

Inservice Units to Support the Implementation of the  
Primary Reform Curriculum

**Unit2:**  
**Learning Area: Culture**  
**and Community**

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

Contents	Page
Module introduction	2
Module learning outcomes	3
Section 1: Teaching and learning	4
Section 2: Assessing, recording and reporting	8
Module Summary <i>(and additional space for your notes)</i>	16

Name: ..... File N<sup>o</sup>:.....

Date commenced: ..... Date completed:.....

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

.....(insert name)

Assessor: ..... Date: .....

# Module 3: Teaching and learning, assessing and reporting

## Module Introduction

Welcome to *Module 3: Teaching and learning, assessing and reporting*.

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, 2005*

*Arts Teacher Guide, Upper Primary, 2003*

*Social Science Teacher Guide, Upper Primary, 2003*

*Community Living Teacher Guide, Lower Primary, 2005*

*Making a Living Teacher Guide, Upper Primary, 2003*

We look at the way the information in the subject syllabuses is expanded in the teacher guides to provide teachers with examples and strategies to assist with their planning, teaching and assessment needs.

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. explain the characteristics of student-centred learning
2. describe the key features of the bilingual education approach
3. describe the different teaching and learning strategies recommended for the Culture and Community subjects
4. explain the meaning of words used to describe aspects of assessment and reporting
5. describe the assessment and reporting methods recommended for the Culture and Community subjects.

## Section 1: Teaching and learning



Skim read the section on ‘Teaching and learning’ in each syllabus.

In some syllabuses ‘Teaching and learning’ is part of the ‘Curriculum Principles’ section and in other syllabuses it is a separate section. The section can be found on the following pages.

*Arts, Lower Primary Syllabus: pages 7-10*

*Arts, Upper Primary Syllabus: pages 5-7*

*Social Science, Upper Primary Syllabus: pages 4-5*

*Community Living, Lower Primary Syllabus: pages 7-9*

*Making a Living, Upper Primary Syllabus: pages 5-6*



Now read *Making a Living, Upper Primary Syllabus (page 5)*, *Arts, Upper Primary Syllabus (page 5)* and *Social Science, Upper Primary Syllabus (page 4)* more closely.

- What do you notice about the focus of teaching and learning in these three syllabuses?

You should have noticed that there are suggestions for teachers and also for students.

- List some of these suggestions in the table below. An example has been done for you.

Teachers	Students
Map out learning outcomes	Negotiate the curriculum

The teacher guides contain far more information on teaching and learning than the syllabuses. They describe a range of teaching strategies and methods, as well as learning styles and learning situations.

We can summarise the information provided under four headings:

1. student-centred learning
2. teaching and learning strategies
3. learner characteristics
4. bilingual education approaches.

## 1. Student-centred learning

This is a good time to revise your knowledge of the characteristics of student-centred learning.



**Share your thoughts with a colleague and try to identify at least five characteristics of student-centred learning.**

1. ..

2. ..

3. ..

4. ..

5. ..

- Compare what you and your colleague have written with the table on page 9 of the *Arts Teacher Guide, Lower Primary* and the dot points on pages 9 of the *Community Living Teacher Guide, Lower Primary*.

- Add any of the key points you had forgotten.

1. ..

2. ..

3. ..

- Now look at the basic principles of teaching and learning listed on page 59 of the *Making a Living Teachers Guide, Upper Primary*. Are there any additional principles not included in your responses above?

## 2. Teaching and learning strategies

The *Secretary's message* at the front of the teachers guide states, “*Each guide is written for a particular subject but many of the ideas and strategies can be used with different subjects or when using an integrated approach to teaching and learning*”.



**Work with a colleague or a group of teachers in your school and prepare a wall chart that lists and briefly describes as many teaching and learning strategies as possible contained in the five Culture and Community teacher guides.**

The list of strategies on page 60 of the *Making a Living Teachers Guide, Upper Primary* is a good place to start. Within each strategy or method there are different tools or instruments teachers can use. For example, one strategy a teacher may use is cognitive organisers. Within this strategy there are many tools – flow chart, web, mind map, concept map etc.

- Add other strategies from the other teacher guides and write a brief description of each strategy.
- Provide one example from any subject that shows how the strategy works.

Consult these pages to prepare your chart.

*Arts, Lower Primary, Teacher Guide: pages 7-12*

*Arts, Teachers Guide, Upper Primary: pages 7-9*

*Social Science, Teachers Guide, Upper Primary: pages 11-16*

*Community Living, Lower Primary, Teacher Guide: pages 10-12*

*Making a Living, Teachers Guide, Upper Primary: pages 59-66*

Your chart may look like this. Do your plan for the chart on page 17 of this module.

