

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 2:
Learning Area: Culture
and Community

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

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Name: File N^o:.....

Date commenced: Date completed:.....

I have sighted this study guide as evidence of completion of agreed tasks by

.....(insert name)

Assessor: Date:

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

Module Introduction

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

This module focuses on the five culture and community primary syllabuses and teacher guides.

Arts, Lower Primary Syllabus, 2004

Arts, Upper Primary Syllabus, 2003

Social Science, Upper Primary Syllabus, 2003

Community Living, Lower Primary Syllabus, 2004

Making a Living, Upper Primary Syllabus, 2003

Arts Teacher Guide, Lower Primary, 2004

Arts Teacher Guide, Upper Primary Guide, 2003

Social Science Teacher Guide, Upper Primary, 2003

Community Living Teacher Guide, Lower Primary, 2005

Making a Living Teacher Guide, Upper Primary, 2003

In this module we look at each of the documents in detail to understand their general structure and content and the ways student learning is described. We consider ways the knowledge, skills, attitudes and values that support the aims of the primary curriculum described in the *National Curriculum Statement (2002)* are made clear in each syllabus. This will help you link the reform agenda and the curriculum.

To do this module you will need access to all the documents listed above. These are shown on pages 4-7 of the *Unit Introduction*. All activities in this module are based on these documents.

If you are seeking academic credit, make sure you do the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you do this module, keep a running record of sections, parts and pages of the module where you can identify evidence for particular unit outcomes. You may wish to record such information in your *Learning Contract* found towards the end of this study guide.

Module learning outcomes

When you have worked through this module, you, the learner, can (are able to):

1. describe the structure and contents of the introductory parts of the lower and upper primary Culture and Community syllabuses
2. describe the structure and contents of the introductory parts of the lower and upper primary Culture and Community teacher guides
3. explain why these subjects are included in the primary curriculum
4. describe the curriculum principles underlying the Culture and Community syllabuses
5. identify the focus areas in each syllabus and their links with each other.

Section 1: Introducing the Culture and Community primary syllabuses

To complete this section you will need a copy of the syllabuses listed below. The best way to approach the activities in this section is to have several syllabuses open in front of you at the same section so you can quickly scan for similarities and differences.

Arts, Lower Primary Syllabus, 2004

Arts, Upper Primary Syllabus, 2003

Social Science, Upper Primary Syllabus, 2003

Community Living, Lower Primary Syllabus, 2004

Making a Living, Upper Primary Syllabus, 2003

In this section you examine and compare the introductory material in the five Culture and Community syllabuses. The introductory material includes the *Secretary's message*, *Introduction*, *Rationale*, *Curriculum principles*, and the *Aims of the syllabus*.



Scan the contents page of the *Social Science, Upper Primary Syllabus* and *Community Living, Lower Primary Syllabus*. You will see they have the same headings. Open both syllabuses at the *Secretary's message* and quickly scan each paragraph. You will notice that the first three paragraphs are very similar and the rest are different.



Use dot points to summarise the common features of the Secretary's message.

Hint: You should have three dot points.

- How do these primary syllabuses help implement the policy of Integral Human Development in education?

Now open the *Making a Living, Upper Primary Syllabus*.

The *Secretary's message* on page iv includes a reminder that this is a new syllabus incorporating the subjects of Commerce, Agriculture and Technology.



Read the *Secretary's message* on page iv and prepare a simple justification for the inclusion of this syllabus in the total range of syllabuses for use in the upper primary grades.

Hint: The Matane Report was important to the development of this syllabus.

To help you to appreciate further the implications of this message you need to examine the contents of the Culture and Community syllabuses in depth.



The *Introduction* is found on page 1 of the *Social Science, Upper Primary Syllabus*, and *Community Living, Lower Primary Syllabus*.



Read page 1 of the two syllabuses and list any ideas, concepts or information that are new or unfamiliar to you.

You may or may not have identified the concepts of learning outcomes and indicators as new or unfamiliar concepts. These concepts are particularly important in the reform context and show a major shift in the development of curriculum in Papua New Guinea.

The second paragraph of the introduction brings to you the characteristics, purposes and functions of the learning outcomes.

Firstly, the learning outcomes are student-centred, not teacher or activity-centred. Students are the direct beneficiaries of school-based learning. This applies to all levels of schooling – elementary, lower primary, upper primary and secondary.

Secondly, the learning outcomes are written in terms that enable them to be demonstrated, assessed or measured. Each learning outcome begins with an action word (verb) such as describe, list, explain, evaluate, etc. Such words make clear to students and teachers what is to be achieved. Students demonstrate the achievement of the outcomes; teachers facilitate learning that enables students to do so.

