

Inservice Units to Support the Implementation of the
Primary Curriculum Reform

Unit 3:
Learning Areas:
Language and Personal Development

Module 1: Language
Learning Area

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.....(insert name)

Assessor: Date:

Module 1

Language Learning Area

Module introduction

Welcome to *Module 1: Language Learning Area*. This module focuses on the lower and upper primary Language syllabuses and teacher guides.

In Section 1 of this module, you will undertake a study of the Language syllabuses for students in the lower and upper primary years, to understand their structure and content in a general sense. In doing so, you will focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in each of these syllabuses, thereby making connections between the reform agenda and the curriculum.

In Section 2 of this module, you will undertake a study of the Language teacher guides in the lower and upper primary years to understand their structure and content in a general sense. In doing so, you will focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in each of these teacher guides, thereby making connections between the reform agenda and the curriculum.

To undertake this module, you will need access to the lower and upper primary Language syllabuses and teacher guides. If you do not have access to them, you will not be able to do this module. For copies of these documents contact your head teacher, inspector, provisional reform curriculum coordinator, provisional inservice coordinator or the provincial materials supply officer.

If you are seeking academic credit, make sure you have completed the *self-assessment* in the *Accreditation and Certification* section before you start this module. As you work through this module, it may be useful to keep a running record of sections, parts and pages of the module where you can show evidence for particular unit outcomes. You may wish to record such information in your *Learning Contract*.

Module learning outcomes

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

1. describe the structure and contents of the lower and upper primary Language syllabuses and teacher guides
2. explain the content overview of the lower and upper primary Language syllabuses and teacher guides
3. describe the relationship between the strands, sub-strands, learning outcomes, indicators, assessment and evaluation
4. identify indicators of progress from grade 3 to grade 8 across the lower and upper primary Language syllabuses
5. describe the approaches to programming, teaching and learning and assessment supported by the lower and upper primary Language syllabuses and teacher guides
6. explain to a colleague, the concepts, skills and attitudes identified in the lower and upper primary Language syllabuses and teachers guides
7. explain to a colleague, how the concepts, skills and attitudes are organised in the lower and upper primary Language syllabuses and teachers guides.

Section 1: The Lower and Upper Primary Language Syllabuses

Secretary's Message (page iv)



The secretary's message advises:

The current reforms in education have been in progress since 1992. The Education reform has emphasised community-based schooling, the use of vernacular languages in schools, the introduction of elementary schools and the expansion of primary schooling to grade 8 and increased access to grades 9 and 11.

These syllabuses are to be used by lower and upper primary students across grades 3 to 8 in primary schools throughout Papua New Guinea. The upper primary syllabuses develop, extend, link and build upon concepts, skills and attitudes flowing from lower primary grades. They provide a sound foundation for learning in the reform school system.

Students' language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

The Secretary's message provides an important connection between the reform agenda which has been in progress since 1992 and the syllabuses.



Read the Secretary's message in both the *Language, Lower Primary Syllabus* and *Language, Upper Primary Syllabus* carefully and answer the following questions.

- What are the emphases of the Education Reform identified in these passages?
- What is the link between the *Language, Lower Primary Syllabus* and the *Language, Upper Primary Syllabus*?
- What do these messages say about the importance of indigenous or vernacular languages?

- Why is it important to ensure that the Language syllabuses link to other curriculum areas?

- How do the lower and upper primary language syllabuses help with the concept of nation building?

Introduction



You now need to read the *Introduction* for both the lower and upper primary language syllabuses.

- Are they similar or different?

- How are they different or similar?

List any ideas, concepts of 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 Introduction talks about learning outcomes.

Firstly, the learning outcomes are student-centred, not teacher or activity-centred. Students are the direct beneficiaries of school-based learning.

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 (a verb) such as describe, list, explain or evaluate. Such words make clear to students what is to be achieved. Students demonstrate the achievement of the outcomes and teachers facilitate the learning that enables students to do so.

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

The concept of indicators is also explained. Indicators are examples of the kinds of things that students are able to do, know and understand if they are achieving an outcome. In other words, indicators help you to understand the range of ways that 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. In the course of time, you 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.



Think about what you have just read and answer this question

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

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



Often courses are described as follows. Explain what you understand by the following phrases:

The course is balanced:

The course is sequenced:

The course is cumulative:

The course is written for generalist teachers:

In the context of the reform initiatives, what is the significance of these statements?

