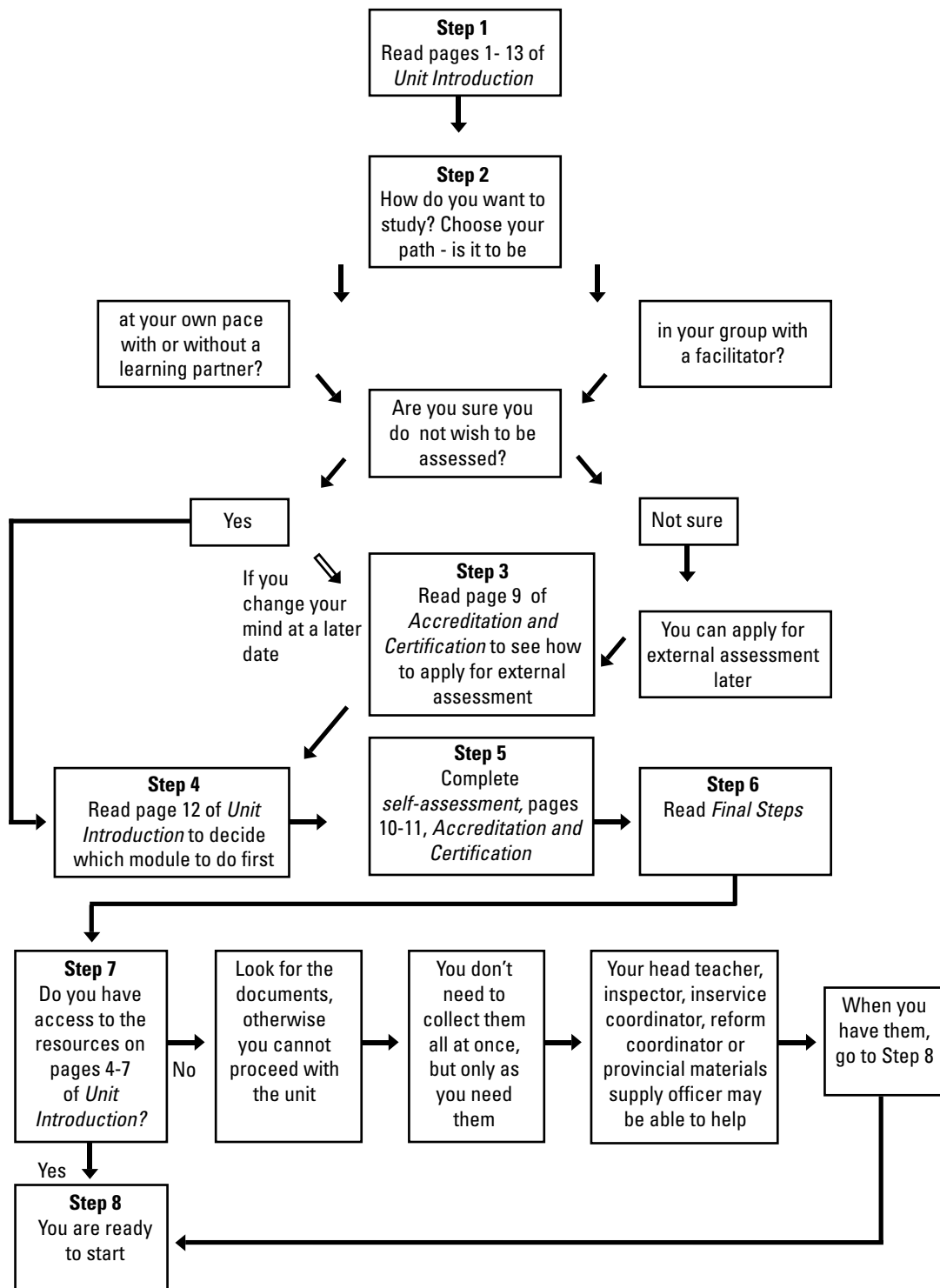
It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The self-assessment on page 13 of the *Accreditation and Certification* section can be used for this purpose.

### **Option 2. Self-improvement**

You may study this unit for your own self-improvement to become a more effective and informed teacher, senior teacher, head teacher, inspector or education officer with responsibility for curriculum reform.

If this is your goal, track your pathway through the flow chart on the next page.

