

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

**Unit 5:
Outcomes-based Planning
and Programming**

Study Guide



Department of Education



Australian Government
AusAID

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Written and compiled by

Shantha E Jacob	-	Leader/Adviser, Learning and Development Team, CRIP
Margaret Maru	-	Regional In-service Support Adviser, ECBP
Stuart Taylor	-	Regional In-service Support Adviser, ECBP
Waren Fairfax	-	Short-term contract writer

Assisted by

Maino Koloa	-	Social Science Curriculum Officer, Primary Unit, CDD and PNGEI-endorsed external assessor
Valentine Tangoh	-	PNG Counterpart Learning and Development Adviser, CRIP and PNGEI-endorsed external assessor
Christine Stores	-	Regional In-service Support Adviser, ECBP

Supported by Upper and Lower Primary Reform Curriculum Implementation Support Teams with representatives from

Curriculum Development Division (CDD)
Curriculum Reform Implementation Project (CRIP)
Inspections and Guidance Division (I&GD)
Papua New Guinea Education Institute (PNGEI)
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Teacher Education and Staff Development Division (TE&SD)

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**For further information about the units contact the
Teacher Education and Staff Development Division.**

Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 5: Outcomes-based Planning and Programming

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Secretary's message

The Papua New Guinea Department of Education *In-service Management Plan 2001-2005* sets out the policies and practices for in-service to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality in-service for all elementary and primary teachers are fundamental components in the reform of basic education.

The provision of accessible, relevant and sustainable in-service training is critical for the effective implementation of the reform curriculum in Papua New Guinea schools. In particular, appropriately trained and skilled teachers, head teachers and support staff are the key.

These self-paced in-service units are being provided to assist teachers implement the primary reform curriculum materials distributed to schools in 2003 - 2005. They are quality materials designed to help each of you continue your professional learning at times to suit you and with the support of colleagues in your school and district. Significantly the units provide a means for all teachers to gain further qualifications through Papua New Guinea Education Institute and primary teachers colleges that may include these units as part of their in-service provision.

The units have been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP).

I commend the units to you and invite you to take up the challenges provided by the availability of these units to continue your own learning so that we can be sure that our children receive the best possible education.



Dr Joseph Pagelio
A/Secretary for Education

How to use the study guide

There are a number of ways you can use this study guide:

- as a source of information and activities for school-based, cluster or district learning and development (in-service), or
- as a study guide for self-improvement, or
- as a study guide to improve your qualifications.

The decisions and choices you make as you work your way through this section of the study guide will determine the outcomes you achieve and the benefits you gain from your learning journey.

So be very clear about your purpose for studying this in-service unit.

Option 1. School-based, cluster or district level learning and development

This unit can be used to establish a learning community of practitioners in schools or across a cluster of schools (that is, to promote the practice of teachers studying together to improve their knowledge and skills and encouraging each other to do so).

To use this unit for school-based, cluster or district level learning and development (in-service), first organise a planning group to scan the unit and module content to determine the most suitable approach. The planning group could comprise some of the following - the head teacher, the inspector, the in-service coordinator, a trained assessor, classroom teachers.

There are many ways in-service sessions could be organised, for example one to two hours every week, or a half day every month, or during NIST week or any other arrangement that suits the needs of your school, cluster or district.

The planning group may organise for teachers to work through the whole unit over a period of time or may select particular modules, sections or activities that will best help teachers implement the primary curriculum.