Hint: If you are not sure of how to respond to this question, re-read the Secretary's message in each of the Introductions to the lower and upper primary Language syllabuses.



With reference to the statements in the *Introduction*, explain what you understand by the following phrases:

learning outcomes are student-centred:

indicators show the way that each learning outcome is illustrated:

outcomes are organised to show progression from one grade to the next:

language is a means to communication and understanding of other subjects:

Hint: If you are not sure of how to respond to this question, re-read the Secretary's message in each of the Introductions to the lower and upper primary Language syllabuses.

Rationale

Read the *Rationale* section of the upper and lower primary language syllabuses and make a list of any ideas, concepts or information with which you are not familiar.

The *Rationale* section in both syllabuses indicates the four common modes of language skills that the curriculum aims to develop.

- What are these modes and why are they important outcomes for students?
 - i)
 - ii)
 - iii)
 - vi)

The Lower Primary Language Syllabus talks about the importance of using a “*bilingual education approach*” for lower primary. What do you understand to be the implications of this for your work context?



In the context of what you have just read, think about the following statement and discuss it with a colleague.

“More than half of the time in Grade 3 is allocated to vernacular instruction and by the end of Grade 5 most of the time is allocated to English.” (*Language, Lower Primary Syllabus*, page 4)

- In your school, how does the time allocation in grades 3 to 5 for vernacular instruction compare with the above statement?

Hint: Firstly, find out whether your school or the schools you supervise or deal with have an explicit policy about this. Secondly, if possible do an analysis of what is happening in some classes.



Language development across the curriculum is encouraged because all subjects provide meaningful contexts for real language learning. Specific subjects have different features such as vocabulary and genres that meet the purpose and context. These language features must be explicitly taught in the different subjects across the curriculum.

Students are encouraged to use their own language both in and out of the classroom. This results not only in stronger development of literacy in vernaculars and English, but also in stronger intellectual development. It helps students to see the relevance of specific curriculum, to achieve at higher levels and to be better prepared for life outside school. (Language Lower Primary Syllabus, page 7)

- Write down some of the implications of this statement for your classroom or school. Discuss.

Hint: Here you need to look at the availability of materials across the curriculum in the students' first language and discuss ways teachers, schools and provinces are addressing or planning to address this challenge. Is vernacular education restricted to language lessons only or integrated into all subjects/themes in classrooms and schools?

Curriculum Principles



Read the section on *Curriculum principles* in both the *Language, Lower Primary Syllabus* and *Language, Upper Primary Syllabus*.

The principles are grouped into three sub-headings: Our Way of Life, Integral Human Development (IHD) and Teaching and Learning.



Complete the following table and write a sentence about the importance of each of the principles for language learning.

Sub-heading	Components	Importance
Our Way of Life	* Culture * * * *	
Integral Human Development	* Right way to healthy living * * * * *	
Teaching and Learning	* Inclusive curriculum * * * * *	



Curriculum principles in both syllabuses introduce some *teaching and learning* principles that are key concepts of the reform agenda.

For those of you who have taught for some time and particularly those who have taught subjects in a secondary model, the concepts of *student-centred learning* and *integration* may be new.

They are important concepts for you to understand in the reform curriculum and in your role of a generalist teacher. It is expected that whatever grade you are teaching between 3 and 8, you teach the students all subjects. You will be teaching the whole student and not just a subject for the student.

It is also important that teaching is inclusive and relevant to all students. All students, including those with special education needs or other educational needs are all very important for you to consider and cater for.

The section on integration is particularly interesting.



Think of two students in your class, school or community. List some differences that make them unique in terms of teaching and learning

Student 1	Student 2

Hint: You might consider the gender of the students, their experience in English or their motivation to come to school and learn or some other factors.



Think about these differences and list five implications for you as the teacher.

- 1.
- 2.
- 3.
- 4.
- 5.

Under the heading “Multi-grade Teaching” (*in Teaching and Learning: Language, Lower Primary Syllabus*), a thematic approach is identified as appropriate to use with multi-grade classes where students of different grades can work side by side on similar themes.

How would you relate this procedure to the outcomes already identified in the *Language, Lower Primary Syllabus*?

