

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 2:
Learning Area: Culture
and Community

Module 2: Content Overview,
learning outcomes, indicators
and elaborations

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Name: File N°:.....

Date commenced: Date completed:.....

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

.....(insert name)

Assessor: Date:

Module 2: Content overview, learning outcomes, indicators and elaborations

Module Introduction

Welcome to *Module 2: Content overview, learning outcomes, indicators and elaborations*.

This module focuses on the five Culture and Community 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

Primary Learning Outcomes for Grades 3, 4 and 5, 2004

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

Primary Learning Outcomes for Grades 6, 7 and 8, 2003

We look at each of the documents in detail to understand the way the subject content is organised in strands with learning outcomes. We examine how the learning outcomes are expanded by looking at indicators in the syllabuses and elaborations in the teacher guides.

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 way content is organised into strands and sub-strands in each syllabus
2. explain the numbering system used to list outcomes
3. describe the relationship between strands, sub-strands, learning outcomes, indicators and elaborations
4. identify ways progress from grade 3 to grade 8 is indicated in these sections of the syllabuses and teacher guides
5. demonstrate how the syllabuses and teacher guides can be used together for planning and programming
6. discuss the functions of indicators and elaborations
7. identify ways the lower and upper primary outcomes charts can be put to good use in your work.

Section 1: Content overview

To complete this section you will need copies of all the Culture and Community syllabuses.

The best way to approach the activities in this section is to have all the documents open in front of you at the same section so you can quickly scan for similarities and differences.

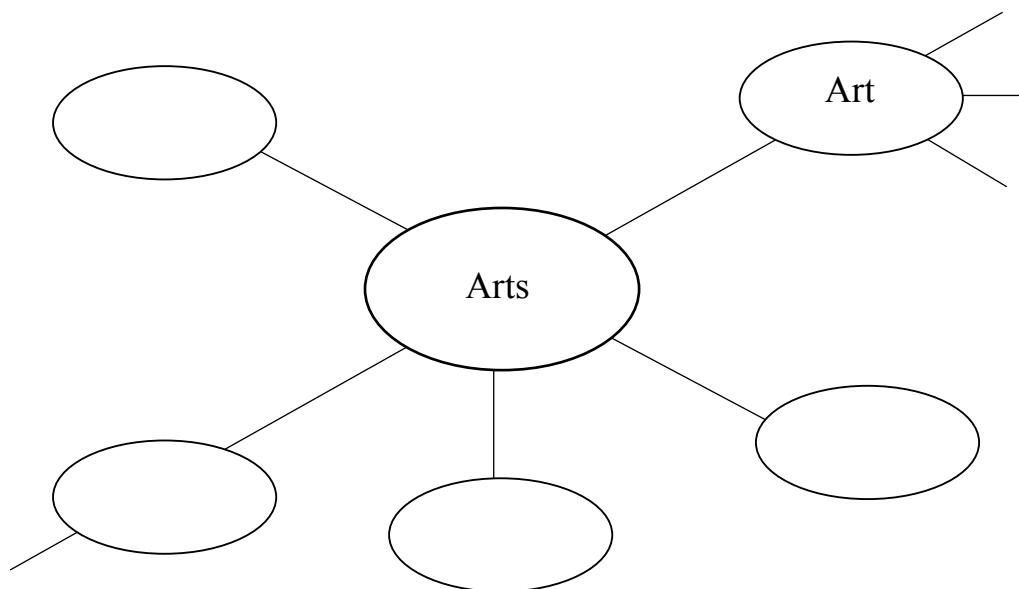


The Content Overview, *Arts, Lower Primary Syllabus* appears on pages 12-15. Read pages 12-15. The content is organized into strands and sub-strands. The strands are Art, Craft, Drama, Dance and Music. Each strand is further divided into sub-strands.

- Read page 12-15.



Draw a mind map of the structure of strands and sub-strands.



- Make a statement about the sub-strands for each strand.
- How many of the strands have to be taught to achieve the aims of this subject?
- Complete the following table by selecting an example for each sub-strand (pages 12-14). One example from three sub-strands has been done for you.