## Study Pathway Planner for Self-improvement ....

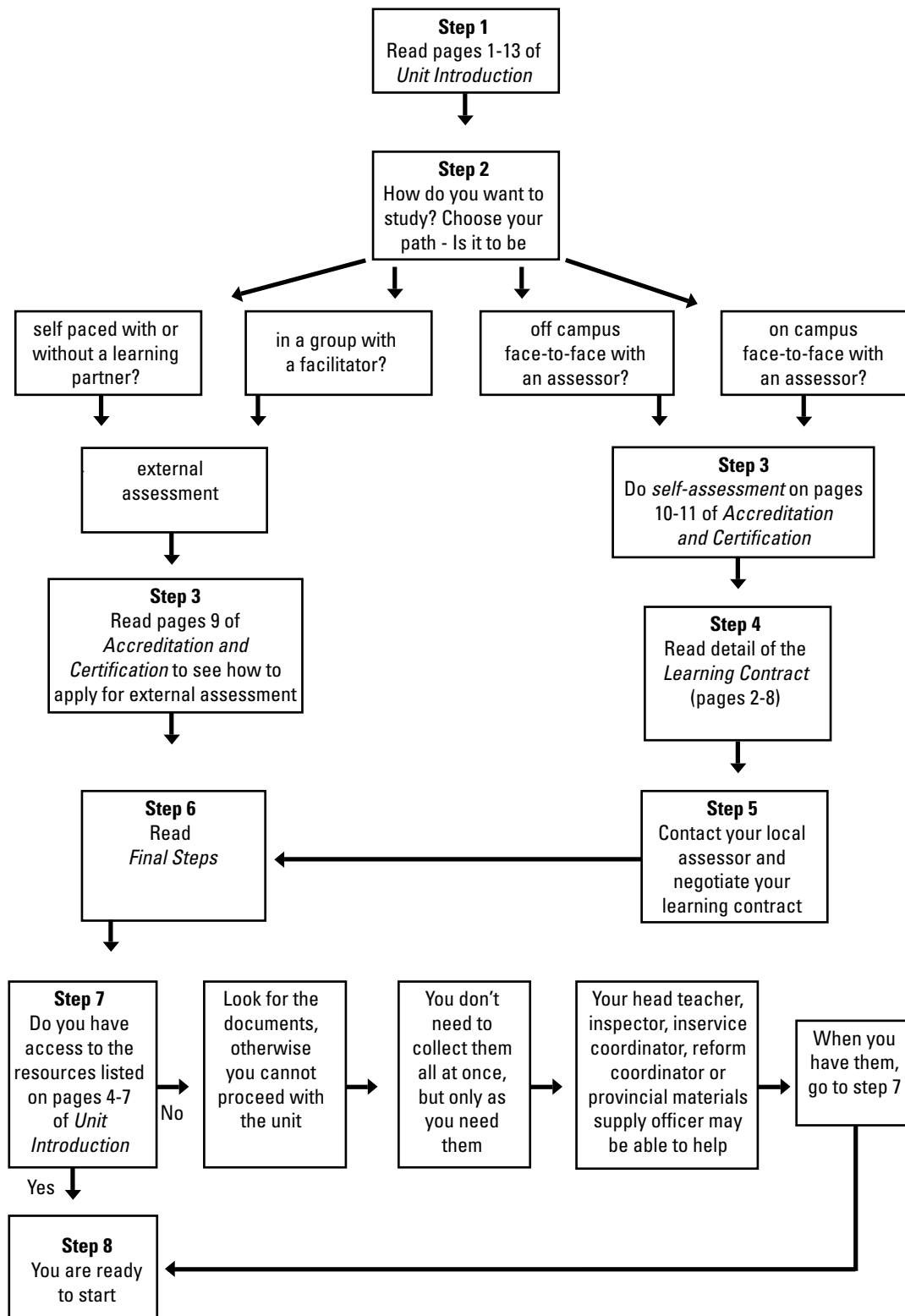


**Option 3. Improve your qualifications**

You may complete this unit to gain potential credit points to upgrade your qualifications through the DEP(I) or other programs offered by PNGEI such as Diploma in Special Education, Certificate of Elementary Teacher Training (CETT) or Diploma in Vocational Education (DOVET) or further education.