Thirdly, the outcomes are written to show a progression from one grade to the next. You notice two kinds of changes as you begin to compare the outcomes for grades 3 to 8. These will be explored further in this module.

The third paragraph explains the concept of indicators. Indicators are some examples of the kinds of things students are able to do, know and understand when they are achieving an outcome. In other words, indicators help you to understand the range of ways a student can demonstrate the achievement of an outcome, and therefore ways and contexts in which you can facilitate and assess learning and report progress. You, in the course of time, will be able to identify other ways and contexts for students to demonstrate their learning and report achievement and progress in relation to learning outcomes.

The fourth paragraph elaborates on ways learning outcomes and indicators together can assist you in your work situation.



Think about what you have just read and answer these questions.

- What do you understand to be the differences between this outcomes-based approach and what you currently use?

Hint: How do your current syllabus documents give you direction as to what students should learn?



With reference to the statements in *Introduction, (Arts, Upper Primary Syllabus)* explain what you understand by the following phrases.

1. The course is balanced
2. The course is sequenced
3. The course is cumulative
4. The course is written for generalist teachers

Hint: If you are not sure, re-read the Introduction.



Read pages 1-2 of the *Community Living, Lower Primary Syllabus*.

- What assumptions are made about language and mode of instruction?



Examine the key links table on page 2 of the *Community Living, Lower Primary Syllabus* and the key links table on page 1 of the *Arts, Lower Primary Syllabus*.

- The tables contain some errors. Use the template below and fill in the gaps to produce one correct table.
- Add a row for time allocations for each lower and upper primary subject.

		Lower Primary	Upper Primary
Learning area	Culture & Community		Culture & Community
Subject	Culture & Community	Community Living	Social Science Making a Living
Strands	Me and My Community	Community Trading Culture	
Time allocation			

Hint: Look at the table headings and the subjects listed for Culture and Community.

- What lower primary Arts strand is not included in upper primary Arts?
- What do you find in its place in upper primary Arts?



Pages 2 and 3 of the Community Living, Social Science and Making a Living syllabuses contain the *Rationale*. A rationale provides the underlying reasons for the inclusion of subjects in the primary curriculum. Read this section carefully.



Imagine you are writing a short article about these three Culture and Community syllabuses for the school newsletter. The newsletter is for students and their parents.

- Draw from ideas in the *Rationale* on pages 2 and 3 of the three syllabuses and prepare the short article.

Hint: Describe how each subject will help students contribute to their community and participate in their cultures. The article would be different if the audience was, instead, other teaching colleagues. So be careful in selecting what's important for the audience to know and how best to present the information for a school newsletter.



The next section in each syllabus refers to the *Curriculum Principles*. Read pages 4-9 of the *Community Living, Lower Primary Syllabus* with a colleague. You will notice that the curriculum principles are set out under a number of headings.



Think about and reflect upon the following curriculum principles in all the Culture and Community syllabuses.

- Record the key ideas or emphases in the following table.

Bilingual education	
Sustainability	
Relevance	
Multi-grade teaching	
Integration	
Catering for diversity	
Bridging to English	
Student-centred learning	



Ask another colleague who has not had the opportunity of looking at these syllabuses to define the following terms or expressions. Make a note of their responses.

- Sustainability
- Integration
- Multi-grade teaching
- Bridging to English
- Catering for diversity

- Use any differences in the explanations as points of discussion and clarification.

The next section in each syllabus refers to *Teaching and Learning*.



Read page 5 of the *Making a Living, Upper Primary Syllabus* and write down some ideas that come to mind that are particularly relevant to education of girls and those students with special education needs.

Write two ideas for each of these groups.

Girls:

1.

2.

Students with special education needs:

1.

2.

The next section of the syllabuses is the *Aims* page. The format is the same in each syllabus. This consistency of format should make the task of understanding and implementing the syllabuses easy.



On page 8 *Arts, Upper Primary Syllabus* and page 11 *Arts, Lower Primary Syllabus* are the *aims* of the syllabuses. Note that each statement begins with an action word (verb) after the words ‘students’.



Make a list of the actions words from the *aims* of these two syllabuses.

- Reflect on the similarities and differences in the *aims* of the two syllabuses and make a comparative statement about the nature of the *aims* of the two syllabuses.

Hint: In responding here, state whether the aims are similar or different and ways they are similar or different.



Page 8 of the *Arts, Lower Primary Syllabus* contains the list of *aims* and pages 9-10 give the *Content overview*.

Clearly there is a link between the aims and the content. The content and the learning outcomes support the achievement of the syllabus *aims*. The achievement of the syllabus *aims* support the achievement of the *Aims of Primary Curriculum* on page 14 of the *National Curriculum Statement* (2002).

The aims of primary curriculum are intended to be achieved through all subjects, grades 3-8.



