

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 3:
**Learning Areas: Language
and Personal Development**

**Module 3: Personal Development
in Upper Primary**

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Name: File N°:.....

Date commenced: Date completed:.....

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

.....(insert name)

Assessor: Date:

Module 3

Personal Development in Upper Primary

Module Introduction

Welcome to *Module 3: Personal Development in Upper Primary*. This module focuses on the *Personal Development Upper Primary Syllabus* and its teachers guide.

In Section 1 of this module you undertake a study of the *Personal Development, Upper Primary Syllabus* to understand its 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 this document, thereby making connections between the reform agenda and the curriculum.

In Section 2 of this module you undertake a study of the *Personal Development Teachers Guide, Upper Primary* to understand its 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 this document, thereby making connections between the reform agenda and the curriculum. You also explore how the teachers guide provides support for implementing the *Personal Development, Upper Primary Syllabus*.

To undertake this module you will need access to the upper primary syllabus and teachers guide in Personal Development. These are shown in the *Unit Introduction* (pages 4-7). 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 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, 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 (are able to):

1. describe the structure and contents of the *Personal Development, Upper Primary Syllabus*
2. describe the structure and contents of the *Personal Development Teachers Guide, Upper Primary*
3. explain to a colleague the content overview of the *Personal Development Upper Primary Syllabus* and teachers guide
4. describe the relationship between strands, sub-strands, learning outcomes, indicators, assessment and evaluation
5. make connections between the strands and sub-strands of the Health and Physical Education lower primary syllabuses
6. identify indicators of progress from grade 6 to grade 8 across the *Personal Development, Upper Primary Syllabus*
7. identify indicators of progress from grade 3 to grade 8 across the Personal Development Learning Area
8. describe the approaches to programming, teaching and learning and assessment supported by the *Personal Development, Upper Primary Syllabus* and further developed in the *Personal Development Teachers Guide, Upper Primary*
9. explain to a colleague, the concepts, skills and attitudes identified in the syllabus and the teachers guide.

Section 1: *Personal Development, Upper Primary Syllabus*

By now you are familiar with the general way in which the syllabuses are structured. As for all other syllabuses, the *Personal Development, Upper Primary Syllabus* begins with a message from the Secretary of Education. The first four paragraphs are the same from syllabus to syllabus, but the other paragraphs are written directly for the relevant syllabus. In the syllabus, the *Secretary's Message* emphasises the key roles shared between the home, school and community in regard to the wide range of personal, social and community health issues that the syllabus incorporates.



Read the Secretary's message.

Introduction

On page 1 is the *Introduction*. You will see that this new syllabus brings together a number of previously separate subjects or elements of subjects.



Read page 1 and list the previous subjects or elements of subjects now included in the *Personal Development, Upper Primary Syllabus*.

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

Rationale



The *Rationale* is on page 2 of the syllabus.

The purpose of the rationale is to justify the place of this syllabus in the total school curriculum for students in the upper primary grades.

The curriculum writers want students to benefit at three levels by achieving the learning outcomes in this syllabus.



Read page 2 and look for the three levels of benefits that students get by completing this syllabus.

- 1.
- 2.
- 3.

Hint: These outcomes begin with the student.

Curriculum Principles

Pages 3-7 describe the *Curriculum Principles* that are important in the development of this syllabus. You will have noticed some of the headings before as you have looked through other syllabuses, but in this case, the principles are considered from the perspective of Personal Development.



Look over pages 3-7 and list the three major headings within which the curriculum principles are described.

- 1.
- 2.
- 3.

Using the information on pages 3-4, write a sentence about the importance of each of the following in the context of Personal Development.

Way of life:

- Cultural relevance
- Bilingual education
- Multiculturalism

Integral human development:

- The right to healthy living
- Nation building and citizenship
- Catering for diversity

Teaching and Learning



Pages 5 and 6 describe the *teaching and learning* principles that are considered important in the reform curriculum.