Hint: Discuss whether or not the advice about “Multi-grade Teaching” explains to you ways of including the outcomes in the syllabuses. If it does not, how would you attempt to do it?

Aims



Read the *Aims* section of both syllabuses as it is important for you to know where students are heading. Reflect on this in relation to your class.

The *Language, Lower Primary Syllabus* states the aims of the lower primary language curriculum in terms of what students will be able to do at the end of grade 5, at the end of lower primary schooling.

Page 11 of the *Language, Upper Primary Syllabus* lists the *Aims* of the Language Syllabus. You will notice that the aims are expressed in terms of the students being *literate* and *bilingual*. Note how diverse the action words are as you read the aims.



Make a list of 12 different verbs that are used in the statement of aims to illustrate the variety of learning to take place.

Hint: Each of the aims begins with a verb and there also are other verbs in the statements.

Content Overview



The *Content Overview* indicates that the key features of upper and lower primary language are organised into three strands as follows:

1. Speaking and listening
2. Reading
3. Writing

These are the language modes or means of communication. Each strand is further divided into sub-strands which are:

1. Production
2. Skills and Strategies
3. Context and Text
4. Critical Literacy

A table in the *Content Overview* section of both syllabuses provides a summary.



Read pages 12-14 of the *Language, Upper Primary Syllabus on Production, Skills and Strategies, Context and Text, Critical Literacy*, and write down some key words that illustrate what is meant by these terms.

Production	
Skills and Strategies	
Context and Text	
Critical literacy	

- Are these sub-strands the same in the upper and lower primary language syllabuses? Yes/No.
 - Explain

Hint: You need to check the section in the Language Lower Primary Syllabus under Strands and Sub-strands which you will find on pages 9-10 and compare it with the same section in Language, Upper Primary Syllabus.



Learning Outcomes and Indicators are introduced on page 11 of the *Language, Lower Primary Syllabus*. Read this page carefully to understand the way in which indicators are used to show how students can know and understand if they have achieved an outcome.



List the five ways in which outcomes and indicators will support teachers in planning appropriate programs of work for students.

- 1.
- 2.
- 3.
- 4.
- 5.

Hint: You will not find these ways listed in the Language Upper Primary Syllabus, so remember them well for when you are considering learning outcomes in relation to that syllabus.



Pages 12-14 of the lower primary language syllabus and pages 15-17 of the upper primary language syllabus list the *Learning Outcomes* for the Language syllabuses. Notice that they are grouped into the strands of Speaking and Listening, Reading and Writing.

To help you understand them as outcomes, imagine they have the words “students can,,,,” or “students are able to”, or “students.....” preceding the statements.

In the lower primary syllabus, there are outcomes for vernacular as well as English language. In the upper primary syllabus, the outcomes are only given for English language.

The pages that follow in both syllabuses form the largest section of the syllabuses. The outcomes are listed again in strands but the sub-strands Production, Skills and Strategies, Context and Text and Critical Literacy are used as organisers.

Indicators are also listed for each outcome. They show some ways the achievement of an outcome can be demonstrated and help you determine whether your students have achieved an outcome. Some indicators deal only with aspects of an outcome. It is a group of indicators that help you make decisions about achievement of outcomes.

Indicators are examples only. In time, with practice, you will be able to add other examples from your teaching experience. This is expected of you. However, the examples should be consistent with the intent of the outcomes, as shown by the indicators already provided in the syllabus.



Read Outcome 3.1.1V in the strand Speaking and Listening (*Language, Lower Primary Syllabus*, page 15) and the four indicators listed below. Write another indicator for this outcome from your own experience.

Hint: Remember that the strand is Speaking and Listening and the sub-strand is Production.



Now turn to page 33 of the *Language, Lower Primary Syllabus* in the Writing strand and look at 3.3.2V, 4.3.2.V and 5.3.2V.

When you look across the page from left to right you will see the development of this writing skill from grade 3 to grade 5. Looking at the indicators listed below each outcome gives an idea of what is involved in the achievement of that outcome. Both the outcome and the indicators show development of this writing skill.

You need to fully understand the outcome(s) that has to be achieved by the students and then to make sure that teaching and learning activities are organised and carried out so that the students can learn and do what is required by the outcome. You will also plan assessment tasks so that you know whether the outcome has been achieved.