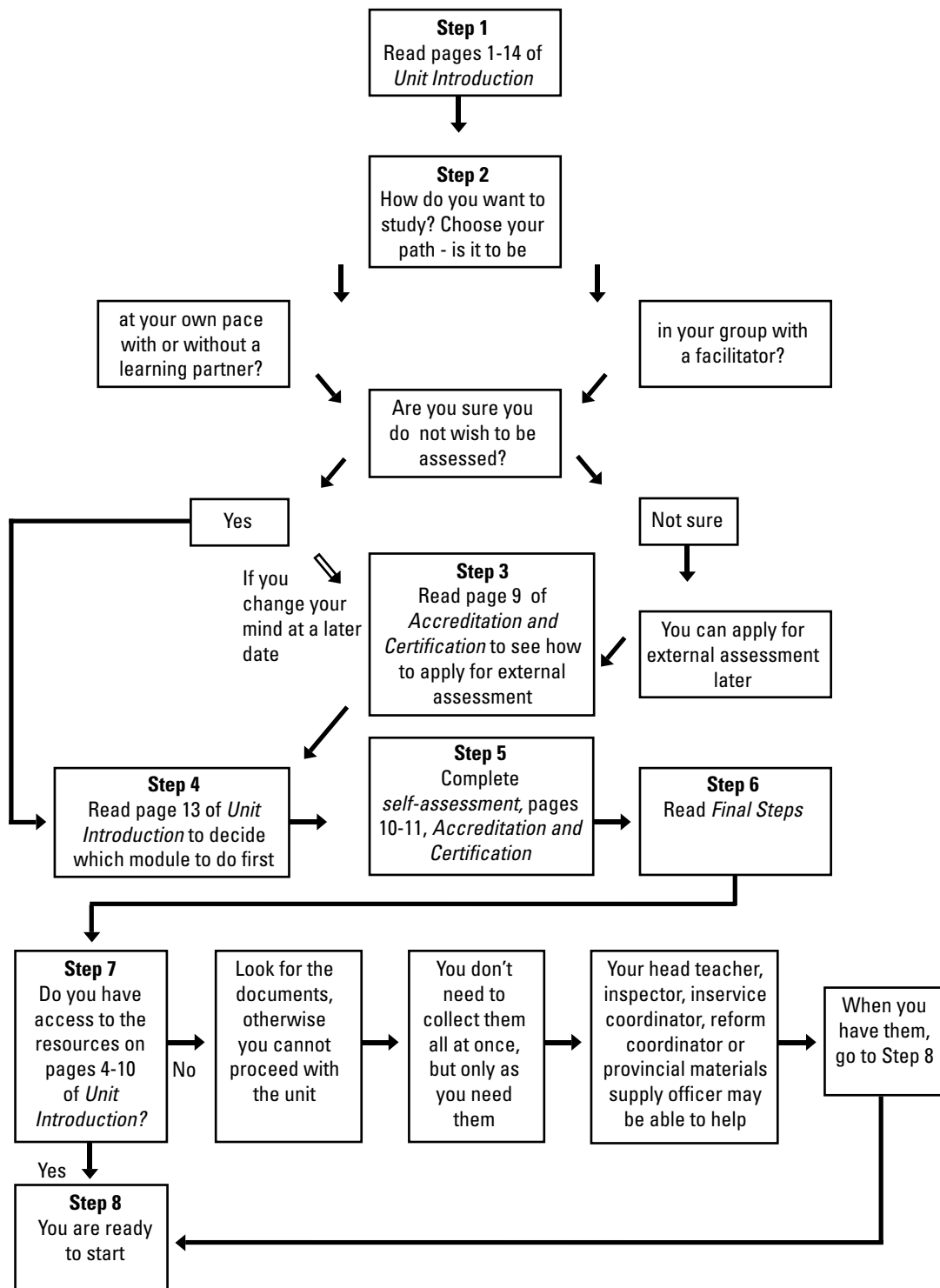
Teachers can work through the unit or modules themselves in pairs or in small groups, or they can be guided through the unit or modules by trained assessors or teachers who have already studied the unit at PNGEI.

It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The self-assessment on page 10 of the *Accreditation and Certification* section can be used for this purpose.

Option 2. Self-improvement

You may study this unit for your own self-improvement to become a more effective and informed teacher, senior teacher, head teacher, inspector or education officer with responsibility for curriculum reform.