Page 7 introduces the teaching and learning strategies that are especially important in the implementation of this syllabus. The strategies of gathering information, analysis and processing, and planning and action, together form the Personal Development Process (the PD Process) to be used.

- Are the learning principles provided in the syllabus any different to those suggested in the lower primary Health and Physical Education syllabuses?
- Are the learning principles any different from those suggested in the Language syllabuses for lower primary and upper primary?
- If yes, what are the main differences?
- If no, why is it so?



Read page 7

- For each of the three parts of the PD Process, provide some examples from your experience. Work with a colleague on this.

The PD Process	Examples
Gathering information	
Analysing and processing	
Planning and action	

Aims

On page 8 you will find the *Aims* of the *Personal Development, Upper Primary Syllabus*. They all begin with the stem “Students develop”



Read page 8 and discuss the aims with a colleague.

- Do you think that this subject can contribute to integral human development? Explain your answer.



Reflect on ways you can develop a personal commitment to help students achieve the aims.

List at least three new ideas you are willing to try.

- 1.
- 2.
- 3.

Content Overview

The *Content Overview* on pages 9-13 once again shows that the content is organised into strands and sub-strands. The five strands for Personal Development are:

- relationships
- movement and physical activity
- our culture, lifestyle and values
- health of individuals and populations
- living and working together



Copied below are ten content focuses listed on pages 9-12. Determine which strand each comes from and note this in the table.

Content focus	Strand
The roles and responsibilities of leaders as role models in the society	
The behaviours, roles and responsibilities associated with sexuality and with changing personal, social and cultural views on sexuality	
The way gender, culture, ethnic beliefs and values, and sexuality shape our identity and relationships	
Opportunities to participate in a range of physical activities for students of all abilities	

Respect for and acceptance of other cultures	
An understanding of what happens if the rights of people are violated or abused	
Skills to deal effectively with harassment, bullying, uncooperative behaviours and pressure from peers	
The benefits and harmful effects of drug use, and the concerns associated with tobacco, alcohol and drug use	
Our culture with diverse customs, cultural celebrations and the roles and responsibilities which a member of a society is expected to understand and practise	
Leisure and recreational activities as avenues to develop and maintain relationships as well as keep fit and healthy	

Learning Outcomes



On pages 14-18 the *Learning Outcomes* relevant to this syllabus are listed.

Notice that as for all other upper primary syllabuses, the learning outcomes are grouped into strands, and the numbering system shows how the learning outcomes are developed across the grades.

It is important for example, for teachers of grade 6 to know where a particular outcome is heading, and for grade 8 teachers to know the developments that have led the students to his or her current level of understanding.



Write some activities that show this development across the grades.

An example is given for outcomes 6.2.4, 7.2.4 and 8.2.4

6.2.4	7.2.4	8.2.4
Students: identify rules and demonstrate safety procedures in play and games	Students: develop procedures for dealing with unsafe or emergency situations	Students: demonstrate behaviour that influences personal safety and the safety of others in games and play
Look at rules for football	Look at penalties available to football referee	Wearing a hat to protect from damage that could be caused by the sun

Look at equipment used in professional football	Develop a set of procedures for crossing roads safely	Explaining and justifying the rules of a game to another person
Talk about the rules used in the playground at school	Discuss the sanctions used at school when bullying occurs	Assess risks involved in playing football near a road

Do this for outcomes 6.1.3, 7.1.3 and 8.1.3 and also for outcomes 6.4.1, 7.4.1 and 8.4.1.

6.1.3	7.1.3	8.1.3
Students: describe themselves through images	Students: describe differences between people and their similarities	Students: explain how different ways of describing people influence how people value and treat themselves and others

6.4.1	7.4.1	8.4.1
Students: describe the stages in growth and development and the health needs at various stages	Students: explore the functions of different systems and parts of the body	Students: identify and describe behaviour that promotes growth and development, taking into account heredity and environment

Hint: Your experience as a teacher now or in the past, should help you here. On completion of looking through the teachers guide, return to these pages and compare your ideas with those activities presented in the “Elaborations” section of the teachers guide.