If this is your goal, track your pathway through the flow chart on the next page.

## Study Pathway Planner for Improving Qualifications...



## Unit Introduction

### The Context

This set of nine in-service units has been developed specifically to help primary school teachers, grades 3 - 8 and the senior teachers, head teachers, education officers and inspectors who support them, to effectively implement primary reform curriculum.

All primary syllabuses contain the Secretary's Message, Introduction, Rationale, Curriculum principles, Content overview, Course aims, Learning outcomes and Indicators and advice on Assessment and Reporting.

You are perhaps already familiar with terms such as introduction, rationale, curriculum principles and content overview and have an idea about what to expect. However, there is new information in all of these sections of the document.

The primary teacher guides explain to you, using examples, ways of planning and programming, ways of developing units of work and strategies and tools for assessment and reporting. They also provide information about the knowledge, skills, attitudes and values embedded in each of the outcomes through 'elaborations' of the outcomes. 'Suggested activities' are also to be found in this section.

The most significant aspect of the new syllabuses is that they describe student learning in terms of learning outcomes and indicators and not in terms of objectives as was the practice previously.

The learning outcomes specify what it is that students know, understand and are able to do as a result of their learning. Indicators list examples of the kinds of things students are able to do, know and understand if they are achieving an outcome. Teachers use indicators when they make judgements about student achievement of outcomes.

This set of in-service units uses an outcomes-based approach to help you become familiar with and to understand and experience learning based on specified outcomes. The in-service units introduce some new concepts and ideas based on effective principles of learning in an outcomes-oriented learning environment.

Learning outcomes are identified at two levels – unit learning outcomes and module learning outcomes. If academic credit is being sought through the study of a unit, the unit learning outcomes form the basis of assessment. If this is not the goal, then the unit learning outcomes may be used for checking own learning.

All units are developed through four modules. The modules are written in a 'self-learning mode'. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.

In the *module summary*, at the end of each module, we have repeated the *module learning outcomes*. Use the list of outcomes as a checklist of your learning progress through the module.

In the *unit summary* at the end of the unit, we have repeated the *unit learning outcomes*. Use this as a checklist for your readiness for assessment.

We have provided space throughout the Study Guide for you to write your responses and reflections. This means that your study guide is also your *workbook* and your *learning journal*. Also, at the end of each module, you will find some blank pages. Use them as extra space for your notes if you need it.

We have not given any model answers for the various tasks you will be completing. Instead we have provided ‘hints’ to prompt your thinking. This may also help you check and re-think your responses.

Throughout the Study Guide you are advised to work with a colleague. The term **colleague** is used to mean a learning partner, a critical friend or a mentor. (Further information in this area may be found on page 7 of *Accreditation and Certification* section of this Study Guide.)

## Prerequisites

There are no academic prerequisites for this unit.

## Duration

It is likely to take you around 48 hours to complete all *the Learn, Do, Share and Reflect* activities in a unit.

## Learning tips

Each module includes *learning, doing, sharing and reflecting* activities. These are all designed to help you achieve the learning outcomes of the unit.

To complete the unit or modules you will need the resources with their pictures next to them listed on pages 4-7. All resources were sent to schools during 2003-2005.





## The learning model

The activities in this unit, using the learning model of *Learn, Do, Share and Reflect*, are designed to give you an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of the learning model represent ongoing learning processes that form an integral part of the learning journey.

## Icons

An **icon** is a symbol used to show you what action to take in your learning journey. In this unit these icons represent this learning model.



 <p><b>Learn (Lainim)</b></p> <ul style="list-style-type: none"> <li>• Find out more about</li> <li>• Use information to create knowledge</li> </ul>	 <p><b>Do (Wokim)</b></p> <ul style="list-style-type: none"> <li>• Do tasks</li> <li>• Practise skills</li> <li>• Apply new knowledge</li> </ul>
 <p><b>Share (Tok tok wantaim)</b></p> <ul style="list-style-type: none"> <li>• Talk to others about what you are learning</li> <li>• Discuss findings with a colleague, learning partner or group or and individual acting as a critical friend.</li> </ul> <p>Learning in cooperation increases the ability to learn. Discussing and exploring what has been learned with colleagues help in constructing knowledge through seeing, hearing, doing, talking, refining and reflecting.</p>	 <p><b>Reflect (Tingim bek)</b></p> <ul style="list-style-type: none"> <li>• Think critically about what you have learnt, done and shared</li> <li>• Think about changes to your practice</li> <li>• Think about changes to your beliefs and attitudes</li> </ul> <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:</p> <ul style="list-style-type: none"> <li>- what does this mean for my practice in my current position?</li> <li>- what are the implications for the group?</li> <li>- what are the implications for the school or my classroom?</li> </ul>