Study Pathway Planner for Self-improvement

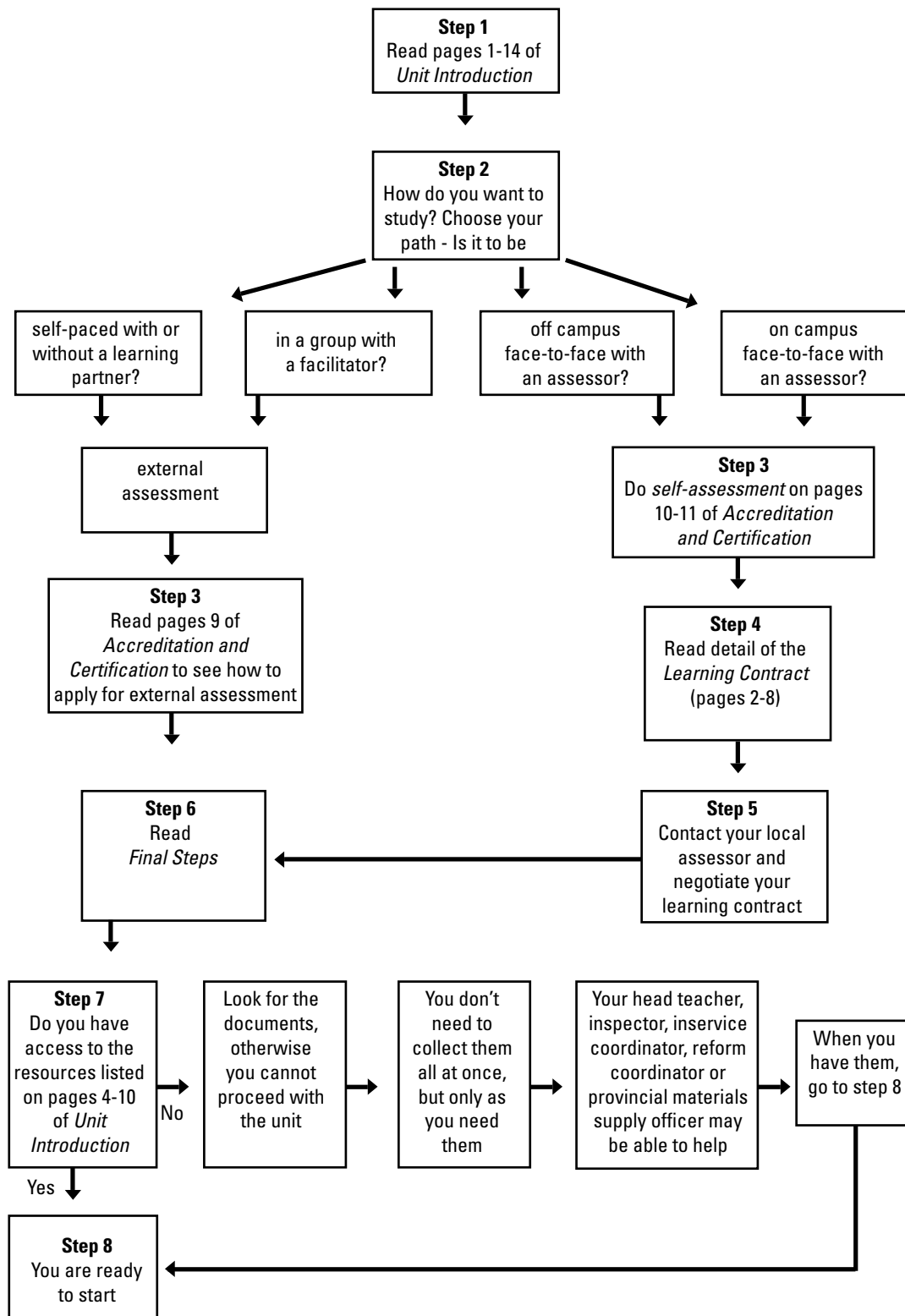


Option 3. Improve your qualifications

You may complete this unit to gain potential credit points to upgrade your qualifications through the DEP(I) or other programs offered by PNGEI such as Diploma in Special Education, Certificate of Elementary Teacher Training (CETT) or Diploma in Vocational Education (DOVET) or further education.

If this is your goal, track your pathway through the flow chart on the next page.

Study Pathway Planner for Improving Qualifications...



Unit Introduction

The Context

This set of nine in-service units has been developed specifically to help primary school teachers, grades 3 - 8 and the senior teachers, head teachers, education officers and inspectors who support them, to effectively implement primary reform curriculum.

All primary syllabuses contain the Secretary's Message, Introduction, Rationale, Curriculum principles, Content overview, Course aims, Learning outcomes and Indicators and advice on assessment and reporting.

You are perhaps already familiar with terms such as introduction, rationale, curriculum principles and content overview and have an idea about what to expect. However, there is new information in all of these sections of the document.

The primary teacher guides explain to you, using examples, ways of planning and programming, ways of developing units of work and strategies and tools for assessment and reporting. They also provide information about the knowledge, skills, attitudes and values embedded in each of the outcomes through 'elaborations' of the outcomes. 'Suggested activities' are also to be found in this section.

The most significant aspect of the new syllabuses is that they describe student learning in terms of learning outcomes and indicators and not in terms of objectives as was the practice previously.

The learning outcomes specify what it is that students know, understand and are able to do as a result of their learning. Indicators list examples of the kinds of things students are able to do, know and understand if they are achieving an outcome. Teachers use indicators when they make judgements about student achievement of outcomes.

This set of in-service units uses an outcomes-based approach to help you become familiar with and to understand and experience learning based on specified outcomes. The in-service units introduce some new concepts and ideas based on effective principles of learning in an outcomes-oriented learning environment.

Learning outcomes are identified at two levels – unit learning outcomes and module learning outcomes. If academic credit is being sought through the study of a unit, the unit learning outcomes form the basis of assessment. If this is not the goal, then the unit learning outcomes may be used for checking own learning.

All units are developed through four modules. The modules are written in a 'self-learning mode'. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.

In the *module summary*, at the end of each module, we have repeated the *module learning outcomes*. Use the list of outcomes as a checklist of your progress/learning through the module.