What the students do or produce is called “evidence”. You have to make a professional decision about whether this evidence demonstrates the achievement of the outcome or not. Really, these are the only possible decisions in an outcomes-based curriculum, but this same professional opinion may indicate to you that the evidence the student has produced shows that he/she is working towards attaining the outcome, even if the evidence has not yet convinced you that the outcome is fully achieved.



If your work in the upper primary grades, find an example of writing from a student in grades 6, 7 or 8.

This could be from a student in your school, in a nearby school, or even in your own child’s writing. Look at it carefully against the outcomes and indicators and try to assess it using the following grid. Use a cross (X) to show your decision.

	Working towards	Achieved	How do you know this?
6.3.2: Apply knowledge of sentence structure, grammatical features, punctuation conventions, as well as spelling strategies, to refine own writing (page 27)			
7.3.2: Apply a broad range of skills and strategies to refine their own more complex writing and that of others (page 27)			
8.3.2: Use a range of strategies and skills to respond independently and critically in order to assess their own writing and that of others (page 27)			

Hint: You may need to know something of the processes that went in to produce the piece of writing. Remember a student may be working towards an outcome in a grade other than that to which he/she is placed. It is important to remember that one piece of work is not enough to make an informed decision. You are only guessing or estimating the achievement with one example.



Discuss your assessment of the student's writing with a colleague. See if your colleague agrees with you or has another opinion. Record points about which you agree and those about which you disagree.

Agrees	Disagrees



If on the other hand the focus of your work is with students in Lower Primary grades, find instead an example of writing from a student in grades 3, 4 or 5. This could be from a student in your school, in a nearby school, or even in your own child's writing. Look at it carefully against the outcomes and indicators and try to assess it using the following grid. Use a cross (X) to show your decision.

	Working towards	Achieved	How do you know this?
3.3.2V: Apply knowledge of writing skills and strategies to plan and edit texts (page 32)			
4.3.2V Select and apply knowledge of writing skills and strategies to plan, review and edit own texts and those of peers (page 32)			
5.3.2V Apply skills of drafting, revising and editing when constructing texts (page 32)			

Hint: You may need to know something of the processes that went on to produce the piece of writing. Remember a student may be working towards an outcome in a grade other than that to which he/she is placed. It is important to remember that one piece of work is not enough to make an informed decision. You are only guessing or estimating the achievement with one example.



Discuss your assessment of the student's writing with a colleague.

See if your colleague agrees with you or has another opinion. Record points about which you agree and those about which you disagree.

Agrees	Disagrees

Assessment and Reporting



In the lower primary language syllabus (pages 39-41) and the upper primary Language syllabus (pages 30-32), there are sections dealing with *Assessment and Reporting*.

Look through these pages with a colleague.

Consider the following statements and state whether they are true or false. Explain your answer. If the statement is false, then correct it.

Statement	True/False and why?
1. Assessment happens at the end of a unit of work	eg. False! Assessment is an ongoing process of identifying, gathering and interpreting information about students' achievement that occurs in every lesson throughout the unit of work.
2. Students should be given the opportunity to assess their own learning.	
3. Assessment should be based upon the learning outcomes.	
4. Continuous assessment may lead to changes in a program during its implementation phase.	
5. Summative assessment provides better information on the achievement of outcomes than formative assessment.	
6. Methods of reporting student progress can possibly include a variety of methods.	

Hint: An example answer has been given for Statement 1.



As a summarising activity of your learning in Section 1, indicate below what you think should be the assessment methods specific to Language.

- Compare the methods of assessment used for the lower and upper primary language syllabuses. Are there any differences? If so why do you think this is the case?

Hint: Look at the methods listed on page 39 of the Language, Lower Primary Syllabus and on page 33 of the Language, Upper Primary Syllabus, as well as what you have already covered so far in Section 1, when considering the assessment methods specific to Language.



Read the section on *Reporting* from the information on *Assessment and Reporting* in each language syllabus.

Share this information with your head teacher and as a result, record five ways in which your school reports student outcomes to parents.

- 1.
- 2.
- 3.
- 4.
- 5.

Hint: Your school may use more than 5 ways to report student outcomes to parents. In this exercise, just list the 5 most popular ways in which parents receive reports about their children's learning outcomes.

Section 2: The lower and upper primary language teacher guides



There are two teacher guides in the learning area of Language. They are:

1. *Language Teacher Guide, Lower Primary, 2004*
2. *Language Teachers Guide, Upper Primary, 2003.*

Look through both of these teacher guides and note some of the similarities and differences.

