

Inservice Units to Support the Implementation of the  
Primary Reform Curriculum

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

**Module 4:**  
**Planning and Programming**  
**Implications**

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

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

I have sighted this study guide as evidence of completion of agreed tasks by  
.....(insert name)

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

## Module 4

# Planning and Programming Implications

## Introduction

Welcome to *Module 4: Implications for Practice*

You do not need any other documents to undertake this module.

In this module, the focus is on exploring the implications of reform for you in your present capacity as a teacher, a senior teacher, a head teacher, an inspector or a provincial education officer with system-wide responsibilities.

It is recommended that you complete modules 1, 2 and 3 before this module, so that you understand some of the key principles in the context of the reform.

These principles include:

- catering for diversity
- student-centred learning
- integration
- relevance
- multi-grade teaching

You also need to understand the key concepts of planning and programming, including:

- the different levels of programming (eg. long-term, medium-term, short-term and on-going, all consistent with each other)
- “holistic” planning which includes thinking about student progress and assessing and recording it at every step of the Teaching and Learning Cycle
- an outcomes-based perspective
- generalist teaching, where one teacher teaches all subjects to one grade or a multi-grade class.

This module requires you to critically apply your learning in the context of your work and responsibilities.

If you are seeking academic credit, as you work through the module, it may be useful to keep a running record of sections, parts and pages of the module where you can show evidence for particular learning 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. assess and challenge your own practice
2. identify the changes, if any, you need to make to your current practice
3. develop, share and review an action plan to apply your learning to your work situation.

## Section 1: What is your role?

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**You may be a teacher, an officer with administrative and supervisory responsibilities such as a senior teacher, a head teacher, an inspector or a provincial education officer, an inservice coordinator or a reform coordinator. Some of you undertaking this course may have other roles and responsibilities.**

### Classroom Teachers

If you are a *classroom teacher*, you are a very important implementor of the reform curriculum.

In order for you to become an effective implementor, you should critically review your current practice and identify those practices that are compatible with the frameworks provided in modules 1, 2 and 3 and those which are not. For example, if you currently plan and develop integrated programs, then this fits in well with the recommended approach. On the other hand, if you currently plan in terms of subjects without any attempt to integrate them, then this does not fit in well with the advice in the reform syllabuses.

### Senior Teachers or Coordinators

**If you are a *senior teacher*, you have a responsibility to assist the head teacher in implementing the reform.**

Depending on your level of responsibility, this may require you to approve plans and programs developed by teachers for consistency with the reform curriculum. You may have a school policy on how teachers should program. This policy may or may not be consistent with the reform curriculum. You may have teachers who need professional assistance. In all of these you provide curriculum and administrative leadership to teachers and advice and support to your head teacher.

### Head Teachers

**If you are a *head teacher*, you are responsible for the implementation of the reform curriculum in your school.**

This may require you to provide curriculum leadership, support and advice to teachers on the new approaches to planning and programming. If your school is multi-grade, there are particular implications for planning and programming. If your school previously taught grades 7 and 8 using subject specialist teachers, then the change to generalist teaching will need sensitive and supportive leadership.

### Inspectors

**If you are an *inspector*, you have an advisory as well as a monitoring role in the primary school sector.**

This means that you need a working knowledge of all the subject syllabuses, multi-grade teaching, bilingual education, new approaches to planning, programming and assessing and other aspects of the reform agenda. This also means that you are expected to critically view your own practices in the light of the recommended approaches to planning and programming for both single grade and multi-grade classes.

### Provincial advisers or coordinators

**If you are a *provincial adviser or coordinator*, you have an advisory and monitoring role in the primary school sector.**

This means that you need a working knowledge of all the subject syllabuses, multi-grade teaching, bilingual education, new approaches to planning, programming and assessing and other aspects of the reform agenda.

The first step in each situation is to critically review your current practices and identify those practices which are compatible with reform and those which are not. This is not about abandoning good practices but is about acknowledging them and building on them.