Strands	Sub-strands		
	Skills	Creativity	Responding
Art	Applying paint, pencil and charcoal etc.		
Craft		Exploring patterns, forms, textures	
Dance			
Drama			
Music			Describing and giving opinions about music

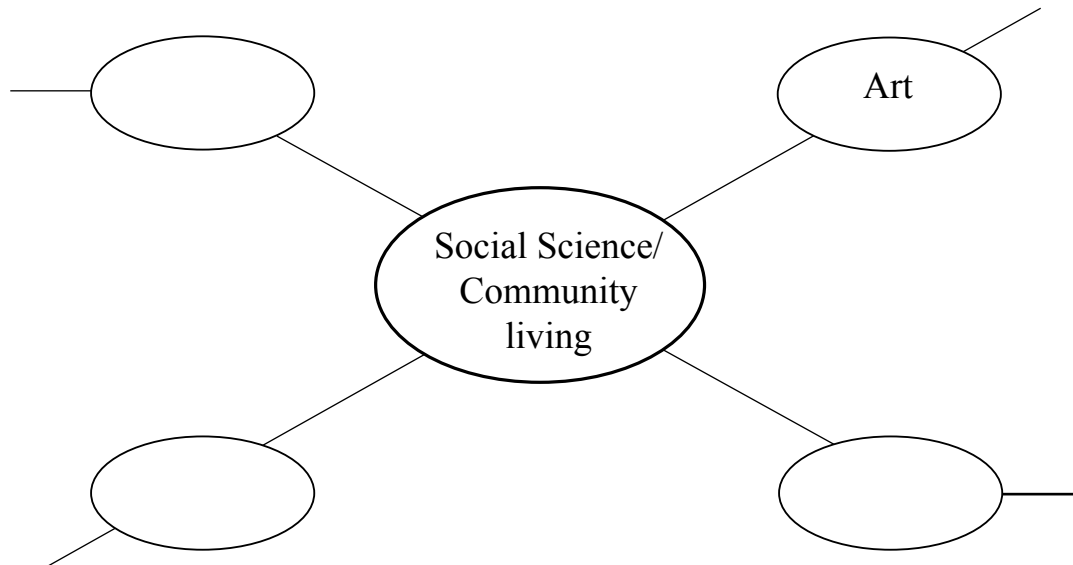


Think about the strand of Music.

- Describe how each syllabus *aim* (page 11) can be met through the Music strand by writing a response in the following table.

Aims	Music Strand
Students express ideas through Arts works.	
Students exhibit a wide range of skills in the Arts.	
Students understand that the Arts are an important part of culture and society.	
Students appreciate the Arts of Papua New Guinea and other cultures.	
Students demonstrate a foundation for future training, employment and study in the Arts.	

- Now read the content overview on pages 7 and 8 of the *Upper Primary Social Science, Syllabus*. Draw a mind map that shows diagrammatically the links between the strands and sub-strands in Social Science and Community Living.



Hint: The tables on page 8 of the Social Science syllabus and page 12 of the Community Living syllabus should be of assistance. How many sub-strands are there for each strand?



Share this with a colleague explaining how the content is organized.

- Add an explanation of how the focus of the syllabus develops from grades 3 through to 8. Take notes on important points raised by the colleague.

Section 2: Learning outcomes and indicators

To complete this section you will need copies of all the Culture and Community syllabuses. The best way to approach the activities in this section is to have all the documents open in front of you at the same section so you can quickly scan for similarities and differences.

Part 2.1: Learning outcomes



Turn to page 16 of the *Arts, Lower Primary Syllabus* which lists the *Learning Outcomes* by strands and grades. You'll notice that there are three outcomes for each strand for each grade. Notice that they are grouped in the strands of Art, Craft, Drama, Dance, Music. To help you understand the learning outcomes, imagine they have the words

- 'Students can....' or
- 'students are able to' or
- 'students'

in front of the statements. For example, read outcome 3.1.1 as 'Students can (or are able to) use traditional arts skills from the community' or as 'Students use traditional arts skills from the community'.

Look at the three outcomes for grade 3 for the strand Art, which are copied below:

- 3.1.1 Use traditional arts skills from the community
- 3.1.2 Create art using traditional skills
- 3.1.3 Identify and describe traditional art.

You will notice that a code of three digits (numbers) precede (that is, go before) each outcome. The code before the first outcome is 3.1.1. What does this mean? To answer this question, go to the small print at the top of page 16.



Read the small print at the top of page 16.

The small print explains the code (numbering system) being used in this syllabus. You will see the same convention in the other four syllabuses.

- Write down what is meant by the codes:

3.1.1

4.2.3

5.4.3



Pages 17-31 give further information for the teacher.

Page 17 is about the strand: Art. The sub-strand here is Skill in Art (see top of first column). Looking across the top of columns 2, 3 and 4, you will notice that for each grade there is an outcome for this sub-strand – 3.1.1, 4.1.1 and 5.1.1.

