

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 3:
Learning Areas:
Language and Personal Development

**Module 2: Personal Development
in Lower Primary**

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Date commenced: Date completed:.....

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

.....(insert name)

Assessor: Date:

Module 2

Personal Development in Lower Primary

Module Introduction

Welcome to *Module 2: Personal Development in Lower Primary*. This module focuses on the two components of personal development in lower primary years - *Health, Lower Primary Syllabus* and *Physical Education, Lower Primary Syllabus* and their teacher guides.

In Section 1 of this module you undertake a study of the *Health, Lower Primary Syllabus* and *Health, Lower Primary Teacher Guide* to understand their structure and content in a general sense. In doing so you focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in each of these documents, thereby making connections between the reform agenda and the curriculum.

In Sections 1 and 2 of this module you will be taking a different approach to your study than you did in the Language Learning Area.

Section 1 combines your study of the *Health, Lower Primary Syllabus* with the *Health Teacher Guide, Lower Primary* instead of separating these documents into separate sections. This will give you the opportunity to see how the documents link together to support each other in helping you to unpack their contents.

Section 2 combines your study of the *Physical Education, Lower Primary Syllabus* with the *Physical Education Teacher Guide, Lower Primary*, to achieve the same outcome as outlined above.

As you study each section you will be cross-referencing the two documents that you are covering within the particular section.

In Section 2 of this module you undertake a study of the *Physical Education, Lower Primary Syllabus* and *Physical Education Teacher Guide, Lower Primary* to understand their structure and content in a general sense. In doing so you focus on how the knowledge, skills and attitudes which support the aims of primary education are made explicit in each of these documents, thereby making connections between the reform agenda and the curriculum.

To undertake this module you need access to the lower primary syllabuses and teacher guides in Health and Physical Education. 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, provincial reform curriculum coordinator, provincial in-service coordinator or the provincial materials supply officer.

If you are seeking academic credit, make sure you have completed the *self-assessment* in the *Accreditations and Certification* section before you start this module. As you

work through 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*.

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 *Health, Lower Primary Syllabus* and teacher guide
2. describe the structure and contents of the *Physical Education, Lower Primary Syllabus* and teacher guide
3. explain the content overview of the Health and Physical Education lower primary syllabuses and teacher guides
4. describe the relationship between strands, sub-strands, learning outcomes, indicators, assessment and evaluation for students in lower primary grades
5. identify indicators of progress from grade 3 to grade 5 across the Health and Physical Education lower primary syllabuses
6. describe the approaches to programming, teaching and learning and assessment supported by the Health and Physical Education lower primary syllabuses and teacher guides
7. explain to a colleague, the concepts, skills and attitudes identified and organised in the syllabuses.

Section 1: The Lower Primary Health Syllabus and Teacher Guide



Part of Personal Development is taught in the lower primary years in a unique syllabus called *Health, Lower Primary Syllabus*.

In elementary years, aspects of health are included in the Culture and Community learning area.

In upper primary years, it is integrated with other subjects into a new subject called Personal Development.

Health, Lower Primary Syllabus

Secretary's Message



Read through the *Secretary's Message in the Health, Lower Primary Syllabus* (page iv) and the *Health Teacher Guide, Lower Primary* (page 7).



What are the common issues raised in each of these messages?

Hint: Look especially at the issues of context relating to daily living in communities.

Introduction sections



Read the *Introduction to the Health, Lower Primary Syllabus* (page 1) and to the *Health Teacher Guide, Lower Primary* (page 10).



Write a brief summary of what is said here of the health syllabus.

- Can you identify the two strands that make up the Health Syllabus in the lower primary grades?
 - 1.
 - 2.

Hint: Look at the table indicating key links between elementary, lower primary and upper primary (page 1 of the Health Syllabus)

- What is the purpose of the teacher guide? Write down the five (5) points that provide you with information and processes for developing teaching and learning activities so that you can achieve learning outcomes with your class. (Lower primary teacher guide, page 10)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Hint: It would be useful for you to consider the extent to which you are already using these points when planning for your class activities in the learning area of Health.

Rationale



Read the *Rationale* section of the *Health, Lower Primary Syllabus* (page 2)



What are the benefits to students, of the *outcomes* listed in this syllabus?

Curriculum Principles



Read the *Curriculum Principles* section in the *Health, Lower Primary Syllabus* thoroughly. (pages 3 to 9)

The Health syllabus is based on the curriculum principles of Our Way of Life, Integral Human Development and Teaching and Learning. It uses those values and beliefs recognised as being of cultural, social and educational significance.