## Resources

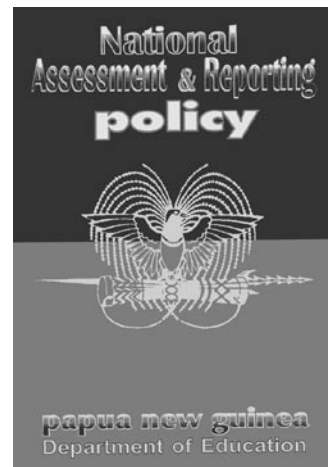
Here is a list of resource texts for use with this study guide. If you are currently teaching in the lower primary years, you may think of focusing on the lower primary syllabuses and related documents only. If you are currently teaching in the upper primary years, you may think of focusing on the upper primary syllabuses and related documents only. However, it is important that you become familiar with both sets of documents to become an effective and competent primary school teacher.

You will need access to the relevant documents to successfully complete the unit. These documents were distributed to schools in 2000-2005.

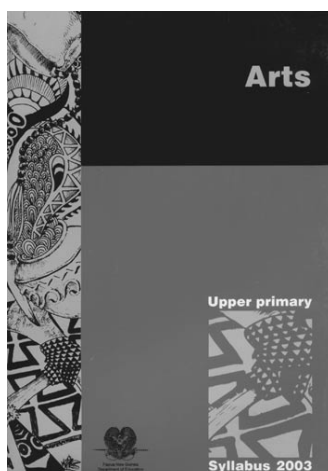
At the beginning of each module, the resource books you will need for that module are identified.



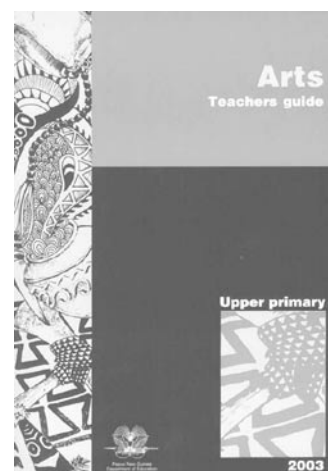
1. *National Curriculum Statement*, Department of Education, 2002, Papua New Guinea



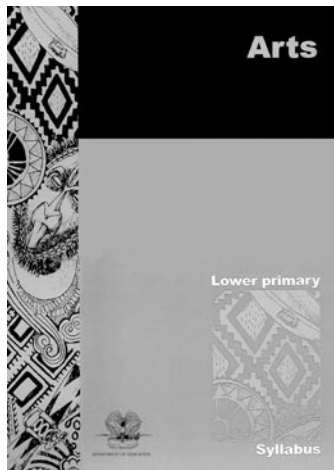
2. *National Assessment and Reporting Policy*, 2003, Department of Education, Papua New Guinea



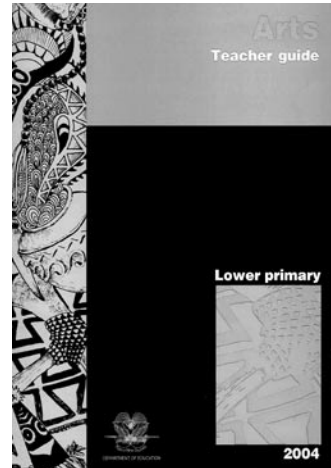
3. *Arts, Upper Primary Syllabus*, 2003, Department of Education, Papua New Guinea



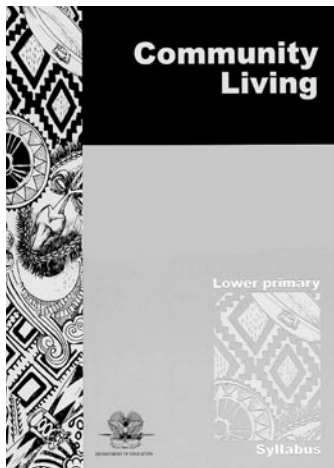
4. *Arts Teacher Guide, Upper Primary*, 2003, Department of Education, Papua New Guinea