Further down the page, indicators are provided for each of the outcomes. *Indicators are some examples of the kind of things students do, know and understand if they are achieving an outcome.* They show ways the achievement of an outcome can be demonstrated and help you determine whether your students have achieved an outcome.

Pay attention to the details you see on pages 17-31. Part of page 17 is shown below.

Learning outcomes and indicators

Strand : Art

Sub-strand	Grade 3	Grade 4	Grade 5
Skills in Art	3.1.1 Use traditional art skills in the community	4.1.1 Demonstrate art skills from different communities	5.1.1 Produce art from different regions
<p>All indicators are listed as bullet points after each outcome. The list of indicators always begin with the following statement: 'Students will be achieving the above outcomes in vernacular and/ or English, when they, for example.</p>	<p>Indicators</p> <p>Students will be achieving the above learning outcomes in vernacular and/or English, when they, for example:</p>		
	<p>Draw, sketch, print or paint symbols, patterns or totems from their own clan</p>	<p>Draw, sketch, paint, print or scratch surfaces using a variety of styles</p>	<p>Print patterns in a variety of styles</p>

For Outcome 3.1.1, six indicators are provided to get you started. In time, you'll be able to add to these. For Outcome 4.1.1, seven indicators are provided and for Outcome 5.1.1, seven indicators are provided. Some indicators deal with only aspects of an outcome. So the demonstration of one or two of these indicators is not enough to indicate the achievement of an outcome. It is the demonstration of a range of them over a period of time that gives the teacher a sense of a student's achievement.

Indicators are examples only. There will be other ways to find out and judge whether a student has achieved the outcome.

The outcomes and indicators together provide direction for learning and standards for assessment in units of work and in individual lessons.

The *Arts, Upper Primary Syllabus* makes it clear that ‘the outcomes are written to show a progression from one grade to the next’. (page 1)

At this point let us explore the idea of progression.

Take outcomes 6.2.3, 7.2.3 and 8.2.3. (page 11 and page 17). These are copied below:

- 6.2.3 Describe traditional dance and drama
- 7.2.3 Compare dance and drama works
- 8.2.3 Evaluate professionally planned performances.

When we are looking for words that indicate progress, firstly, we look at the action words. Here they are *describe*, *compare* and *evaluate*. *Evaluate* is seen as a higher order process than *compare* and *compare* as a higher order process than *describe*, according to Bloom’s taxonomy or six thinking levels (for information about Bloom’s Taxonomy, refer to *Primary Inservice Unit 6: Learning and teaching for outcomes*).

However, these words by themselves are not enough to understand and identify progress.

Secondly, we look at the concepts of each outcome. The concept is the same – dance and drama.

Thirdly, we look at the context:

- What are students expected to be able to describe? *Traditional* dance and drama.
- What are students expected to compare? Dance and drama *works*
- What are they expected to evaluate? *Professionally planned performances*

Here you can see that evaluating professionally planned performances will be more complex than describing traditional dance and drama or comparing dance and drama works. Evaluating is a higher order skill than describing and comparing.

This way you can understand intended progress, facilitate student learning and identify it when students demonstrate aspects of it. This is particularly important if you teach in a multi-grade school.

Indicators also help you to understand progress.

Look at the action words, the concepts, the contexts and the indicators to understand and reflect on progress.



Look at outcomes 6.4.1, 6.4.2 and 6.4.3 on page 21. All of them begin with the action word 'plan'. So identify the words that indicate progress.

- Look at outcomes 6.3.2, 7.3.2 and 8.3.2 on page 19. What are the indicators of progress here?



Pages 11-13 of the *Making a Living, Upper Primary Syllabus* present the *Learning Outcomes* in a format with which you are now familiar.

In addition to the content strands and sub-strands, there are five processes and skills used within this syllabus. Go back and study the diagram on page 9 which illustrates the relationship between the strands and the practical skills and processes of Making a Living.

- Read carefully pages 9-10 where these processes are described. You will need to understand these to do the next activity.



Read and think about Learning Outcome 7.2.2 on page 18 of the *Making a Living, Upper Primary Syllabus*.

- Plan some activities for the students to do in relation to this outcome that include, as appropriate, the processes and skills mentioned previously. For the purposes of this exercise limit the scope of the learning outcome to what can be done in the school.
 1. An investigating activity
 2. A planning and designing activity

3. A producing activity
 4. An evaluating activity
 5. A marketing activity
- Alternatively, plan one activity based on Outcome 7.2.2 that requires students to investigate, plan and design, make or produce, and market and evaluate.