Under each of these curriculum principles, several concepts are covered.



Briefly summarise the main points identified in each of these concepts.

Our Way of Life

| Concept | Main points |
|---------------------------|---|
| Cultural relevance | Eg. choosing health issues of specific local relevance that celebrate traditional and current health practices with respect to relevant social taboos |
| Bilingual education | |
| Bridging to English | |
| Multiculturalism | |
| Ethics, morals and values | |

Integral Human Development

| Concept | Main points |
|------------------------------------|--------------------|
| The right to healthy living | |
| Nation building and national unity | |
| Sustainability | |

Teaching and Learning

| Concept | Main points |
|---|--------------------|
| Inclusive curriculum | |
| Relevance | |
| Student-centred learning | |
| Language development across the curriculum | |
| Thematic teaching and integration | |
| Teaching and learning strategies for Health | |

Hint: The first concept has been summarised as an example for you.

- Which of these concepts are covered in the *Health Teacher Guide, Lower Primary*?
- Which concepts are not covered in the teacher guide?
- Does the teacher guide have anything different to say about the common concepts?

Aims



Read the *Aims* section of the *Health, Lower Primary Syllabus* (page 10) and reflect on these in relation to your teaching.



Are there any areas that you need to focus on in planning your teaching program?

Content Overview



The *Content Overview* in the *Health Syllabus* talks about the two focus strands that provide a useful and convenient way of organising the learning outcomes for a subject. (page 11)



These are : 1. _____, and
2. _____

Within each strand and sub-strand in grades 3, 4 and 5, the sequence of learning is developed.

The context for learning at each grade becomes more complex from one grade to the next. Contexts have been identified for each grade. What are these contexts?

| Grade | Context |
|---------|---------|
| Grade 3 | |
| Grade 4 | |
| Grade 5 | |



Look at the strands *Healthy Individuals* and *Healthy Communities* (page 11). Read what is said about the sub-strands in both of these strands.

- What are these sub-strands?

| Strand | Sub-strands |
|---------------------|-----------------------|
| Healthy Individuals | * * * * * |
| Healthy Communities | * * |

Learning Outcomes and Indicators



The Strands and Sub-strands are expressed as learning outcomes and indicators are provided for each outcome.



What is a learning outcome? What is an indicator?

- Write these definitions down. They are the essential elements of an outcomes-based approach to learning.

A learning outcome is.....

An indicator is.....

Hint: You will find these definitions in the Learning Outcomes and Indicators section. (Health Syllabus, page 12)



How will learning outcomes and indicators help you as a teacher in relation to teaching Health?

- There are five (5) ways that learning outcomes and indicators can help you. The last one is done for you.
 - 1.
 - 2.
 - 3.
 - 4.
 5. Help teachers plan their future teaching program.

Hint: These points are listed on page 12 of the Health Syllabus.

Learning Outcomes



Pages 13 to 30 of the Health Syllabus list the learning outcomes for Health.

Notice that they are grouped into the strands of *Healthy Individuals* and *Healthy Communities*. To help you understand them as outcomes, imagine they have the words “students can....”, or “students are able to”, or “students..... preceding the statements.

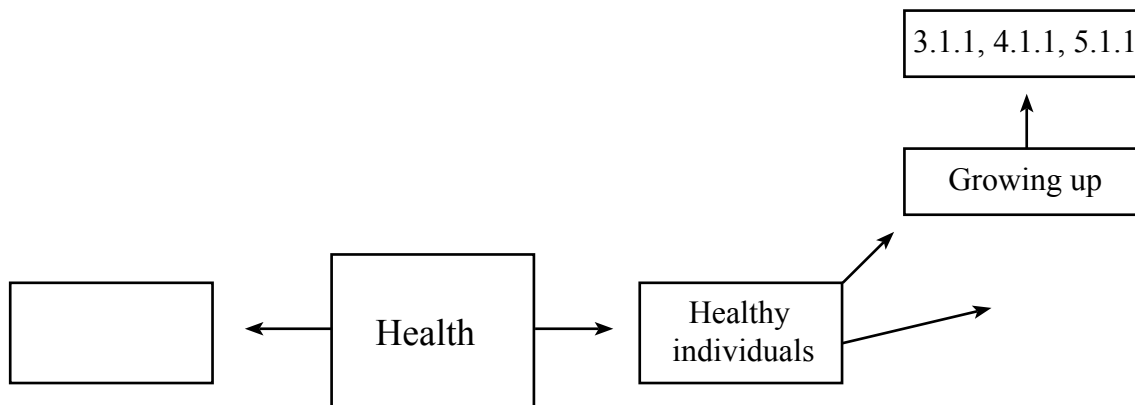
The pages that follow form a large section of the syllabus.