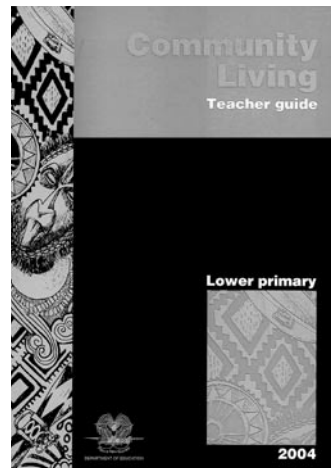
5. *Arts, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



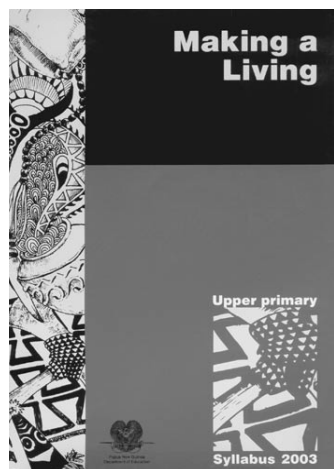
6. *Arts Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



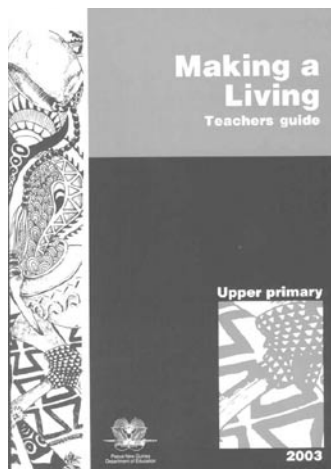
7. *Community Living, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



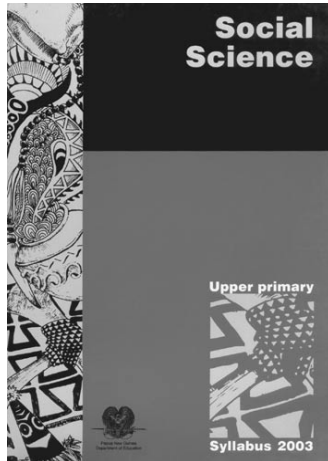
8. *Community Living Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



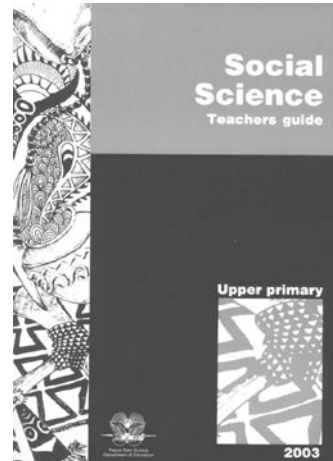
9. *Making a Living, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



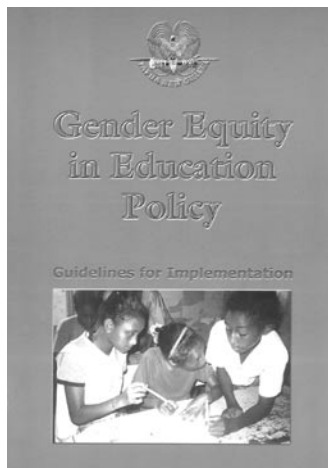
10. *Making a Living Teacher Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



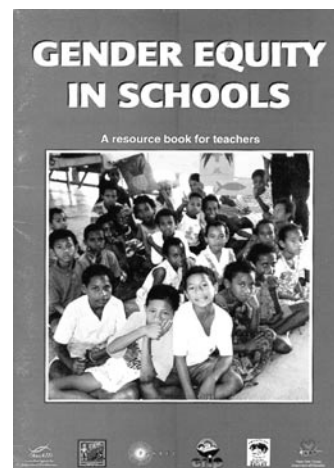
11. *Social Science, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



13. *Social Science Teacher Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



14. *Gender Equity in Education Policy, 2003*, Department of Education, Papua New Guinea.