Hint: You may not be able to apply all of the processes and practical skills across the outcome. So decide which of the processes and skills are appropriate in this case and plan an activity for each or one activity to include all.



Present this to another teacher in your school as a way of explaining to them how this syllabus is to be considered.

- Write down some comments about how this went.

Your comments:

On pages 14-23 are the outcomes, once again presented in the three stands, but subdivided into the sub-stands with suggested indicators.



Using pages 14-23 as a model, prepare a presentation to your staff on this syllabus.

- Use the content of these pages of the *Making a Living, Upper Primary Syllabus* to illustrate the format.
- Alternatively, use the chart: *Upper Primary Learning Outcomes for grades 6, 7 and 8*, to prepare the presentation.
- Show the plan for your presentation here.



Some learning outcomes are simple and direct, but often they are quite complex, some with two or more verbs and contexts.

Take, for example, 7.1.3 (Making a Living). The components of this are:

Action word(s) or verbs	Concept	Context
explain	crop management and animal husbandry practices	
and demonstrate	crop management and animal husbandry practices	through a practical project

A learning outcome may include a number of such components that must all be considered in planning, programming, teaching and learning, and assessing before a student can be said to have achieved the outcome.



Read and analyse the following learning outcomes (from *Making a Living*) carefully to determine the complexity of the outcome.

This will help you plan your teaching activities and assessment methods. Draw up a table as above or another structure for your analyses.

- Learning outcome 6.1.3

- Learning outcome 7.3.2

- Learning outcome 8.2.1



On page 14 of the Community Living syllabus, the learning outcomes relevant to this syllabus are listed. Notice, consistent with all other primary syllabuses, the learning outcomes are grouped into strands, and the numbering system indicates how the learning outcomes are developed across the grades 3 to 5. It is important for teachers of grade 3 to know where a particular outcome is going and for grade 5 teachers to know what has been the developments leading up to where their students are now.



Write some activities that show this development across the grades.

An example is given for outcomes 3.1.4, 4.1.4 and 5.1.4

3.1.4	4.1.4	5.1.4
Students: identify and describe local landmarks	Students: identify significant features of the natural environment that have an impact on people	Students: describe the geographical features of the province
Look at the area close to the school. Describe what you see Look at hills/mountains that can be seen from the school. Name them.	Discuss what happens when a river floods Describe what happens when there is no water for a long time	Draw a provincial map that includes main rivers, lakes, mountain ranges

- Do this for outcomes 3.1.3, 4.1.3 and 5.1.3 and also for outcomes 3.2.1, 4.2.1 and 5.2.1.

3.1.3	4.1.3	5.1.3
Students: identify rules and how they affect the community	Students: evaluate community services and the roles and responsibilities related to them.	Students: describe democratic and traditional decision-making processes

3.2.1	4.2.1	5.2.1
Students: identify goods and services that satisfy needs and wants	Students: describe ways goods and services are exchanged in the community	Students: analyse the distribution of goods and services

Part 2.2: Indicators



Indicators have been prepared to assist teachers understand the learning outcomes and to identify some contexts in which the achievement of the outcomes may be demonstrated by students.

Remember, indicators provided in the syllabus:

- are examples only
- are not the only way to demonstrate achievement
- illustrate the depth and breadth (ie. the standard) of an outcome
- are for the purpose of making judgements about student achievement of outcomes.

Read page 12 of the *Social Science, Upper Primary Syllabus*. Make a note of what it says about 'indicators' in the left column.

As you read the pages 12-24 of the Social Science Syllabus, you will see several indicators for each outcome. By understanding the standards and contexts of the indicators provided, you are able to add to them. A review of the verbs that introduce the indicators illustrates the range of possible things students can do to demonstrate the achievement of a learning outcome.



Turn to the 'People and Environment' sub-strand, on page 16.

Make a list of the different verbs used to introduce the indicators in this section of the syllabus.

1	2	3
4	5	6
7	8	9

- Comment on why it is important to have a variety and range of indicators.

Part 2.3: Summary



Meet with a colleague who is unfamiliar with outcomes-based education, and with reference to the 'learning outcomes' section of each syllabus, explain the concept and how the outcomes are organized.