Read this section carefully.

- Do a mind map of the strands and sub-strands of the Health Syllabus. You may use another structure, if you wish.

One example is done for you. Add more boxes and links to complete the mind map.



Indicators are also listed for each outcome. By now you should know the function of the indicators.



Write in your own words how the indicators can assist you, the teacher, or you, the supervisor.



Read the outcomes for each of the grades 3, 4 and 5 that are listed under the strands of *Healthy Individuals* and *Healthy Communities*. (Health Syllabus, page 13).

Note that each outcome is a bit harder or more complex as students progress through the grades.

Now read the following pages focussing on the way that the strands break up into sub-strands which in turn have indicators to show ways students demonstrate achievement in each outcome.

You can see an example of this if you turn to page 14 of the *Health, Lower Primary Syllabus* in the *Healthy Individuals* strand and look at 3.1.1., 4.1.1. and 5.1.1. When you look across the page from left to right you see the development of this Health 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 outcomes and indicators show the development of this Health skill.

Note that students could be achieving the learning outcomes in vernacular and/or English.



Look at each of the outcomes under their respective strands and carefully consider the indicators that are listed for each outcome.

Consider any four outcomes and their indicators as they apply to the grade that you are teaching or a grade for which you have administrative responsibility.

Indicate in the following table where your students are up to in relation to these outcomes.

| Outcome | Working towards | Achieved | How do you know this? |
|--|-----------------|----------|---|
| Eg., 3.1.3 Identify safe and healthy eating habits and plan ways to apply these at home | Yes | No | Student have identified instance of safe food habit but have not yet demonstrated hygienic ways to prepare it |
| | | | |

| | | | |
|--|--|--|--|
| | | | |
| | | | |

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



Discuss your assessment of progress in relation to these outcomes with a colleague and see if he or she agrees with you or has another opinion. Write down the points on which you agree and those on which you do not agree.

| <i>Agrees</i> | <i>Disagrees</i> |
|---------------|------------------|
| | |

Assessment and Reporting



Read the introductory section to *Assessment in the Health, Lower Primary Syllabus* (page 21) and the *Health Teacher Guide, Lower Primary* (pages 16-22)

- Compare what each section says.



List the range of assessment methods recommended in the Health Syllabus.

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



The syllabus points out that “teachers should provide opportunities for students to assess their own learning (self- assessment) and the learning of others (peer-assessment) according to a set of negotiated criteria.

“The overall purpose of assessment is to improve student learning.” (Health Syllabus, page 21)



Have you considered this for your students? Can you describe one way in which you encourage your students to:

Self-assess: _____

Peer-assess: _____

- Read what the syllabus says about assessment in vernacular and in English.
- What should teachers be clear about when assessing students’ achievements?
 - 1.
 - 2.
 - 3.
- How does the suggested percentage of assessment, teaching and learning in vernacular and English match what actually happens in your class or in the schools you supervise?

Hint: This is just a check for your own benefit. It is not asked to test you. Be honest with your answer.



The syllabus outlines the main assessment methods that you have listed above.

The *Health Teacher Guide, Lower Primary* on the other hand, provides examples of the kinds of activities where these assessment methods may be appropriate and examples of how to record students' demonstration of the knowledge, skills and attitudes in the learning outcomes. (pages 17-20)



Read pages 17-20 of the teacher guide and briefly summarise the 4 examples that are provided.

| | <i>Examples</i> | <i>Summary</i> |
|---|-------------------------------------|----------------|
| 1 | Observation | |
| 2 | Conferencing or talking to students | |
| 3 | Analysing students' products | |
| 4 | Tests | |

- What is the importance of the assessment information once it is gathered? (page 20)

Hint: Consider the use to which you put this assessment information in determining whether your students have achieved the outcomes or not.

Reporting



The syllabus points out that “Reporting is communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students’ learning.” (Health Syllabus, page 22-23)

- Methods will include interviews and written reports. What should written reports include?
 - i)
 - ii)
 - iii)
- Take a look also at what the *National Assessment and Reporting Policy, 2003*, page 6 says about Reporting.