- Compare the *Table of Contents* for each of the teacher guides. (lower primary, page iii and upper primary, page iii)
 - How are they similar?
 - How are they different?

Hint: Look at the level of detail given in each of the teacher guides.

Secretary's Message and Introduction



Both language teacher guides include a message from the Secretary and an *Introduction*.

Read through these sections in both teacher guides. The first part of the *Introduction* explains the purpose of the guides. Compare the content of each of these sections.



Reflect on what is said in the *Introduction* sections of both guides and list the key points for each in the table below.

<i>Language Teacher Guide, Lower Primary</i>	<i>Language Teacher Guide, Upper Primary</i>

Hint: Note especially what the Introduction sections say about links with other levels of schooling and links with other subjects. Also note what is said about planning around themes that decide a unit of work.



There are several dot points under the heading “Using this teacher guide” (lower primary, page 1) and “How to use the Teachers Guide” (upper primary, page 1).

Re-write these as a step-by-step guide on a chart for either the lower or upper primary language teacher guide to put up in your staffroom or office.

Using the lower or upper primary Language teacher guide

Hint: Choose to write this guide for either the lower or upper primary Language teachers guide, depending on your focus of teaching.



In relation to language teaching and learning, the roles of teachers and students as stated in both teacher guides is the same.

Read and note the key features of these roles in the following summary.

The role of teachers	The role of students

Teaching and Learning Strategies

You need to complete both the *Teaching and Learning* sections for the lower and upper primary teacher guides because at any time in your teaching career you could be working in any of the primary grades 3-8.

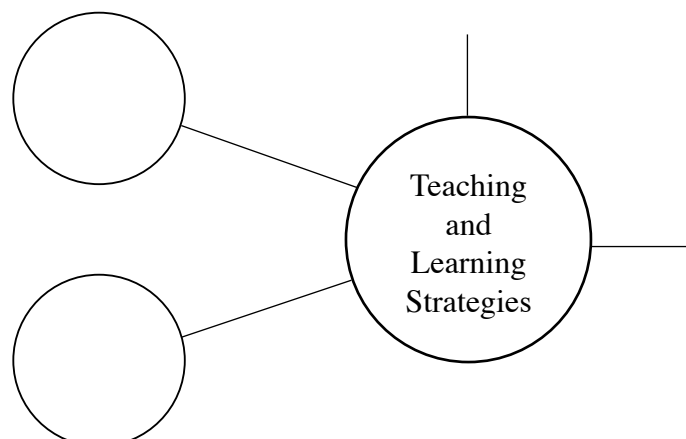


Firstly, read the section “*Teaching and Learning Strategies*” in the *Language Teacher Guide, Lower Primary* (pages 10-35).



Draw a mind map of the major strategies covered in this guide.

(Using a central circle labelled Teaching and Learning Strategies, draw surrounding circles with linked lines to the central circle to show the major strategies that are covered).



If there is a significant difference between national policy and what happens in your school, indicate what action you could consider that would reduce this difference.

Hint: You should discuss this with a colleague first.



The *Language Teacher Guide, Lower Primary* talks about 5 approaches to Bridging to English (pages 13-14).

What are these 5 approaches and what is the key focus of each one?

Number	Approach	Key focus
1		
2		
3		
4		
5		

Hint: The key focus can be summarised from each of the listed approaches.

A number of “genres” are associated with different language functions or purposes. (Lower primary teacher guide, page 14)

Browse through the following pages of sample texts based on the recommended genres to be taught at lower primary to help you become familiar with the different text structures and the language features that are associated with the different texts. (Lower primary teacher guide, pages 15-29)

Developing Learning Strategies



Read the section on *Developing Learning Strategies* (Lower primary teacher guide, page 30).

Learning strategies are the specific techniques, schemes or strategies to use in order to learn more information or a new language.



Discuss the six levels of thinking skills with a colleague and try to add another “question” and “activity” from your own experience, to each of the examples given. (Lower primary teacher guide, page 31)

Level	Questions	Activities
Analysis		
Synthesis		
Evaluation		
Knowledge		
Comprehension		
Application		

Hint: Think of all the ways you use questions and plan your teaching and learning activities and just add another example from the variety of methods you already use to help develop higher order thinking skills in your students.