In the *unit summary* at the end of the unit, we have repeated the *unit learning outcomes*. Use this as a checklist for your readiness for assessment.

We have provided space throughout the Study Guide for you to write your responses and reflections. This means that your study guide is also your *workbook* and your *learning journal*. Also, at the end of each module, you will find some blank pages. Use them as extra space for your notes if you need it.

We have not given any model answers for the various tasks you will be completing. Instead we have provided ‘hints’ to prompt your thinking. This may also help you check and re-think your responses.

Throughout the Study Guide you are advised to work with a colleague. The term **colleague** is used to mean a learning partner, a critical friend or a mentor. (Further information in this area may be found on page 4 of *Accreditation and Certification* section of this Study Guide.)

Prerequisites

There are no academic prerequisites for this unit.

Duration

It is likely to take you around 48 hours to complete all *the Learn, Do, Share and Reflect* activities in a unit.

Learning tips

Each module includes *learning, doing, sharing and reflecting* activities. These are all designed to help you achieve the learning outcomes of the unit.





To complete the unit or modules you will need the resources with their pictures next to them listed on pages 4-10. Resource 1 was sent to provinces in 2000 for distribution to schools. All other resources were sent to schools during 2003-2005.





The learning model

The activities in this unit, using the learning model of *Learn, Do, Share and Reflect*, are designed to give you an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of the learning model represent ongoing learning processes that form an integral part of the learning journey.

Icons

An **icon** is a symbol used to show you what action to take in your learning journey. In this unit these icons represent this learning model.

Learn  Do  Share  Reflect 

 <p>Learn (Lainim)</p> <ul style="list-style-type: none"> • Find out more about • Use information to create knowledge 	 <p>Do (Wokim)</p> <ul style="list-style-type: none"> • Do tasks • Practise skills • Apply new knowledge
 <p>Share (Tok tok wantaim)</p> <ul style="list-style-type: none"> • Talk to others about what you are learning • Discuss findings with a colleague, learning partner or group acting as a critical friend(s). Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in constructing knowledge through seeing, hearing, doing, talking, refining and reflecting. 	 <p>Reflect (Tingim bek)</p> <ul style="list-style-type: none"> • Think critically about what you have learnt, done and shared • Think about changes to your practice • Think about changes to your beliefs and attitudes <p>Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be:</p> <ul style="list-style-type: none"> - what does this mean for my practice in my current position? - what are the implications for the group? - what are the implications for the school or my classroom?

Resources

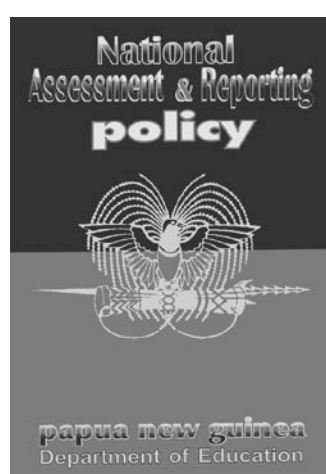
Here is a list of resource texts for use with this study guide. If you are currently teaching in the lower primary years, you may think of focusing on the lower primary syllabuses and related documents only. If you are currently teaching in the upper primary years, you may think of focusing on the upper primary syllabuses and related documents only. However, it is important that you become familiar with both sets of documents to become an effective and competent primary school teacher.

You will need access to the relevant documents to successfully complete the unit. These documents were distributed to schools in 2000-2005.

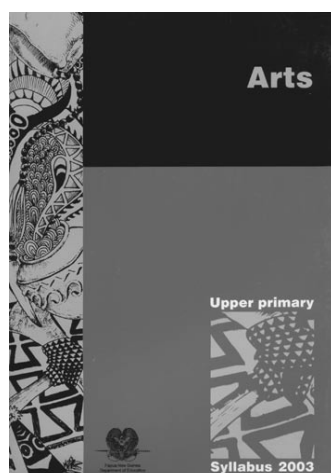
At the beginning of each module, the resource books you will need for that module are identified.