Is your school complying with the requirements as set out in this Policy? If not, what do you consider needs to be done to meet requirements?

Evaluation



Read the sections on *Evaluation* in both the Health syllabus (page 23) and the Health Teacher Guide (page 22) and briefly summarise the purpose of evaluation.

Programming



The Health syllabus does not have a section on programming, but there is a good section on this topic in the Health Teacher Guide. (pages 23-28)

Read through these pages about the role and importance of programming and note the characteristics of an effective outcomes-based program. (page 23).



There are four kinds of programs listed for you to develop. What are they?

1. Yearly program
- 2.
- 3.
- 4.

Hint: You will find them in the text on page 23 Health Teacher Guide. The first one is listed for you above.



Study the information about allocation of time for Health across the grades and the suggested possible lesson times for each grade. (Health Teacher Guide, page 24).

- If you teach grades 3, 4 or 5, consider the relevant allocations against your own teaching time table. How do they compare?
- Now look at what the teacher guide says about the process for developing a year plan. (page 25).



Write down the eight steps involved in this work process.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Hint: Note that there is information in this section that explains each of these steps in the work process with more details.



Notice that the teacher guide also includes a list “*Annual Events in a Sample 2004 Calendar*” (page 26) that will help you to match health-related themes to the appropriate days in the year. Remember that dates change from year to year.



Using the steps you have listed in the Work Process above, develop a sample year plan for the class that you are teaching just using outcomes from the Health Syllabus. (You can of course use outcomes from other lower primary syllabuses, if you choose).

Record your sample year plan here:

Sample Year Plan in Health for Grade _____

| Week | Term 1 | Term 2 | Term3 | Term4 |
|------|--------|--------|-------|-------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |

| | | | | |
|-----|--|--|--|--|
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

Hint: Read again through the Health syllabus outcomes for the grade you are teaching and cluster them into small clusters that link through a common concept or theme. These clusters will provide the themes for your weekly program that can then be incorporated into in your Year Plan.

Units of Work



“A unit of work is a set of sequenced teaching and learning activities with assessment tasks designed to help students achieve selected learning outcomes within a specific time frame-usually two to three weeks” (Health Teacher Guide, page 29).