Strategy	Description	Example	Useful for
Cognitive organiser - Flow chart	A way of organising information when a sequence is involved, or to show relationships	Producer → market → consumer	Making a Living, Social Science, Community Living

(For further information on these and other strategies refer to *Primary Inservice Unit 6: Learning and Teaching for Outcomes.*)

### 3. Learner characteristics

The *Community Living, Lower Primary Syllabus* (page 17) and *Social Science, Upper Primary Syllabus* (page 11) list the characteristics of learners at different stages.



**Describe to a colleague the main differences between a lower primary and upper primary learner.**

- How do you think these differences might influence your planning?
- Do you and your colleague share the same view? Why or why not?

## 4. Bilingual education approaches

The lower primary teacher guides contain an additional section not found in the upper primary guides. Page 7 of the *Arts Lower Primary, Teacher Guide* states, “Lower primary teaching and learning is integrated and uses bilingual education approaches – teaching and learning using two languages.”



**Prepare a short presentation for lower primary teachers in your school in which you highlight the key features of the bilingual education approach.**

*Hint: Your presentation should include information about bridging to English-whole language, big books, integrated planning, genres and programming separately for vernacular and English.*

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- Now go back to your Culture and Community syllabuses and other documents and find out what the requirements are for vernacular usage in the upper primary.
- List the requirements here.

## Section 2: Assessment, recording and reporting

### Part 2.1: Assessing



As a starting point reflect on the following questions.

- How do you assess in the lower or upper primary Culture and Community subjects?
- Why do you assess?
- How often do you assess?
- What is your basis for making judgements about students' achievement?

*Hint: List the main strategies you use for each subject. Write down your current practices and thinking. It is important that you compare ways you do it now with the advice provided in the syllabus.*



Before you study this section in more detail it is important that you are clear about the meanings of terms.

- Study the following definitions and write an example from your own practice to illustrate each one. Some examples have been done for you.

Term	Definition	Example/s
Assessment method	approach, method – how the teacher will assess Example: Written response	
Assessment task	assignment, activity – the activity the students actually do/complete to be measured or assessed	

Assessment criteria	standard, condition – the standards or conditions set to demonstrate what has been achieved	
Recording	Collecting and keeping details of student achievement	
Reporting		
Evaluation		



The two examples below show the difference between assessment tasks, criteria and methods.

#### Example 1

The **assessment task** is ‘**students sing a village song**’.

The **criteria** used to judge or measure their achievement is they ‘**sing in time, in tune and sing the correct words**’.

The **method** used by the teacher to assess their achievement is to ‘**listen to each child and record their achievement with a checklist.**’

#### Example 2

The **assessment task** is ‘**Write a short story about an animal.**’

The **criteria** used to judge or measure their achievement is they ‘**write on the topic using correct spelling and punctuation**’.

The **method** used by the teacher to assess their achievement is to ‘**collect, read and comment on the stories.**’



Skim the section on ‘Assessment and Reporting’ in each syllabus. The section can be found on the following pages.

*Arts, Lower Primary Syllabus: pages 32-35*

*Arts, Upper Primary Syllabus: pages 24-25*

*Social Science, Upper Primary Syllabus: pages 25-27*

*Community Living, Lower Primary Syllabus: pages 21-23*

*Making a Living, Upper Primary Syllabus: pages 24-25*

In each document assessment is defined as the ‘*the ongoing process of identifying, gathering and interpreting information about students’ progress towards achievement of the learning outcomes described in the subject syllabuses*’.

A number of assessment methods are suggested on these pages. These include observation of processes, products, skills and performances, written responses, projects, practical work, tests, portfolios, self and peer assessment.



**Compare this list with the list you made earlier in response to the question: ‘How do you assess?’ on page 8.**

If your list includes all of the above methods, you are doing well.

- Meet with two or three of your colleagues and find out how they assess and how often they assess.

A table is provided below for you to record the results. First record which of the methods you have been using over the past three months and how often. Use words such as ‘never’ (N), ‘often’ (O), ‘sometimes’ (S), ‘rarely’ (R), daily (D) to record the frequency. Find out how often your colleagues assess in the following ways. C1 is Colleague 1, C2 is Colleague 2 and C3 Colleague 3. You may wish to add to the list methods that you and your colleagues use, but are not suggested in the syllabus.

Assessment methods	Frequency (how often?) never’ (N), ‘often’ (O), ‘sometimes’ (S), ‘rarely’ (R), daily (D)			
	Self	C1	C2	C3
Observation of processes and products				
Observation of skills and performance				
Listening to students explain				
Projects				
Practical work				
Tests and examinations				
Portfolios				
Self assessment				
Peer assessment				
Other (add)				
Other (add)				



**What conclusions can you draw from the data you have collected?** Which of the methods is the most popular? Which is the least popular? Why do you think this is the case?

- Check your understanding of the important points made about *assessment and reporting* in the *Arts, Lower Primary Syllabus* by identifying whether the following statements are true or false. Explain your answer. If a statement is false, correct it.