15. *Gender Equity in School: A resource book for teachers, 2003*, Department of Education, Papua New Guinea



## About this unit

### The context

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

This unit is one of a set of nine in-service units developed to help both primary school teachers and those officers who support their work, such as, the senior teachers, head teachers, inspectors and education officers to understand and implement the reform in their work situation or context.

The in-service units in the set are:

Unit 1: Philosophy of Curriculum Reform

Unit 2: Learning Area: Culture and Community

Unit 3: Learning Areas: Language and Personal Development

Unit 4: Learning Areas: Mathematics and Science

Unit 5: Outcomes-Based Planning and Programming

Unit 6: Learning and Teaching for Outcomes

Unit 7: Assessing and Reporting Achievement of Outcomes

Unit 8: Bridging to English

Unit 9: Vernacular Literacies

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

This unit focuses on the primary curriculum learning area of **Culture and Community** and involves a close study of the following syllabuses and teacher guides.

*Arts, Lower Primary Syllabus 2004*

*Arts, Upper Primary Syllabus 2003*

*Community Living, Lower Primary Syllabus 2004*

*Social Science, Upper Primary Syllabus 2003*

*Making a Living, Upper Primary Syllabus 2003*

*Arts, Teacher Guide Lower Primary 2005*

*Arts, Teacher Guide Upper Primary 2003*

*Community Living, Teacher Guide Lower Primary 2005*

*Social Science, Teacher Guide Upper Primary 2003*

*Making a Living, Teacher Guide Upper Primary 2003*

Through these documents and others DoE makes clear that it is shifting its curriculum focus from objectives to outcomes.

This unit helps you understand outcomes-based education (OBE) as both an educational philosophy and a system for managing student-centred planning, programming, teaching, learning, assessing and reporting student learning. The unit takes you through the culture and community syllabuses and teacher guides and shows you how OBE is applied in your teaching practice. In OBE the outcomes are the same for all students. However, there is flexibility in the way they learn and demonstrate the outcomes. This approach caters for differences among students.

## Culture and Community Learning Area

*National Curriculum Statement, (2002) states*

*“This learning area includes subjects deeply associated with the many cultures, community life, traditions and cultural practices of Papua New Guinea. This learning area makes a vital contribution to Integral Human Development, covering many aspects of cultural, social physical, aesthetic, sensual, emotional and intellectual development. This learning area includes subjects with a technological bias such as Making a Living, Agriculture, Home Economics, Design and Technology and subjects with a sociological bias such as Social Science, Arts, Economics and Business Studies. Some subjects at Elementary and Lower primary have both technological and sociological aspects such as Community Living. In Upper primary, these subjects become more distinct in preparation for more specialization in Lower Secondary. In many ways, this learning area reflects and will support the development of Papua New Guinea’s unique national identity and the important place its many cultures and communities have in daily life and nation building. A study of the subjects in this learning area will enable students to appreciate and understand Papua New Guinea’s values, cultures and traditions and provide students with many practical skills.*

*The technological subjects in this learning area will assist students to appreciate Papua New Guinea’s past as well as prepare them for a productive future. Subjects such as Community Living, Making a Living, Agriculture and, Design and Technology equip students with practical knowledge, skills and attitudes that will enable them to contribute meaningfully to their local communities and societies. Beginning at the Elementary level of schooling, students will gradually develop technological knowledge, skills and attitudes as they progress through Primary and Secondary schooling. Students will be encouraged to use their intellectual (head), emotional (heart) and physical (hands) attributes to become active and informed citizens capable of achieving a sustainable way of life.*

*The technological component of Culture and Community encourages self-reliance through teaching students to think critically and become problem solvers. It will enable them to tackle real –life problems by designing and developing solutions to these problems. Students will be encouraged to work creatively to produce their own products to meet human needs, by generating and maintaining an income as well as participating in community development. Students will learn how to contribute to the social and economic well being of the school, community and the nation.*

*Subjects associated with the sociological aspects of Culture and Community draw upon many branches of learning including history, geography, economics, politics, sociology, anthropology, law and a wide range of studies, including environmental and consumer education and the Arts.*

*The sociological and the technical subjects complement each other. They provide an opportunity for students to gain an informed sense of their national and regional identities. They enable students to develop skills and knowledge in active learning environments and in relevant contexts. For instance, experiences in the Arts assist the development of language and social skills, as well as knowledge and skills, in other areas such as technology, organization and management.” (pages 33-34)*

The following table shows the subjects from elementary to upper secondary associated with this learning area. The columns that are highlighted show where the syllabuses covered in this in-service unit fit.