In your explanation, you will need to mention the following:

- what an outcome is
- what an indicator is
- how outcomes are organised into strands and sub-strands
- how the development progression of outcomes can be viewed across the grades
- the numbering code for outcomes
- purpose of outcomes and indicators

Section 3: Elaborations of learning outcomes (teacher guides)

To complete this section you will need copies of all the Culture and Community syllabuses and teacher guides. The best way to approach the activities in this section is to have all the documents open in front of you at the same section so you can quickly scan for similarities and differences.



Let us recapitulate what we know about outcomes and indicators.

Learning outcomes for each subject describe specifically what students know and are able to do in each strand and grade. The outcomes are broad and can be achieved in many different contexts depending on available resources, expertise and student needs.

The learning outcomes and indicators will:

- give you the flexibility to write units of work and teaching programs to suit local conditions, available resources and individual student needs
- help you select appropriate assessment tasks and assessment criteria
- help you plan and revise your teaching program.

Each learning outcome is numbered with three digits, such as 6.1.2. The first number refers to the Grade level, the second number to the strand and the third number to the sub-strand.

Indicators are instances or examples of how the achievement of an outcome can be demonstrated. Indicators help set demonstratable contexts and standards for outcomes. They help develop an understanding of an outcome.

Now let us look at *elaborations of learning outcomes*. ‘Elaborations of learning outcomes’ is a major section of each of the teacher guides. ***Elaborations describe possible content (knowledge, skills and attitudes) and contexts (school environment, resources) that teachers will use to develop learning experiences and assessment.*** These are suggestions only and are not an exhaustive list. They are there to assist you to choose suitable topics or types of projects you might undertake with your students.

The elaborations describe for each learning outcome:

- recommended knowledge
- recommended processes and skills
- attitudes
- suggested activities, in some subjects.

Page 36 of the *Making a Living Teachers Guide, Upper Primary* describes how to use the elaborations. Read this page carefully. Now read page 32 of the *Community Living Teacher Guide, Lower Primary* and page 50 of the *Social Science Teachers Guide, Upper Primary*.



Compare the three pages and use the table below to record the three steps you should take to use the elaborations effectively. Write an example for each of the steps from two other teacher guides. An example has been done for you.

Step	<i>Making a Living</i>	<i>Community Living Teacher Guide</i>	<i>Social Science Teacher Guide</i>
1. Choose a process/skill to be developed	Gathering information from different sources		
2.			
3.			



Let us now look at how Mrs Agi uses her *Upper Primary, Making a Living Syllabus*, and *Teachers Guide*, to plan her program.

Scenario

Mrs Agi opens the syllabus at page 13 and reads the learning outcomes for the 'Community Development' strand. She decides to focus on Outcome 6.3.3: 'Participate in projects to meet identified needs and opportunities for improvement in the school.'

She then turns to page 23 of the syllabus where she finds the indicators for this outcome. There are five sample indicators listed. Students will achieve this outcome if they can describe..., observe..., devise..., actively participate..., assess....

Mrs Agi's next step is to consult the *teacher s guide*. She finds the elaborations for Outcome 6.3.3 on pages 34-35. The elaboration supplies her with recommended knowledge, skills and suggested activities to help her plan the teaching program.

Mrs Agi decides that for one week her students will work in small teams to get suggestions from students and staff about ways to improve the school grounds. They will design a questionnaire, collect the responses and write a report describing the five most popular suggestions.

This idea came from reading pages 34-35 and selecting "make or produce", "possible school improvements", "importance of teamwork" and "investigate needs and opportunities" as her planning guides.

Now it is your turn to make use of a syllabus and teacher guide to plan a series of lessons.



Choose either Outcome 8.1.3 from the *Social Science, Upper Primary Syllabus* or Outcome 4.3.3 from the *Arts, Lower Primary Syllabus* and follow Mrs Agi's example.

- Read the outcome and indicator information in the syllabus and then read the matching elaboration in the teacher guide.
- List the appropriate process and recommended knowledge, skills and an activity for a topic or unit of work.

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.

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 way content is organised into strands and sub-strands in each syllabus?	
2. explain the numbering system used to list outcomes and indicators?	
3. describe the relationship between strands, sub-strands, learning outcomes, indicators and elaborations?	
4. identify ways progress from grade 3 to grade 8 is indicated in these sections of the syllabuses and teacher guides?	
5. demonstrate how the syllabuses and teacher guides can be used together for planning and programming?	
6. discuss the functions of indicators and elaborations?	
7. identify ways the lower and upper primary outcomes charts can be put to good use in your work?	

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 academic credit, 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

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