**How well do you think you are currently carrying out the role described above? Write down your thoughts here.**

*Hint: The response to this will depend on your practices in your particular work situation. Be honest about it so that you can help yourself.*



**Having completed modules 1, 2 and 3, you are in a position to assess whether your current practices are consistent with the recommended approaches to planning and programming.**

- Working with a colleague, brainstorm a list of your practices. You should consider how you currently program, teach, assess and review your program, what resources you use and so on. List them in the table on page 6.
- If you are a senior teacher, work with another senior teacher; if you are a head teacher, work with another head teacher; if you are an inspector, work with another inspector, where possible.
- Identify those practices which in your view are compatible with the reform curriculum, by placing a tick in the right hand column.

List of practices	Compatible?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

*Hint: For example, if you do integrated planning, then this practice is compatible with the reform curriculum; if you plan and teach totally subject-based without any integration at all, then this practice is not compatible with reform in both the lower and upper primary years.*



**Discuss with a colleague up to three (3) critical changes you will need to make to become more consistent with the expectations of the reform curriculum.**

- Write the changes you plan to make here.

I need to change:	
from	to
1.	
2.	
3.	

*Hint: Be honest and realistic in responding to this task so that you can become effective in your work situation. Your response will very much be a personal response.*



Reflect on how you will acquire the knowledge and skills to make your planned changes. Write down some ideas.

*Hint: For example, if you have been programming by subjects and now wish to have a more integrated approach, how would you learn to do it?*

- For each change you wish to make, list up to five steps you intend to take.

Changes I plan to make.....	My plan of action .....
1.	1. 2. 3. 4. 5.
2.	1. 2. 3. 4. 5.
3.	1. 2. 3. 4. 5.

*Hint: You may wish to negotiate some or all of your plans with the assessor and carry them out and present them as evidence for achievement of particular unit outcomes.*

## Section 2: What would you do?

Seven scenarios are provided in the next few pages. You need to respond to one scenario only. Use the template provided to develop your plan of action.

If you are currently a *teacher*, choose Scenario 1 or Scenario 2.

If you are currently a *senior teacher*, choose Scenario 3 or Scenario 4.

If you are currently a *head teacher*, choose Scenario 5 or Scenario 6.

If you are currently an *inspector* or a *provincial education officer/coordinator*, choose Scenario 7.

Read the selected scenario carefully and follow the instructions.



### Scenario 1

*A new teacher has been transferred to your school. This teacher has never taught as a member of a grade team as is the practice in your school. Your head teacher has asked you to work with this teacher and assist him or her to understand whole grade planning and programming.*

- Draw up a plan including a timeline (in terms of weeks and months) for working with this teacher, showing the steps you and your grade teachers would take in preparing the teaching and learning programs for the teacher's appointed grade in lower or upper primary for the year. In doing so, think about how it was that you first began working as a member of a grade team. Think about what worked for you and what did not. Think especially about any "bridging to English" issues if the teacher is taking a lower primary grade.
- You may wish to use examples of your plans or new plans and programs you have developed in Module 2.
- Use pages 12-15 of this module to draw up the plan.



### Scenario 2

*Your school is a multi-grade school. A new teacher has been transferred to your school who has no previous experience with multi-grade teaching. This teacher is having some difficulty with planning and programming for multi-grade teaching and in the past has only made subject-based plans and programs. Your head teacher has asked you to work with this teacher and assist him or her to understand and apply the requirements of multi-grade teaching.*

- Draw up a plan including a timeline (in terms of weeks or months) for working with the teacher, showing the steps you would take and the processes you would use to assist. It will be important to establish the grades that the class is to

include and the cycle of planning that will be necessary to cover the outcomes for those relevant grades. It will be especially important to consider “bridging to English” issues, if the teacher is taking lower primary grades.

- You may wish to use samples of your plans and programs, or new plans and programs you have developed in modules 2 and 3 or some relevant sections from the teacher guides.
- Use pages 12-15 of this module to draw up the plan.



### Scenario 3

*You are a senior teacher at your school. Your head teacher has asked you to coordinate training sessions on planning and programming in the context of either the lower primary or upper primary syllabuses. (Use the one that applies to your current position.) You will need to ensure that the nature of outcomes-based planning is understood and that “bridging to English” is covered for teachers working with students in lower primary grades. You are also asked to provide to your head teacher a plan of how you intend to coordinate the activities.*

- Draw up a plan in terms of weeks and months, for working with the teachers, showing the steps you would take and the processes you would use to assist the teachers. It will be important to see how on-going support and training is built into the plan over a period of time.
- You may wish to use samples of your plans and programs, new plans and programs you have developed in modules 2 and 3, or some relevant sections from the lower or upper primary syllabuses and teacher guides.
- Use pages 12-15 of this module to draw up the plan.