Learning area	Elementary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary
<b>Culture and Community</b>	Culture and community includes aspects of the following: Arts Community Living Environment Health Physical Education Design and Technology	Arts Community Living	Arts Social Science Making a Living	Arts Social Science Business Studies Applied Soc Science Agriculture Design & Technology (including modules such as home economics, practical skills, computing, rural technology, tourism, hospitality) or each developed as full courses	Arts Music Drama Applied Soc Science Economics Political/Civics Geography History Business Studies Urban Technology Applied Technology Information Technology Rural Technology Computing

**Table: Subjects included in the Culture and Community Learning Area**  
*National Curriculum Statement, pages 33-34*

## Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you complete the 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, the learner can (is able to):

1. explain to others the structure and contents of the syllabuses and teacher guides in the Culture and Community learning area
2. describe and discuss ways progress from grade 3 to grade 8 is described in the Culture and Community syllabuses
3. make links between the five subjects in the Culture and Community learning area
4. make links between the syllabuses and teacher guides and the *National Curriculum Statement (2002)* and the *National Assessment and Reporting Policy, 2003*
5. link the teacher guides with the syllabuses as a tool in your planning and programming
6. use the content of the syllabuses and teacher guides to construct units of work based on learning outcomes
7. assist others to understand and use these primary syllabuses and teacher guides.

## The Modules

In order to help you achieve the unit learning outcomes, *Unit 2: Learning Area: Culture and Community* is developed through four modules.

The modules are linked. This means that you should do them in the order in which they are being presented.

### **Module 1: Introducing the Culture and Community primary syllabuses and teacher guides**

In this module you are introduced to the structure of the five Culture and Community syllabuses and teacher guides, focusing on the Secretary's message and the introductory material.

### **Module 2: Content overview, outcomes, indicators and elaborations**

The major focus of this module is how the syllabus content is organized into strands with learning outcomes. It shows how to take the learning outcome and expand on them with indicators and elaborations. You consolidate your understanding by linking and comparing aspects of the syllabuses and teacher guides.

### **Module 3: Teaching and learning, assessing and reporting**

In this module you are introduced to a range of general and subject-specific teaching and learning strategies. You are also introduced to new strategies for assessing and reporting student achievement. You consolidate your understanding by linking and comparing aspects of the syllabuses and teacher guides.

### **Module 4: Bringing it all together – units of work**

In this module you explore the links between the five syllabuses that will assist you with your planning, especially for integrated learning. You also explore how to use information from the syllabuses and teacher guides about outcomes, indicators and elaborations to design units of work.

*(Unit 5: Outcomes-based planning and programming in this set of in-service units deals with planning and programming, including units of work in greater detail).*

## References

**These documents have been used in writing these units. You do not need to have access to these documents.**

Department of Education, 2001 *In-service Management Plan 2001-2005, Supporting the implementation of curriculum reform from Elementary Prep to Grade 8*, Papua New Guinea.

Curriculum Reform Implementation Project, 2002 In-house documents. Professional Reading Series No. 1, 2 and 3.

NSW Department of Education and Training, 1999. *Quality Teaching Learning Materials (QTML)*.

Department of Education, March 2002. *The State of Education in Papua New Guinea*,

Killen, R (2002). *Outcomes-Based Education: Principles and Possibilities*. Interpretations, 35 (1), 1-18.

Department of Education (2002). *In-service Units to Support the Implementation of Lower Primary Reform Curriculum*, Papua New Guinea.

1. *Curriculum Reform and Lower primary Curriculum*
2. *Bridging to English in Lower primary*
3. *Planning and Programming*
4. *Teaching and Learning*
5. *Assessment and Reporting*

*In-service Units to Support the Implementation of Upper Primary Reform Curriculum*, Department of Education (2003), Papua New Guinea.

1. *Philosophy of Curriculum Reform*
2. *Curriculum Reform and Upper Primary Reform Curriculum*
3. *Outcomes-based Planning and Programming*
4. *Learning and Teaching for Outcomes*
5. *Assessing and Reporting Achievement of Outcomes*