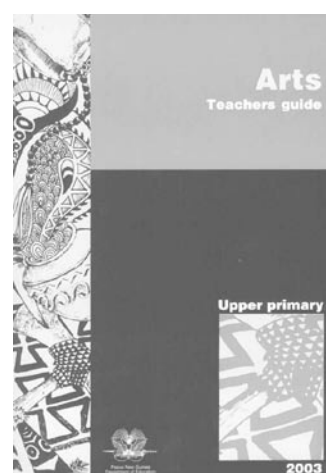
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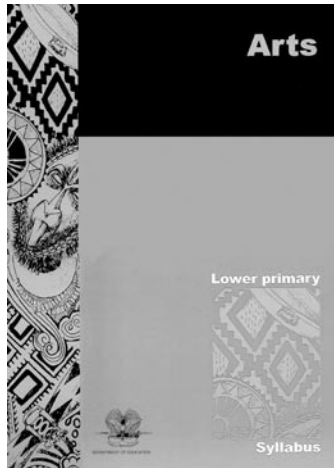
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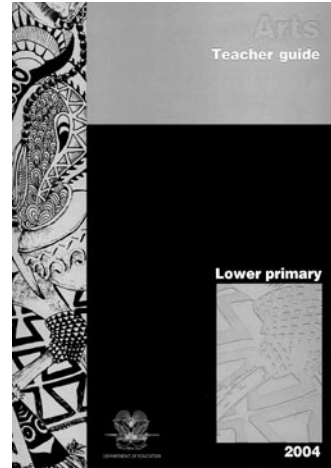
3. *Arts, Upper Primary Syllabus 2003*, Department of Education, Papua New Guinea



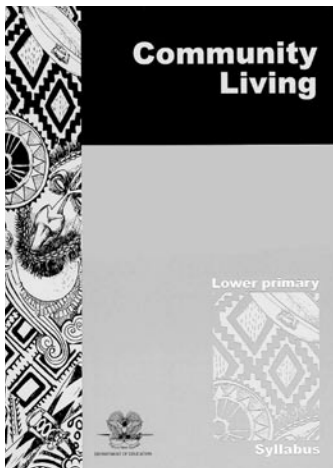
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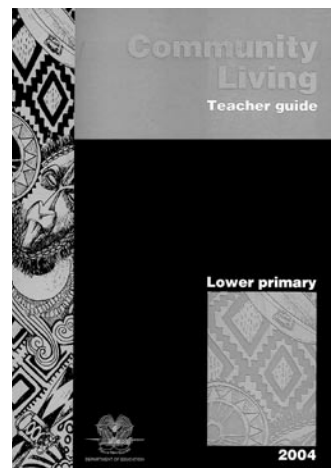
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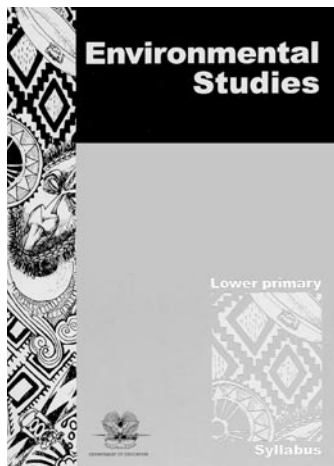
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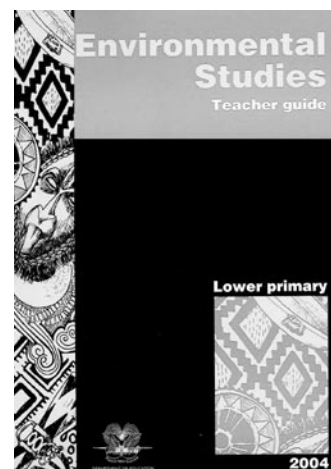
7. *Community Living, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



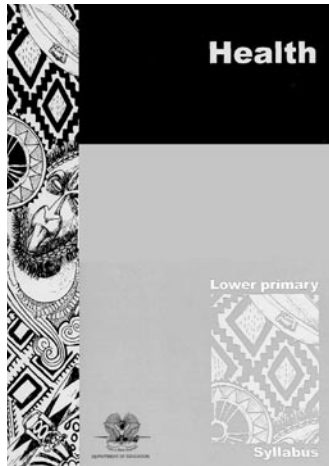
8. *Community Living Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



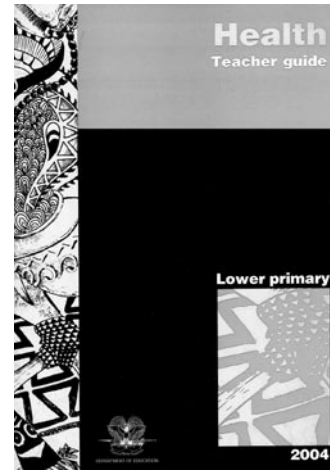
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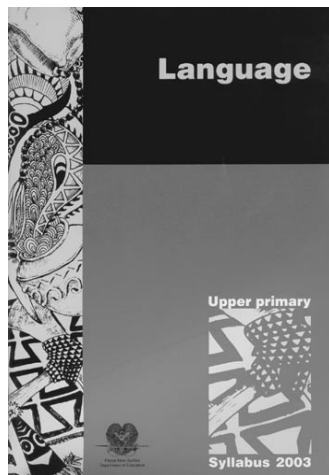
10. *Environmental Studies, Lower Primary Teacher Guide, 2004*, Department of Education, Papua New Guinea