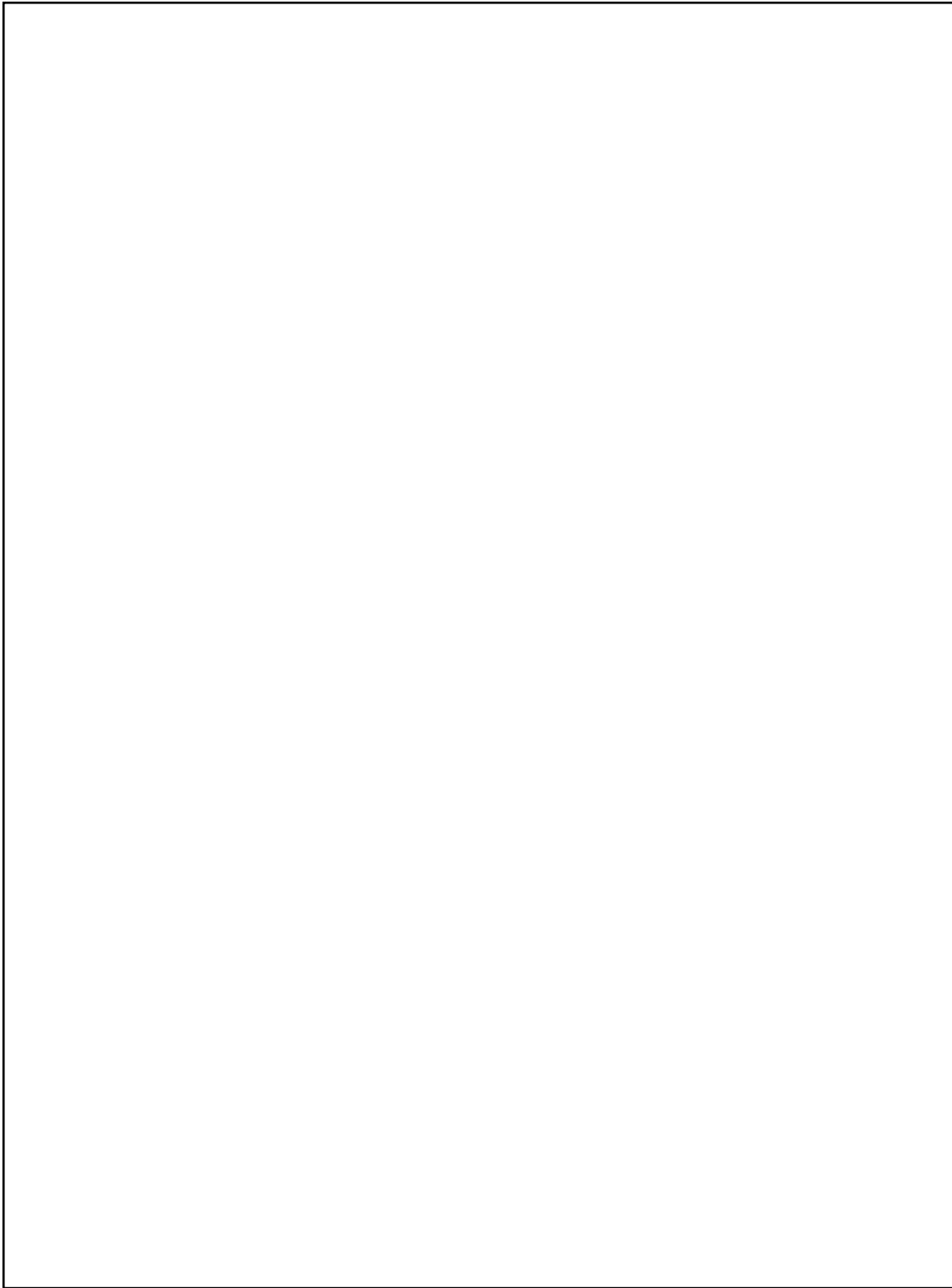


Read through the ten-step process that is outlined in the teacher guide (pages 29-30) that will guide you in planning and developing your units of work.

You should be familiar by now with the process of developing a unit of work. An example is found on pages 30-35.

Now see if you can plan a sample unit of work (outline only, not all the details) similar to the sample on Water that is shown in the teacher guide (page 31). 'Water' is being used as the organiser or theme to link the selected outcomes together.

Sample Unit of Work for Grade _____

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to input or write the sample unit of work for a specific grade level.

Section 2: *Physical Education, Lower Primary Syllabus* and Teacher Guide



As for all the other syllabuses, **Physical Education** also starts with a message from the Secretary of Education. The first few paragraphs are the same from syllabus to syllabus but the remaining paragraphs are written directly for the relevant syllabus.

In the *Physical Education, Lower Primary Syllabus*, the *Secretary's Message* emphasises the role that physical education plays in developing physical, social, intellectual, spiritual and emotional skills and interactions through physical activities. These activities contribute to the holistic development of students and the promotion of traditional cultures and values in Papua New Guinean society.

The message talks about the importance of participation in various physical activities to improve body functioning and reduce the likelihood of illness when children become adults.

It also encourages the inclusion of all students, including those with special needs into physical activities, to ensure that they realise their potential and the importance of being active, respected and responsible citizens.

The same kind of message is given in the teacher guide where teachers are also encouraged to use the teacher guide to try out ideas and strategies in implementing the *Physical Education Syllabus*.



Read the Secretary's Message and reflect on what it says.

Introduction

The *Introduction sections* to the *Physical Education, Lower Primary Syllabus* is on page 1 and the *Physical Education Teacher Guide, Lower Primary* is on pages 1-3.



Read the *Introduction sections* to both the *Physical Education Syllabus* and teacher guide.



Write a brief summary of what is said here about the aims of *Physical Education*, for lower primary grades.

- Can you identify the key strands that are covered by the syllabus in the lower primary grades?

Hint: The syllabus has three major strands.

- What is the purpose of the teacher guide? Write down the six (6) principles and a few key points about each that appear in the *Introduction* to the teacher guide. These principles provide you with information about bilingual education and bridging to English, integration, the nature of physical education, links with other levels and subjects. (Physical Education Teacher Guide, pages 1-3).

An example is given for you as follows:

1. *Bilingual education* - the regular use of two languages for instruction- has academic benefits in lower primary years to develop confidence in thinking, reasoning, problem solving and decision making in the vernacular- greater emphasis on English as students progress through primary grades
2. *Bridging to English* -
3. *Intergration* -
4. *Nature of Physical Education* -
5. *Link with other levels* -
6. *Links with other subjects* -

Hint: You will already know much of this information from your study of the Language and Health syllabuses and teacher guides. It will be useful for you to consider the extent to which you are already acting on this information when planning for your class activities in the learning area of Physical Education and other syllabuses.