The aims of primary curriculum (page 14 of the *National Curriculum Statement, 2002*) and the *aims* of Community Living are copied below. Read them carefully.

- Draw one or more arrows or lines to show connections between them. There may be more than one link between some of the aims.

While you are doing this activity be aware that the aims of primary curriculum identify the overall intentions and directions of the curriculum for the primary years and are intended to be achieved through all subjects, grades 3-8.

Aims of primary curriculum are to:	Aims of Community Living Students:....
help students develop basic knowledge, skills and attitudes that they need for effective communication, resource development, social development, and spiritual development	become active and informed citizens who contribute in a positive way to their community
provide students with knowledge, skills and attitudes that will enable them to continue to learn after Grade 8	develop positive attitudes of pride, respect, acceptance, responsibility, honesty, caring, sharing and stewardship
encourage students to regard learning as a lifelong education process	develop skills that promote good relationships in their lives
maintain communication in vernaculars for students	develop skills of problem-solving, critical thinking, initiative and curiosity
assist students transfer their study skills and knowledge learned in vernaculars to English	develop an appreciation of their own and other cultures
help students to communicate effectively in both written and oral English in all subjects, and to participate in a wider national and international community in English	develop an understanding of the importance of cultural and environmental sustainability
help students express greater appreciation of their own cultures and languages by acquiring a set of basic life skills and practical applications that they can use in their daily lives no matter where they live	develop an understanding of the importance of technology in improving community life
encourage students to develop confidence and self-esteem so that they will improve their standard of living and their families	develop the skills of gathering and analyzing information and acting on the new information
assist students to develop and demonstrate the ability to participate better in community affairs	develop an understanding of the importance of goods and services in their everyday living

enable students to be responsible citizens who are able to gain the necessary qualities and skills, in order to live happily and productively in the communities in which they choose to live and serve	
help students to acquire greater skills and content in all subjects	
enable students to understand and explain basic concepts about the world in which they live	
ensure students become mathematically and scientifically literate in both the physical and social sciences in ways that are relevant to daily life	
encourage teachers to use local resources that deal with important local and national issues	
encourage teachers to be creative and improvise with materials that are around them	

Hint: There are no right or wrong answers here. This exercise is to help you see how the aims of a subject link up with the aims of primary curriculum identified in the National Curriculum Statement (2002).



Reflect on the structure of the primary Culture and Community syllabuses and the kind of advice contained in them.

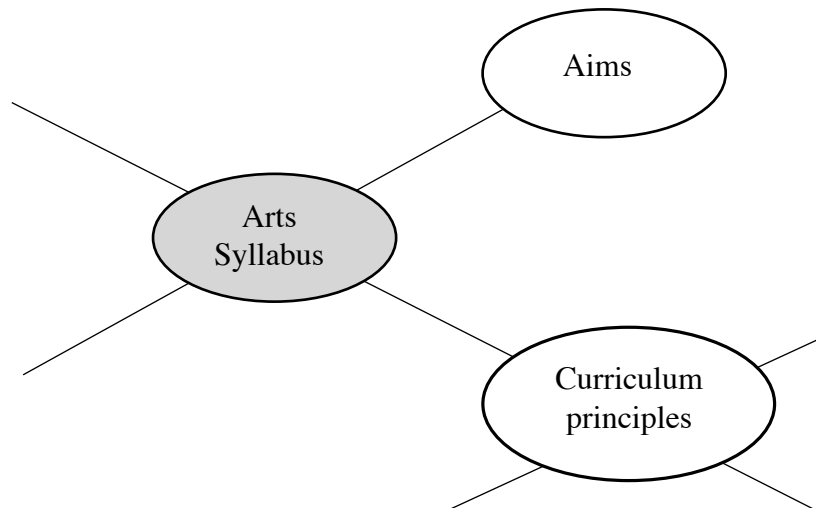
- Does the new structure, information and advice appeal to you?

- What are the implications of the advice for your practice?

- List five things you can do by yourself or with a colleague to understand the syllabuses better.



Summarise your general learning about the primary syllabuses by focussing on *one syllabus* using the following structure or one of your own.



The syllabuses also contain sections on Content Overview, Learning Outcomes, Outcomes and Indicators, and Assessment and Reporting. These sections will be covered in detail in the remaining modules of this unit.

Section 2: Introducing the Culture and Community primary teacher guides

To complete this section you will need a copy of the teacher guides listed below. The best way to approach the activities in this section is to have several teachers guides open in front of you at the same section so you can quickly scan for similarities and differences.