11. *Health, Lower Primary Syllabus, 2004*,
Department of Education,
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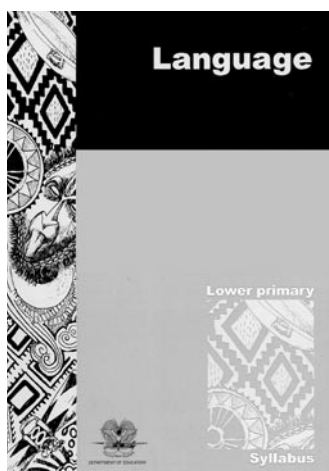
12. *Health, Lower Primary Teacher Guide, 2004*, Department of Education, Papua New Guinea



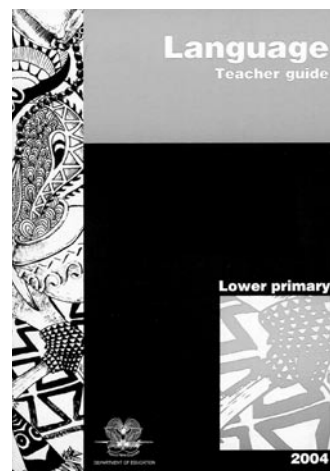
13. *Language, Upper Primary Syllabus, 2003*,
Department of Education,
Papua New Guinea



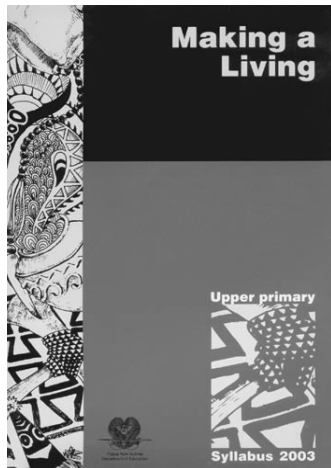
14. *Language, Upper Primary Teachers Guide, 2003*, Department of Education, Papua New Guinea



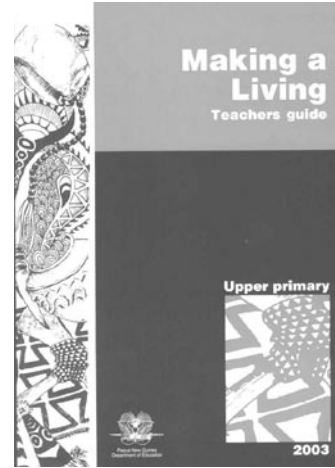
15. *Language, Lower Primary Syllabus, 2004*, Department of Education,
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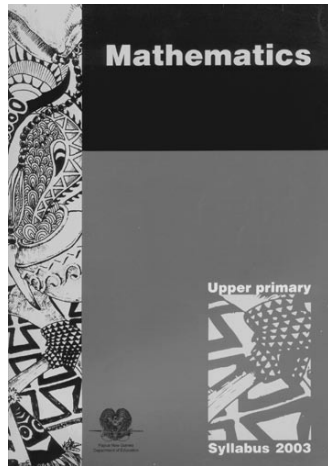
16. *Language Teacher Guide, Lower Primary, 2004*, Department of Education,
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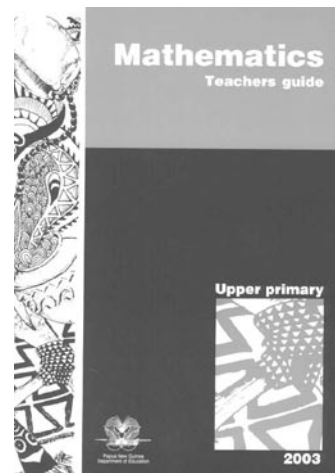
17. *Making a Living, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



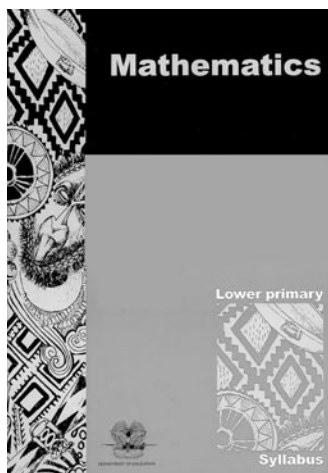
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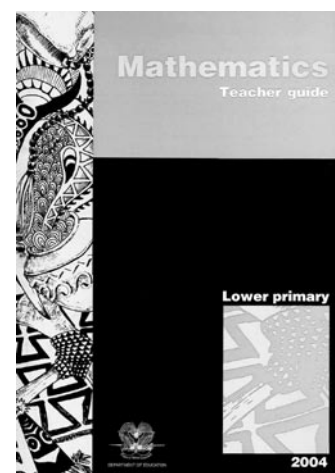
19. *Mathematics, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