Using Questions



Read the section on “Using Questions”. (Lower primary teacher guide, page 32) It is important to use questioning when teaching.

- List a few ways in which questions help and encourage students.
- In the three types of questions given, can you give an example of each type?

Literal question (example):

Inferential question (example):

Critical question (example):

Hint: Again you can draw your own teaching practice to give an example of each type of question.

Modelling



Modelling allows students to see language skills, processes and how language is being used in relevant and meaningful activities.

Modelling is a “think aloud” demonstration by the teacher involving learning processes. (Lower primary teacher guide, page 32)



Take two of the listed tasks found on pages 32-33 of lower primary teacher guide that the teacher can model for students and write a brief summary about how you would model these tasks as a teacher.

	Task	Summary of how to model
1		
2		

Shared Reading

Read the section on “*Shared Reading*”. (Lower primary teacher guide, pages 33-34). Use the suggested steps of talk/read/talk/read/do-talk to develop a short lesson plan around a unit of work in which you are involved with your students.

Theme:

Talk:

Read:

Talk:

Read:

Do-Talk:

Hint: Try this out with a class if you can to see how it works.

Modelled Writing

Read the section on “*Modelled Writing*” (lower primary teacher guide, pages 34-35).

Using the steps before writing, during writing and after writing, develop some points to provide an example of modelled writing text that you could present to your students.

Before
During
After

Hint: Select your example of modelled writing from one of the units of work that you have taught or are currently teaching.

Teaching and Learning Strategies

First let us look at the kind of advice the *Language Teacher Guide, Upper Primary* is providing on Teaching and Learning Strategies.



Read the “*Introductory Comments*” and “*General Teaching Strategies*” that you will find at the start of this section in the *Language, Upper Primary Teachers Guide* (pages 14-18).



List three key points that describe how each of the five (5) general teaching strategies covered in this section are implemented.

Strategy	Key Points
1. Modelling	* * *
2. Rotating Groups	* * *
3. Small Group Work	* * *

4. Structured Overview	* * *
5. Student or teacher generated questions	* * *

Reading Strategies



Read the section on “*Reading Strategies*” (upper primary teacher guide, pages 19-27). It’s a long section but an important one covering a number of concepts.



“Constructing diagrams” is one reading strategy that is outlined. List the examples of diagrams that are given on page 20. There are 7 examples.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.



Eight reading strategies are covered in this section. Read through each one and summarise the purpose of each strategy in the table below.

Reading strategy	Summary of purpose
Constructing diagrams	
Directed silent reading	
Graphic outline	
Locating information in non-fiction texts	
Skimming and scanning	
Levels of comprehension	
Note-taking framework	
Summarising	



Take one of these strategies that you have used in your teaching and write a short statement on the way that you implemented it with your class.

Hint: In your summary, you should also consider and comment on the outcome for students achieved through the implementation of this strategy.

Writing Strategies



Read the section that covers the strategies of *Dictagloss, Journal Writing and Paragraph Writing*. (pages 28-29)



Write the purpose of each of these writing strategies.

Strategy	Purpose
Dictagloss	
Journal Writing	
Paragraph Writing	

- Take any ONE of the above writing strategies in relation to a given topic and outline a sample lesson plan of how you would implement it with an upper primary class.



Read the section in the *Language Teacher Guide, Upper Primary* relating to strategies for teaching grammar. (pages 29-31).



Consider any of the three strategies listed and write a short statement on how you have used them in your teaching.

Strategy	Example of use in teaching
1.	
2.	
3.	

Assessing and Reporting



Read the introductory section on *Assessment* in the *Language Teacher Guide, Lower Primary* (page 42) and in the *Language Teacher Guide, Upper Primary* (page 32).

- Write a short statement on the purpose of *assessment*.

In reading the *Assessment and Reporting* section of both the language teacher guides, you will be able to identify ways in which teachers can record evidence of students' demonstrations of learning outcomes using assessment methods that are manageable and easily divided into classroom activities.

- Compare the assessment methods outlined in the Language lower and upper teacher guides and write down any major differences that you see.

Lower primary	Upper primary

Hint: You will need to research these sections carefully because the assessment methods section in each of these teachers guides is set out in very different ways.



List some of the methods outlined in these sections that can be used by teachers to assess student achievement and briefly describe them.