These concepts also appear in the physical education syllabus under the heading Curriculum Principles. (Lower primary Physical Education syllabus, pages 4-6)



The syllabus also includes the concept of *Multi-culturalism*. What does this mean? Use your own words. (pages 5-6)



The syllabus talks about two important issues relating to *Integral Human Development*. These are “The right to healthy living” and “Catering for Diversity”. (page 6).

The teacher guide also talks about “catering for diversity”. (Physical Education Teacher Guide, page 11)



What does this mean?

- What do you have to do about catering for students with special needs?

Teaching and Learning



You will find the *Teaching and Learning* section in the syllabus on pages 7-9. In the teacher guide it can be found on pages 6 through to 10.



Read both sections carefully.



What is the main difference in the focus of the sections on *teaching and learning* between the syllabus and teacher guide? Write down your thoughts here.

Hint: Think about the difference between principles and strategies.



The syllabus advises that “in lower primary, an integrated approach to teaching and learning is recommended”.

Teachers create programs that are meaningful, appropriate, engaging and motivating for students. The use of learning outcomes provides opportunities for teachers to link within strands of the Physical Education Syllabus and across other subjects”. (page 7)

- Whilst using integrated teaching and learning, a variety of approaches are recommended. What are these approaches?

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

Hint: You will find these listed on page 7 of the Physical Education Syllabus.



Read what the syllabus says about the concepts of student-centred learning, relevance, inclusive curriculum and Language development across the curriculum.

These will not be new terms to you because you will have seen them in other syllabus documents. Nevertheless it is well to keep them in focus when you are thinking about teaching strategies for Physical Education. (pages 8 and 9)



Look back at the notes you made in Section 1 (Health Syllabus) about concepts of student-centred learning, relevance, inclusive curriculum and language development across the curriculum to remind yourself about these matters.

- Make a few notes here about any differences you find.



Discovery learning is a concept that is mentioned in the *teaching and learning* section of the teacher guide.



Find the box with the “discovery-learning motto” in the teacher guide (page 6) and write it out again below:



Read the section in the teacher guide that deals with a “student-centred approach”. (pages 8-10)



List the key points that are made in this section in relation to providing opportunities for students to develop movement skills in the context of modified sports and games.



The teacher guide has a table that lists eight (8) teaching and learning approaches which teachers can select from to teach Physical Education more effectively.

You will need to read this section carefully to see the variety of approaches, the learning outcomes that relate to these approaches, how to apply the approach and samples of activities to try. (pages 9-10)

You have almost certainly used some of these approaches in your teaching



With a colleague, consider two approaches that have worked well for you both and write a few notes about why these approaches have been successful.

1.

2.

Aims

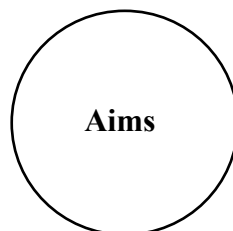


Now go back to the physical education syllabus and read the section called *Aims*. (page 10.)

These are worth remembering as you proceed through the syllabus and teacher guide.



Draw a mind map with the centre circle called “AIMS” that illustrate some of the key words that you would want to focus on in ensuring that your students have good outcomes in physical education:



Content Overview



The *Content Overview* in the Physical Education syllabus states that Physical Education is organised into three strands. (page 11)

Examine page 11 carefully.

- These are:

Strand 1. _____

Strand 2. _____

Strand 3. _____

Each strand displays a typical progression of learning from one grade to the next.



Read what the syllabus says about each of these strands and make a few notes to remind yourself of the key focus for each strand.

Strand 1

Strand 2

Strand 3



The strands are divided into sub-strands which are the same for each of the grades 3 through 5.

In the table on page 12 of the syllabus you will see the 5 sub-strands that are used for each grade.



Write these sub-strands in the table below:

| <i>Strands</i> | <i>Sub-Strands used for grades 3, 4 and 5</i> |
|-------------------|---|
| Safety | 1. |
| Movement | 1. |
| Physical Activity | 1. |
| | 2. |
| | 3. |

Learning Outcomes and Indicators



The introductory statements about *outcomes and indicators* for the physical education syllabus is the same as the one given in the health syllabus, which you have just completed.



Go back to the notes you have made in Section 1, read them through and reflect on what they say to keep you focussed on what *outcomes and indicators* will do for teachers and students.

Naturally, the learning outcomes for Physical Education differ to those for Health.