Pages 19-48 contain the largest section of the syllabus document.



Write down the purpose and structure of this large section on pages 19-48.

Hint: Your description should use the words/concepts: syllabus learning outcomes, indicators, strands and sub-strands.



Using the description you have prepared above, explain to a colleague who has little or no familiarity with the upper primary syllabuses, the purpose and function of the section on pages 19-49.

- Record some questions raised by your colleague and how you dealt with these questions.

Outcomes 6.4.1, 7.4.1 and the information on pages 33-34 from sub-strand: *growth and development*, strand: *health of individuals and populations*, deal with concepts of a sensitive nature.



Reflect on how you will teach such concepts as puberty, sexual development and sexuality to boys and girls of different cultures who are studying together in the same class.

- Record your thoughts here.



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

Remember that the indicators provided in the syllabus:

- are examples only
- are not the only way a student can demonstrate his/her achievement
- illustrate the depth and breadth (ie. the standard) of an outcome

As you read pages 19-48 you will see two to five indicators for each outcome. By understanding the standards and contexts of the indicators provided, you are able to add to them. A review of the verbs that introduce the indicators illustrates the breadth of possible things that students can do to demonstrate the achievement of a learning outcome. The concepts and contexts embedded in each of the indicators are also important.



Turn to the *Movement and Physical Activity* strand. This is found on pages 24-29.

- Make a list of 20 different verbs used to introduce the indicators in this section of the syllabus.

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.
19.	20.	

- Comment on the richness (variety and range) of the indicators.

Students will move from grade 8 into a range of options that include secondary education, vocational training, employment for life within the community. Therefore the outcomes to be achieved by the end of the upper primary grades are designed to see young people well equipped for a variety of contexts.



Read outcome 8.4.6 and discuss with a colleague the importance of this outcome in the *Personal Development, Upper Primary Syllabus*.

- Write a summary of this discussion.

Assessment and Reporting

Pages 49-50 are about *Assessment and Reporting*. A reminder is given here 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.



Carefully read pages 49-50 of the personal development syllabus.

- Develop some assessment tasks for outcomes 7.4.6 and 8.5.2.

In developing assessments tasks you should ask yourself such questions as:

- 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?

Outcome	Assessment tasks
7.4.6 Develop a personal health plan based on a personal health goal	
8.5.2 Make decisions about school and classroom issues	

Hint: Make sure that the tasks include at least one that is written, one that is oral and one that is practical. The indicators for these outcomes may give you some ideas. Think of some others.

Section 2: *Personal Development Teachers Guide, Upper Primary*

This section gives you an opportunity to look at the *Personal Development Teachers Guide, Upper Primary* and the way in which it supports the implementation of the *Personal Development, Upper Primary Syllabus*.

As for the other syllabuses and teachers guides, the *Personal Development Teachers Guide, Upper Primary* starts with a message from the Secretary. The teachers guide gives more information than the syllabus about what to teach and describes ways of implementing the syllabus.

In this, the Secretary indicates the importance of each teacher reading through the teachers guide carefully and becoming more familiar with the content of the subject as specified in the “elaborations” section.



Read the *Secretary’s message*.

Introduction



Read pages 1 and 2 of the Introduction and briefly summarise the key points made in the sections provided (pages 1 and 2).

- Purpose of the teachers guide:
- How to use the teachers guide:
- Nature of Personal Development:
- Links with different levels:
- Links with other subjects:

Key Features

Five key factors are identified.

The first of these is: *Unique aspects of Personal Development*

This section notes several unique aspects about Personal Development that promote the curriculum principles *Our Way of Life and Integral Human Development*. (page 3)



Identify these unique aspects and list them below.