Statements	True/False? Why?
The purpose of assessment is to improve learning.	
Continuous assessment through the year is essential for Arts activities.	
Assessment should be based on learning outcomes.	
Arts assessment is criterion-based.	
Student reports should be based on external examinations only.	
Students should not be allowed to assess their own learning and the learning of their peers.	

The Culture and Community teacher guides contain important information about ‘assessment and reporting’. This information can be found on

*Arts Lower Primary, Teacher Guide: pages 13-19*

*Arts Upper Primary, Teacher, Guide: pages 10-12*

*Social Science Upper Primary, Teacher Guide: pages 17-21*

*Community Living Lower Primary, Teacher Guide: pages 13-19*

*Making a Living Upper Primary, Teachers Guide: pages 71-75*



**Pages 13-19 of the *Community Living Lower Primary, Teacher Guide*, are about ‘assessment and reporting’.** A reminder is given about the role and function of this important phase of the teaching and learning cycle. It suggests that there is scope for written, oral and practical demonstrations.

In developing assessment tasks you should ask yourself:

- How will I know a student can do this?
- How can I find out whether a student can do this?
- What is the best way to find out what I want to know?
- Are these ways fair to all students?
- Read pages 13-19 carefully.



**Develop two or three assessment tasks for outcomes 3.1.3 and 5.2.1.** Remember to take into consideration the requirements for vernacular literacy (page 18) when designing your assessment tasks.

3.1.3: Identify rules and how they affect life in the community

5.2.1: Analyse the distribution of goods and services

*Hint: Make sure you have included written, oral and practical components in your tasks to cater for the learning needs of all students.*



**Pages 17-21 of the *Social Science Upper Primary, Teachers Guide*, contain advice on ‘Assessment and Reporting’.** Focus particularly on pages 20-21 and make notes on the role that projects play in the assessment strategies for Social Science.

To undertake a project, students must plan and adopt a design. They must be certain that their plan is workable and that it will help investigate, present and demonstrate the knowledge and skills for which it is designed. They must be aware of the target audience, the time available and the criteria for assessment.

Teachers will need to give guidance to students on their expectations, particularly in terms of the outcomes to be assessed and the criteria for assessment. Some guidance on limits to time and design may be required. They must ensure that students have the necessary prerequisite skills. For example, if data is to be collected, then perhaps some graphical skills will be necessary.



**Refer to learning outcome 8.4.1 and the elaborations on page 67 of the *Social Science Teachers Guide, Upper Primary*.**

- Plan a project brief for grade 8 students that will enable them to (at least) demonstrate this outcome. You may wish to include other outcomes too, and they may come from any of the other relevant syllabuses.

*Hint: This outcome incorporates the Social Science Process. Refer back, if need be, to pages 4-5 of the Social Science Teachers Guide, Upper Primary where the process is explained. On pages 6 and 9 there is also information on Integrating Projects.*



**Read pages 22-24 of the *Arts Lower Primary, Teacher Guide* carefully and study the chart provided.**

- Show the chart to a colleague and explain to them how the chart can be used to demonstrate student achievement.

## Part 2.2: Reporting



**A number of recording/reporting methods are suggested in each syllabus.** However, ways of reporting student achievement to the community is left to the school to negotiate with the community.



**Collect examples of school reports from your own school and other schools close by, if possible.**

- Compare the reports. How does your school report to parents and the community? Do other schools report the same way?

- Read page 35 of *Arts, Lower Primary, Syllabus*. Add the definition of reporting to your table on page 9 of this module.



According to the *National Assessment and Reporting Policy*, what should written reports include?

- Compare the reports you have collected with the list.
- Identify features of reports you have looked through that are consistent with the policy.

### Part 2.3: Evaluating

Each syllabus has a statement on *evaluation* including what it is, the role that assessment plays in evaluation and the purposes of evaluation.



Read the two paragraphs on *Evaluation in Arts, Lower Primary, Syllabus* then write a paragraph that will help you explain to others what you believe evaluation is and how it informs you about what is going on.

- See if you can come up with a definition and examples to include in the table on page 9 of this module.



Go back to the wall chart of teaching strategies you designed with your colleague.

- Select four strategies from the chart and match them with an appropriate assessment methods. For example a debate could be assessed using a checklist with criteria such as ‘uses clear arguments’, ‘provides examples to support arguments’.

Teaching strategy	Assessment strategy
Debate	checklist with criteria



As a summarising activity, complete the column for each subject listed, identifying the assessment methods special to it.

- Use the syllabuses and teacher guides to help.

Community Living/Social Science	Making a Living	Arts – lower & upper primary

## 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. explain the characteristics of student-centred learning?	
2. describe the key features of the bilingual education approach?	
3. describe the different teaching and learning strategies recommended for the Culture and Community subjects?	
4. explain the meaning of words used to describe aspects of assessment and reporting?	
5. describe the assessment and reporting methods recommended for the Culture and Community subjects?	

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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