Pages 14 to 19 of the *Physical Education, Lower Primary Syllabus* list the learning outcomes for Physical Education. Notice that they are grouped into the strands of Safety, Movement and Physical Activity.

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

These pages that follow form the largest section of the syllabus. The outcomes are listed again in strands.

As for the health syllabus, indicators are also listed for each outcome in the Physical Education Syllabus.

- What is the function of these indicators?

- Why are they given as examples?

Hint: Go back to page 12 of the Physical Education Syllabus to find these answers.

Read the outcomes for each of the grades 3, 4 and 5 that are listed under the strands of *safety*, *movement* and *physical activity* in the Physical Education syllabus (page 14). Note that each outcome develops into a different level of expectation as students progress through the grades.

Now read the following pages focussing on the way that the strands break up into sub-strands which in turn have indicators to show how students will be achieving each outcome.

You can see an example of this if you turn to page 15 of the physical education syllabus in the *safety strand* and look at 3.1.1., 4.1.1. and 5.1.1.



What are the words or phrases that target progress from grades 3 to 5? List them here.

When you look across the page from left to right you see the development of this safety 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 outcomes and indicators show the development of this safety skill.

Note that students will be achieving the learning outcomes in vernacular and/or English.



Look at each of the outcomes under their respective strands and carefully consider the indicators that are listed for each outcome.

- Consider any four outcomes and their indicators as they apply to the grade that you are teaching or a grade for which you have administrative responsibility.
- Indicate in the following table where your students are up to in relation to these outcomes.

| Outcome | Working towards | Achieved | How do you know this? |
|--|--|-----------------------------------|---|
| Eg. 3.3.1 Demonstrate simple ball-handling skills using suitable equipment in games and modified sports. | yes on the way to achieving this outcome | not achieved yet by most students | The class has worked extensively on ball-handling skills but has not yet accomplished striking or hitting skills. Nor have we applied rules in modified games as yet. |
| | | | |
| | | | |
| | | | |

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



Discuss your assessment of progress in relation to these outcomes with a colleague and see if he or she agrees with you or has another opinion.

- Write down the points on which you agree and those on which you do not agree.

| <i>Agrees</i> | <i>Disagrees</i> |
|---------------|------------------|
| | |

Assessment and Reporting



Read the introductory section to Assessment in the Physical Education Syllabus (pages 17-18) and teacher guide (pages 11-19).

Compare what each section says. Note that the range of assessment methods that teachers must use to record evidence of students' learning in both the Health and the Physical Education syllabuses is the same.

You will also find that the same applies to *Recording, Reporting* and *Evaluation*.



Go back over your work in relation to the Health Syllabus to reflect and re-familiarise yourself with these concepts.



Whilst the Physical Education Syllabus outlines the main assessment methods that teachers need to use in recording evidence of students' learning, the Physical Education teacher guide (pages 11-19) provides examples of the kinds of activities where assessment may be appropriate and examples of how to record students' demonstration of the knowledge, skills and attitudes in the learning outcomes.

The teacher guide talks about criterion-referenced assessment as being the one that best aligns with an outcomes-based approach. (page 11-12).



What is criterion-referenced assessment?



What does the teacher guide say about what teachers need to be able to do when using criterion-referenced assessment?

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



Read pages 11-21 of the teacher guide and look at the four (4) examples of assessment methods that are provided in relation to Physical Education on pages 12-14. These are similar to the examples provided for the Health teacher guide which you have already addressed.

- Can you give an example of an activity that would relate to assessment of a student's learning in the physical education setting?

| | Examples | Sample activity related to assessment of student's learning in Physical Education |
|---|-------------------------------------|--|
| 1 | Observation | |
| 2 | Conferencing or talking to students | |
| 3 | Analysing students' products | |
| 4 | Tests | |

- What is the importance of the assessment information once it is gathered? (Physical Education teacher guide, page 20)

Hint: You have already considered this in relation to the Health teacher guide. Consider the use to which you put this assessment information in determining whether your students have achieved the outcomes in Physical Education or not.



Now read the section on *developing a specific assessment plan*. (pages 17-18).

Look at the *sample assessment plan for Sample 1 unit of work*. (page 18) Using this plan as an example, prepare a sample recording strategy for the assessment task identified from the Sample 1 integrated unit of work, for 10 students in your class:



Now look at the range of 10 strategies that can be used for recording students' learning outcomes in Physical Education. You will find them on pages 20-21 of the teacher guide.