The second factor is: *Approaches and Processes*



Read the section about *Approaches and Processes* and note below the three approaches that are used for planning and teaching Personal Development. (page 3)

- 1.
- 2.
- 3.

Hint: These approaches are explained more fully in the Teaching and Learning Strategies section of the teachers guide.

The third factor is: *School, home and community support*



Why is community and family support so important in teaching and learning Personal Development? (page 4)

The fourth factor is: *Essential Content*

You will observe from this section that the content of the syllabus is organised into 5 strands that outline the knowledge, skills and attitudes that are distinctive to Personal Development. These were outlined in Section 1. (page 4)

The fifth factor is: Catering for diversity



Read this section. It has already been covered in other syllabuses and teachers guides. (page 4)

It is however, again worth reflecting on the uniqueness and diversity of Papuan New Guinea cultural beliefs, practices, languages, celebrations, rituals and customs and the way that these shape a unique cultural environment that values this diversity and becomes the foundation of cultural and personal identity.

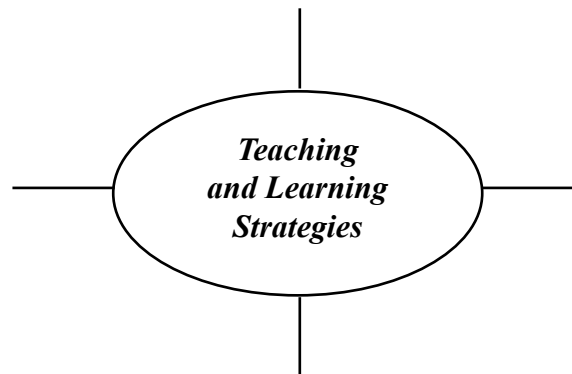
Teaching and Learning Strategies



Firstly read the section *Teaching and Learning Strategies in the Personal Development Upper Primary Teachers Guide*. (pages 5 to 11).



Draw a mind map of the major strategies covered in this section. A starting point is provided for you. (Add more links as you need them.)



Are they any different from those presented in the Health and Physical Education lower primary teacher guides? If so, in what ways are they different?



Read the section *Student-centred Approach* (page 5) and summarise the main aim of this teaching and learning strategy.

- Now look at the three types of student-centred approaches that you can use to introduce Personal Development and summarise what they say in the table below:

Student-centred approach	Summary
1. Personal development process approach	
2. Inquiry-based approach	
3. Three-step approach: orienting, enhancing, synthesising (OES)	

Pages 10 and 11 of the teachers guide introduce you to some teaching and learning tools that support the strategies and samples for each tool.



Read through the list of teaching tools, how to apply them and the samples that are given.

Take any 5 of these teaching tools and briefly comment on how you have used them in your teaching in the past and how successful or otherwise you have found them to be.

Teaching tool	Success or otherwise in your teaching
1.	
2.	
3.	
4.	
5.	

Assessment

What is assessment?



Read the introductory section on *Assessment in the Personal Development Teachers Guide, Upper Primary* (page 12)

- Write a short statement that describes the basis of the assessment process.

The assessment process is based on.....

Purpose of assessment



Remind yourself of what the *National Assessment and Reporting Policy, 2003*, is quoted as saying about the purpose of assessment.

- The five points are listed in this section of the teachers guide on page 12. Read this page.
- What will the information obtained from assessment be used for?
 - 1.
 - 2.
 - 3.

Assessment principles



Note that there are nine (9) principles listed in the teachers guide about this matter. Read and reflect on what each one says. (page 13)

Now take a look at what the *National Assessment and Reporting Policy, 2003*, says about Assessment Principles (pages 3 and 4). Can you find the similarities? Write some below.