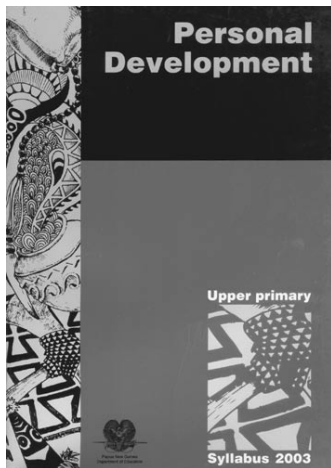
20. *Mathematics Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



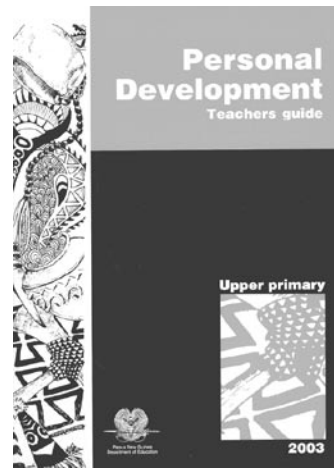
21. *Mathematics, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



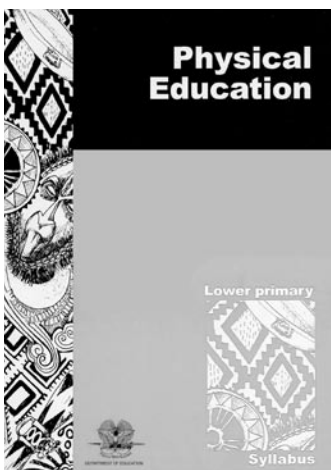
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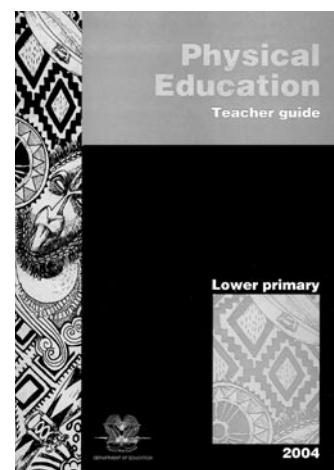
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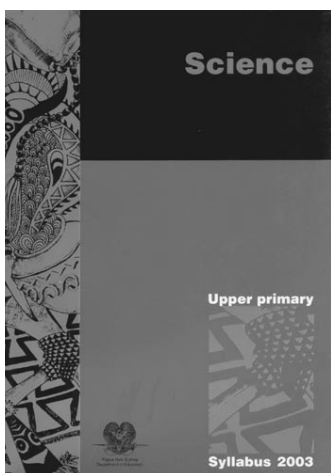
24. *Personal Development Teacher Guide, Upper Primary, 2004*, Department of Education, Papua New Guinea



25. *Physical Education, Lower Primary Syllabus, 2004*, Department of Education, Papua New Guinea



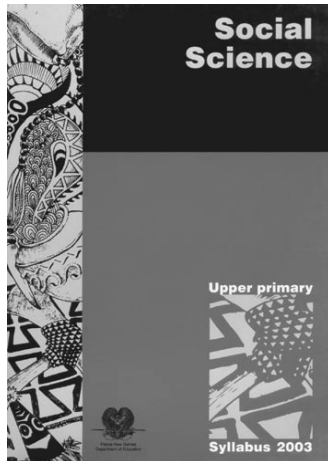
26. *Physical Education Teacher Guide, Lower Primary, 2004*, Department of Education, Papua New Guinea