Write some brief notes about the outcome you have had with any 2 of these strategies that you have used in your teaching work.

| Recording instrument (strategy) | Your comments |
|---------------------------------|---------------|
| | |
| | |

Hint: You can comment on either the success or failure of using these instruments to measure student learning outcomes in physical education.

Programming



The *Physical Education, Lower Primary Syllabus* does not have a section on programming, but there is a section on this topic in the *Physical Education Teacher Guide, Lower Primary* (pages 22-26).

Read through these pages about the role and importance of programming and again note the characteristics of an effective outcomes-based (pages 22-23) program that you have also read about in the Health teacher guide.



Since Physical Education is a skills-oriented subject, the skills of the subject can be integrated with other subjects wherever possible when planning. The sample yearly program given in the teacher guide is based on integration across strands within Physical Education.



Note the time allocation for Physical Education in the lower primary grades and complete the table.

| Grade | Time allocation |
|-------|-----------------|
| 3 | |
| 4 | |
| 5 | |

Hint: Go to page 27 of the teacher guide for this information.

Yearly Program



You will find an illustration of a sample yearly program on page 24 of the teacher guide.

This can be used to develop a unit of work. You can read more about this in the *Units of Work* section of the teacher guide (pages 27-36).



Compare this sample with the one you are using for your own class in Physical Education.

- If you are a lower primary teacher, record the yearly program that you are using for your class for the current year. If not, get hold of a program from a lower primary colleague and together do this activity.



| Week | Term 1 | Term 2 | Term 3 | Term 4 |
|------|--------|--------|--------|--------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |

Units of Work



“A unit of work is a set of sequenced teaching and learning activities with assessment tasks designed to help students achieve selected learning outcomes within a specific time frame, usually two to three weeks”. (Physical education teacher guide, pages 27-28).



Reflect on the ten-step process that is outlined in the teacher guide (page 30) that will guide you in planning and developing your units of work. You have already looked at these in relation to the *Health Teacher Guide, Lower Primary*.

Now look at the two sample units of work outlined on pages 31 to 36 of the teacher guide. One sample is for an integrated unit of work around “Kapul Soka” within the subject of physical education.

The other sample is for an integrated unit of work around the topic of “Good practices for safety” across subjects.



What are some of the differences between the two approaches?

| Theme: Kapul Soka | Theme: Good Practices for Safety |
|-------------------|----------------------------------|
| | |

Hint: Consider purpose, time allocated, teaching and learning activities, assessment and recording methods used

Weekly Program

Weekly programs are developed from the units of work. The time spent on the unit of work will depend on how many teaching and learning activities are developed for the learning outcomes identified.

A weekly program will have detailed and sequenced teaching and learning activities.



Reflect on the sample layout of a weekly program given in the teacher guide. (page 26)



How does this compare to your current class weekly program?

Elaboration of Learning Outcomes

Elaborations describe the knowledge and skills included in each of the learning outcomes. For each learning outcome, the elaborations describe recommended knowledge, recommended processes and skills, attitudes and in some teacher guides, suggested activities.



Read and reflect on the section of *Elaboration of Learning Outcomes* and note the detail provided for the strands of *safety, movement and physical activity* across grades 3,4 and 5. (Physical Education teacher guide, pages 37-45)

You can use these elaborations when you are planning the Physical Education program for your own class. They will help you greatly in developing your units of work.

Module Summary

Congratulations! You have now completed Module 2, titled “*Personal development in lower primary*”.

In doing so you have worked your way through the *Health, Lower Primary Syllabus*, the *Physical Education, Lower Primary Syllabus* and their relevant teacher guides.

In doing so, you have looked at 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 unit 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 <i>Health, Lower Primary Syllabus</i> and teacher guide? | |
| 2. describe the structure and contents of the <i>Physical Education, Lower Primary Syllabus</i> and teacher guide? | |
| 3. explain the content overview of the Health and Physical education lower primary syllabuses and teacher guides? | |
| 4. describe the relationship between strands, sub-strands, learning outcomes, indicators, assessment and evaluation for students in lower primary grades? | |
| 5. identify indicators of progress from grade 3 to grade 5 across the Health and Physical Education lower primary syllabuses? | |
| 6. describe the approaches to programming, teaching and learning and assessment supported by the Health and Physical Education lower primary syllabuses and teacher guides? | |
| 7. explain to a colleague, the concepts, skills and attitudes identified and organised in the syllabuses? | |

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 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 have for particular unit outcomes. If you have 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