Arts Teacher Guide, Lower Primary, 2004

Arts Teacher Guide, Upper Primary, 2003

Social Science Teacher Guide, Upper Primary, 2003

Community Living Teacher Guide, Lower Primary, 2004

Making a Living Teacher Guide, Upper Primary, 2003



Open all the guides and browse through them, noting similarities and differences.

All the guides contain the secretary's message and an introduction.

- Read the last two paragraphs of the *Secretary's message* in the *Community Living Teacher Guide*.



Summarise the recommendations in these two paragraphs into 4-6 dot points. One example is provided.

Teachers should:

- read the guide carefully
-
-
-
-



Read the *Introduction* in the *Community Living Teacher Guide* pages 1-3 and *Social Science Teachers Guide* pages 1-2. The first part of the *Introduction* explains the purpose of the guides. What information would you highlight if you had to explain the purpose of the guides to a colleague who hasn't seen them before?



There are seven or eight dot points listed under the heading ‘Using this teacher guide’. Rewrite these as a step-by-step guide on a chart to put up in your staffroom or office.

- List the other topics that are covered in the *Introduction* and write a brief note about each one. An example is provided here.

Topic	Notes
Bilingual education	using two languages for instruction

- Read the section ‘Links to other subjects’ on page 3 of the *Arts Teacher Guide, Upper Primary* carefully.
- Explain to a colleague how the Arts can contribute to learning in other subjects and how the content of other subjects can be used for Arts topics. Tell your colleague about at least two occasions from your past practice when you integrated Arts learning with other subjects. Write down some points you intend to share with the colleague.



Most of the primary teacher guides contain a section that outlines the *focus* for each grade. Find this section in all Culture and Community teacher guides.



Now complete the following table by filling in the focus area for each grade. An example has been done for you.

Grade	Arts (lower)	Arts (upper)	MAL (upper)	CL (lower)	Soc Sc (upper)
3				Neighbouring communities	
4					
5					
6		Traditional art, dance etc			
7					
8					

- Study your table and highlight any focus areas that overlap in the subjects. These overlaps will help you with integrated planning.

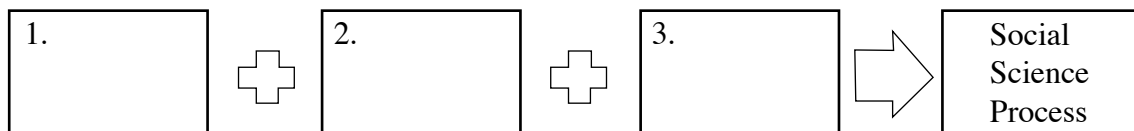


Read the following pages that describe the processes, skills or techniques associated with each subject: MAL page 5, Community Living page 4 and pages 10-11, UP Arts pages 4-5, LP Arts page 5, and Social Science pages 4-5. These pages are part of the 'key features' section of the teacher guides.



Focus firstly on page 4 of the Social Science Teacher Guide where you will find a reference to the 'Social Science Process'.

- Think about what this process is and show it in the following form.



- Now read the other page references and make a list of the processes, skills or techniques for each subject.
 - Highlight any processes and skills that are common across the subjects.

These common processes and skills are useful for linking the subjects for integrated units of work. One of the common processes or skills you should have identified is *investigating*.



Provide an example of an integrated student activity based on the skill of *investigating*.

- What could upper primary students *investigate* that would link two or three subjects?

- What would lower primary students investigate that would link two or more subjects?

You have now completed Module 1.



Assess your learning by reflecting on the following:

Do you understand:

- the structure of the syllabuses and teacher guides?
- why curriculum principles are identified in each syllabus?
- how to use the teacher guides?
- the links between the teacher guides and the syllabuses?
- which sections of the syllabuses and teacher guide are most useful for integrated planning?

Module Summary

Congratulations! You have come to the end of this module! In doing so you have worked your way through the five Culture and Community syllabuses and teacher guides and done the many tasks and activities designed to make it easy for you to learn and apply your learning.

You should have by now developed certain knowledge, understandings, insights and skills as they relate to reform curriculum in the context of your work. All this should help you to perform well in your work situation.

At this point let us review your progress by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the module are copied here. For each of the outcomes how do you assess yourself - Yes, No or Not sure?

Can you:	Yes/No/ Not sure
1. describe the structure and contents of the introductory parts of the lower and upper primary Culture and Community syllabuses?	
2. describe the structure and contents of the introductory parts of the lower and upper primary Culture and Community teacher guides?	
3. explain why these subjects are included in the primary curriculum?	
4. describe the curriculum principles underlying the Culture and Community syllabuses?	
5. identify the focus areas in each syllabus and their links with each other?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence that will support the achievement of each of the outcomes. If you have said 'No' or 'Not sure' to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember these *module outcomes* help you achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

If you are seeking accreditation, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes

Additional space for your notes