Assessment methods	Description



Compare the *Recording and Reporting* information provided in both the *Language Teacher Guide, Lower Primary* (pages 48-52) and the *Language Teachers Guide, Upper Primary* (pages 35-36).

- What do you understand to be the main purpose of *Recording and Reporting*?

- Summarise this in the following table.

Recording	Reporting

Programming



Read the introductory paragraph on “*Programming*”, (Lower primary teacher guide, page 53) and “*Planning and Programming*” (Upper primary teacher guide, page 50).

- List the key points raised in these sections in relation to *planning and programming*.

Lower Primary	Upper Primary



What do you consider to be the characteristics of a good whole language, outcomes-based program?

Hint: You will find examples of this in both teacher guides.



In planning daily lessons, “speaking, listening, thinking, reading and writing” need to be taught together through a sequence of integrated activities. (upper primary teacher guide, page 51).

- Is this happening in your teaching?



Discuss this with a colleague to review the concept and ensure that you understand what it means in relation to your own lesson planning.

- Make some notes below about issues that have come up in your discussion.

Hint: Consider whether your students get the chance to practise speaking, listening, thinking, reading and writing in each of your lessons.

Units of Work



Units of work can be developed individually or as a team.

If there is more than one teacher in your school teaching the same grade, then it is a good idea to collaborate on the development of units of work, brainstorming possible student activities and assessment tasks. An outcome or a cluster of outcomes provide the focus for the unit.

What is a unit of work?

A unit of work is a series of sequences, teaching, learning and assessment activities that students do to achieve one or more learning outcomes within a specified period of time. In an outcomes-based approach, the starting point is the Learning Outcomes.

A unit of work identifies:

- Grade and subject
- Strand and sub-strand
- Title of the unit
- Number of hours or lessons
- Learning outcomes and indicators
- Purpose for the unit, including skills, knowledge and attitudes
- Links to other subjects
- Assessment
- Teaching and learning strategies (method)

- Teaching program
- Lesson plans
- Resources

A unit of work can be developed from:

- Learning outcomes in a single subject strand (a subject-based unit)
- Learning outcomes from two or more strands from one subject (a subject-based unit)
- Learning outcomes from two or more strands for different subjects from one grade (an integrated unit of work)
- Learning outcomes from a single subject strand across grades (a multi-grade, subject-based unit of work)
- Learning outcomes from two or more strands across different subjects and across different grades. (a multi-grade, integrated unit of work)



The process for developing a unit of work follows much the same pattern for both lower and upper primary grades.

- In consideration of your area of teaching or supervision, write down the steps that would describe the process you would use to prepare a unit of work. (See upper primary teacher guide, page 52).

Step	Process
1.	eg. select outcomes from the syllabus
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	



Select one, two or three learning outcomes from one of the grades in either the lower or upper primary language syllabuses.

Identify the idea (theme) that links the selected outcomes.

Brainstorm the activities that you could include in the unit of work.



Record the information below.

Theme or linking idea: _____

Activities:

Module Summary

Congratulations! You have now completed Module 1.

In doing so you have worked your way through the *Language, Lower primary Syllabus 2004*, the *Language, Upper Primary Syllabus 2003* and their relevant teacher guides.

You have completed the many tasks and activities designed to make it easy for you to learn and apply your learning.

By now you should have 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 unit are copied here. For each outcome, how do you assess yourself – Yes, No or Not sure?

Can you:	Yes/No/ Not sure
1. describe the structure and contents of the lower and upper primary Language syllabuses and teacher guides?	
2. explain the content overview of each of the lower and upper primary Language syllabuses and teacher guides?	
3. describe the relationship between strands, sub-strands, learning outcomes, indicators, assessment and evaluation?	
4. identify indicators of progress from grade 3 to grade 8 across the lower and upper primary Language syllabuses?	
5. describe the approaches to programming, teaching and learning and assessment supported by the lower and upper primary Language syllabuses and teachers guides?	
6. explain to a colleague, the concepts, skills and attitudes identified in the lower and upper primary Language syllabuses and teachers guides?	
7. explain to a colleague, how concepts, skills and attitudes are organised in the lower and upper primary Language syllabuses and teacher guides?	

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”, 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 that these module outcomes help you achieve the outcomes of the unit listed in the *Unit Introduction*. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect of where you are in relation to these outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you 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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