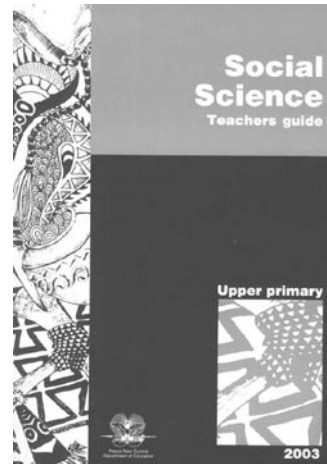
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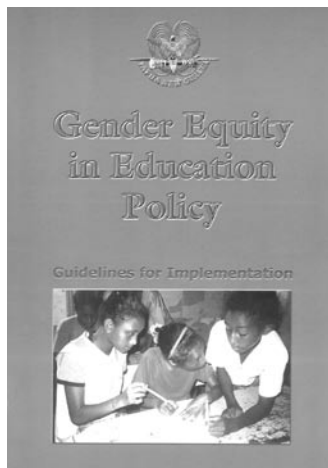
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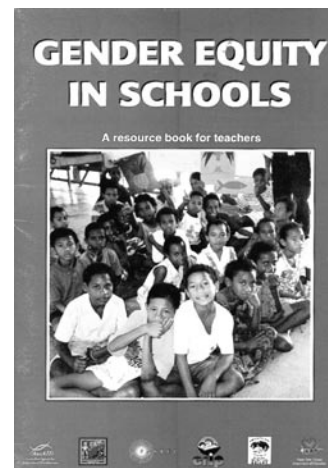
29. *Social Science, Upper Primary Syllabus, 2003*, Department of Education, Papua New Guinea



30. *Social Science Teachers Guide, Upper Primary, 2003*, Department of Education, Papua New Guinea



31. *Gender Equity in Education Policy, 2003*, Department of Education, Papua New Guinea.



32. *Gender Equity in Schools: A resource book for teachers, 2003*, Department of Education, Papua New Guinea

About this unit

The context

As you know, basic education is currently being reformed throughout the PNG education system. This process began some years ago. You might also be aware that some provinces and schools have already done a great deal of work in implementing the reform, while some others have a long way to go.

This unit is one of a set of nine in-service units developed to help both primary school teachers and those officers who support their work, such as, the senior teachers, head teachers, inspectors and education officers to understand and implement the reform in their work situation.

The in-service units in the set are:

Unit 1: Philosophy of Curriculum Reform

Unit 2: Learning Area: Culture and Community

Unit 3: Learning Areas: Language and Personal Development

Unit 4: Learning Areas: Mathematics and Science

Unit 5: Outcomes-Based Planning and Programming

Unit 6: Learning and Teaching for Outcomes

Unit 7: Assessing and Reporting Achievement of Outcomes

Unit 8: Bridging to English

Unit 9: Vernacular Literacies

You can study one or more units and you can study them in any order.

Unit 5 focuses very much on the teacher guides for the lower and upper primary syllabuses and how they help teachers in planning and programming. Of course, the teacher guides cannot be considered separately from the syllabuses. These books together should be considered as companions to each other. The tasks you will be asked to complete will extend what you read in these books into activities that are relevant to you.

Throughout this unit the terms 'theme', 'linking idea', 'topic' and 'organiser' are used interchangeably. They mean the same thing.

Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings and skills you achieve and are able to demonstrate when you complete the unit. These statements are learner-centred and written in terms that enable them to be demonstrated, assessed and measured.

On successful completion of this unit, you, the learner, can (are able to):

1. explain the general principles of “planning and programming”
2. explain the links between curriculum policies of the DoE, upper and lower primary syllabuses and teacher guides and the planning and programming required in a student-centred environment
3. identify and compare the steps involved in developing subject-based and integrated teaching programs
4. identify and describe the steps involved in developing a unit of work using the designing down approach
5. identify and describe the steps involved in developing a multi-grade program
6. explain how your 'planning and programming' is consistent with the education reform in Papua New Guinea
7. develop an integrated unit of work or assist others you supervise to develop an integrated unit of work from a yearly overview
8. bring together information from different sources to formulate a plan of action.

The Modules

In order to help you achieve the outcomes, *Unit 5: Outcomes-based Planning and Programming*, is developed through four modules.

There are minor links between the modules. It is suggested that you complete Module 1 first and Module 4 last. Module 3 is optional.

An overview of each of the modules follows:

Module 1: Planning and Programming Fundamentals

In this module you explore six examples of plans and programs to understand the logic and thinking behind them. You examine some guidelines for planning long-term, medium-term, short-term and on-going programs.

Module 2: Approaches to Planning and Programming

In this module you explore approaches to planning and programming using some of the current teacher guides and syllabuses to guide you in your thinking. Curriculum scanning is introduced as a means of facilitating integration.

Module 3: Multi-grade Planning and Programming (Optional)

In this module you examine the implications of the DoE policy on multi-grade teaching and its impact on your plans and programs, or those of the teachers you supervise. Links are established between the policy, the syllabuses, the teacher guides, subject-based and integrated approaches to planning and programming.

Module 4: Planning and Programming Implications

In this module you explore the implications of planning and programming in an outcomes-based environment and its application in your work context.

References

These documents have been used in writing these units. You do not need to have access to these documents.

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1. Curriculum Reform and Lower primary Curriculum
2. Bridging to English in Lower primary
3. Planning and Programming
4. Teaching and Learning
5. Assessment and Reporting

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