Roles and responsibilities



Read what the teachers guide says in this section about roles and responsibilities. (pages 13 and 14)



Think about your roles and responsibilities in relation to assessment:

- If you are an Inspector, what would you be monitoring in the assessment area when inspecting schools?
- If you are a Head Teacher, what would you be monitoring in relation to assessment with each of the teachers in your school?
- If you are a teacher, in relation to assessment, what would be your roles and responsibilities and what would be the roles and responsibilities of students?



Write your answer here.

Hint: Your answer will depend on your current position.

Process of assessment



Read this section on page 14 of the teachers guide.

It mentions the need for the “process of assessment” to be identified during the time that you are planning a unit of work. It involves:

- 1.
- 2.
- 3.

The following two pages (pages 16 and 17) provide descriptions and examples of sample assessment instruments, some of which you have most likely used in your teaching. Read through these, consider those that you have already used and note any that you might not have used but would like to try.



List the instruments that you have used and the ones that you intend to use in the future.

Assessment instruments I have already used with students	Assessment instruments I plan to use in the future

Developing a specific assessment task



Now read this section in personal development teachers guide to familiarise yourself with what is involved in developing a specific assessment task. (pages 18 to 20)

Note that “outcomes” should be used as the starting point in the process of planning assessment tasks. “Indicators” found in syllabuses and “Elaborations” provided in the teachers guide, assist in setting the criteria for assessment.

- There are 4 steps given in choosing a suitable assessment task. What are they?
 - 1.
 - 2.
 - 3.
 - 4.
- Now read what the teachers guide says on page 20 about *recording and reporting*.

- What are they?
 - 1.
 - 2.
 - 3.
- If you decide to choose one to try, which one would you choose and why?

Elaboration of outcomes



This section of the teachers guide lists each of the outcomes provided in the syllabus with elaborations for grades 6, 7 and 8.

You will have already learnt about “elaborations” in earlier modules. Remember that elaborations detail possible content and contexts to help you with your planning, so that your teaching helps students to achieve the outcomes. The content is drawn from the strands outlined in the syllabus.

The elaborations provide teachers with the necessary background information, recommended knowledge, processes and skills and sample activities for each outcome. You should select the content from the elaborations that best meet the needs of your students. How you assist your students to functionally learn and summatively or in an on-going fashion demonstrate their learning, is up to you. This is where your skills as a facilitator of learning come to the fore.



Refer to the *Relationships* strand and select an outcome that applies to the grade that you are teaching - grade 6, 7 or 8. As Personal Development is a new subject, think about the context in which you would have taught "relationships" in the past or currently.

- Look at the recommended knowledge (elaborations) that your students should know in relation to this outcome. Write down the recommended knowledge and then check that any two of your students in fact have this knowledge.

Grade taught (either now or in the past):

Outcome:

Knowledge

Student 1 Yes/ No

Student 2 Yes/ No

*
*
*
*
*
*
*
*
*
*

- If you are a teacher, how can you use this information when planning your Personal Development program?

- If you are an inspector, think about the kinds of changes you would like to see in school programmes.

Hints: Personal Development is a new subject. So you have to have your..... on Health or Physical Education or another subject in which relationships was with.

Units of Work

You have already looked at the steps for developing units of work in previous modules. It will however still be worthwhile for you to revise the steps for developing units of work by reading about this in the teachers guide. (pages 56 and 57)



Now complete the steps in summary. The first words for each of the steps have been included for you.

1. Identify outcomes.....

2. Select a title

3. Identify appropriate content.....

4. Identify possible teaching and learning activities
5. Develop assessment
6. Identify and list resources.....
7. Estimate time.....
8. Program

Hint: You are just asked to complete the summary of each of the steps. However, you also need to read the details of each of these steps that follow the summary. You will find this detail on pages 57 to 61 of the teachers guide.

- Read through the section *Modelling the process of developing a unit of work using an integrated approach*. (pages 57 to 61). This follows the above steps that you have just summarised.



Share what you have just read with a colleague and make sure that you understand the process.

- Ask your colleague if you can question each other about each of these steps in the process. Record anything that you are not sure about to discuss with your supervisor.



Think about Step 6. At what stage do you begin to identify and list resources?



An alternative model consistent with outcomes-based approach is provided here. This model is called the 'designing down' model.

The model provided in the teachers guide and this model have some common steps. However the major differences lie in the thinking process.

This model is guided by the following four questions which stem from the philosophy of outcomes-based education. The questions are:

1. What is it that the students have to learn and demonstrate? (outcomes)
2. What is the best way to find out if the students can do it? (assessment)
3. What are the best learning and teaching strategies to help students to learn and demonstrate the achievement of outcomes? (teaching and learning activities)
4. What is the most appropriate content to help students in the learning process? (knowledge, skills, attitudes)

The steps are:

1. Identify outcomes that naturally link
2. Give the cluster a title based on the main idea linking the cluster of outcomes
3. Identify the appropriate assessment method(s), tasks and criteria to find out whether students can demonstrate the achievement of outcomes
4. Identify possible teaching and learning strategies
5. Identify appropriate content (knowledge, skills and attitudes)
6. Identify and link resources
7. Estimate time
8. Program.

In planning a unit of work, your focus should be to help students to achieve the outcomes, not simply to cover the content. You'll then collect evidence through assessment to judge whether students are achieving the outcomes or working towards the outcomes or not showing any evidence of achieving the outcomes.



Now develop a plan for a unit of work by yourself, using the steps that you have learned and some different outcomes suited to the level of the class that you are currently teaching or have recently taught or have a supervisory role for.

- Use both models



Remember that you can also develop a unit of work using an integrated approach across subjects. You can read about this on page 64 of the teachers guide.



Compare the two approaches:

1. Modelling the approach of developing a unit of work using an integrated approach... within one subject (Personal Development teachers guide, pages 57-61), and
 2. Modelling the process of developing a unit of work using an integrated approach across subjects (Personal Development teachers guide, pages 64 to 67).
- Note in the table that follows, any differences that you can find.

Developing a unit of work using an integrated approach within one subject	Developing a unit of work using an integrated approach across subjects

Hint: Look at the steps 1-8 in each approach to see if you can find any differences.

- Before you complete Section 2, read about the resource materials that can assist you to implement the *Personal Development, Upper Primary Syllabus*, (page 69) and the *Glossary* on page 70 of the teachers guide.

Module Summary

Congratulations! You have now completed Module 3, titled *Personal Development in Upper Primary*.

In doing so you have worked your way through the Personal Development Syllabus and teachers guide for upper primary. In the process of doing this you made connections with the lower primary health and physical education syllabuses and teacher guides. The *National Curriculum Statement* and the *National Assessment and Reporting Policy, 2003*, have also been considered.

You have looked at and done 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>Personal Development, Upper Primary Syllabus</i> ?	
2. describe the structure and contents of the <i>Personal Development Teachers Guide, Upper Primary</i> ?	
3. explain to a colleague the content overview of the <i>Personal Development, Upper Primary Syllabus</i> and teachers guide?	
4. describe the relationship between strands, sub-strands, learning outcomes, indicators, assessment and evaluation?	
5. make connections between the strands and sub-strands of the Health and Physical Education lower primary syllabuses?	
6. identify indicators of progress from grade 6 to grade 8 across the <i>Personal Development, Upper Primary Syllabus</i> ?	
7. identify indicators of progress from grade 3 to grade 8 across the Personal Development Learning Area?	

8. describe the approaches to programming, teaching and learning and assessment supported by the <i>Personal Development, Upper Primary Syllabus</i> and further developed in the <i>Personal Development Teachers Guide, Upper Primary</i> ?	
9. explain to a colleague the concepts, skills and attitudes identified in the syllabus and the teachers guide?	

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 appropriate sections of the module again and have another attempt 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 learning outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes

Additional space for your notes