### Scenario 4

*You are a senior teacher at your school which has previously used subject specialists in grades 7 and 8. Your head teacher has asked you to coordinate training sessions on planning and programming in a generalist approach. You are also asked to provide to your head teacher a plan of how to coordinate the activities.*

- Draw up a plan in terms of weeks and months, for working with the teachers, showing the steps you would take and the processes you would use to assist the teachers. It will be important to see how on-going support and training is built into the plan over a period of time.
- You may wish to use samples of your plans and programs, new plans and programs you have developed in modules 2 and 3, or some relevant sections from the syllabuses and teacher guides.
- Use pages 12-15 of this module to draw up the plan.



### Scenario 5

*You are the head teacher of a primary school. Your inspector has asked you to organise a cluster of schools' meeting and make a presentation about what you have learned from Unit 5 and how you plan to apply the knowledge and skills you have gained in your supervisory capacity. In your presentation you are to include the significant features of planning and programming as described in the new lower primary and upper primary syllabuses and teacher guides.*

- Draw up a plan for working with the colleagues from other schools in your cluster, showing the steps you would take, the processes you would use and the content you would select to assist them. In doing this, reflect on your own experiences in trying to understand the significant aspects of planning and programming in the lower and upper primary grades.
- You may wish to use overview charts, mind maps, samples of your plans and programs you have developed in modules 2 and 3 and other aids such as syllabuses and teacher guides to illustrate your learning so far from unit 5.
- Use pages 12-15 of this module to draw up the plan.



### Scenario 6

*You are the head teacher of a primary school. It has been decided in consultation with the provincial administration that because the number of students in your school has fallen, the school is to become a multi-grade school next year. You plan to group the students into three classes, one group of grades 3 and 4, one group of grades 5 and 6 and one group of grades 7 and 8. Previously teachers have always taught in just one grade. Your decision will have a significant impact on how they program and teach. You wish to help them as best as you can.*

- Draw up a plan for how you would train your staff to program for multi-grade teaching in a “holistic” way and reflecting the syllabus outcomes in the new lower and upper primary syllabuses. In doing this, reflect on your own experiences in trying to understand multi-grade planning and programming. Think about what factors might aid or impede your plan.
- You may wish to use samples of your plans and programs, new plans and programs you have developed in modules 2 and 3, or some relevant sections of the syllabuses and teachers guides. You may also wish to develop some charts to show the processes and steps.
- Use pages 12-15 of this module to draw up the plan.



## Scenario 7

*You are a primary school inspector or a provincial education officer/coordinator. You are about to visit some lower and upper primary teachers and you plan to look at how teachers plan and program in single grade and multi-grade classes. You decide to make a list of significant indicators which will tell you whether a teacher's program is consistent with the reform curriculum. You also decide to develop some exemplary plans and programs to illustrate some the processes.*

- Draw up a list of significant indicators which will tell you whether a teacher's program is consistent with the reform curriculum. In doing this reflect on your own experiences in trying to understand the various contexts and what they might look like in practice in both lower and upper primary settings.
- Develop sample plans and programs for one of the following contexts.

### Single grade

- A yearly overview for grade 7
- A unit of work for a cluster of outcomes inclusive of Language and Making a Living

### Multi-grade

- A two year overview for a multigrade 3/4 class
- A timetable for teaching an integrated unit of at least two subjects for the multigrade 3/4 class
- Use pages 12-15 of this module to draw up the plan.



## Having responded to one of the scenarios 1-7, share the plan with a group of teachers/colleagues.

- Discuss your plan and modify it, if required, for use at your level of operation. Use a different coloured pen or pencil to record the revised plan. If it is greatly different, write it out again and attach it to this *Study Guide*.

*Hint: Any change you make to your plan will depend on the feedback you receive from your colleagues and whether you think the feedback will improve the plan significantly.*

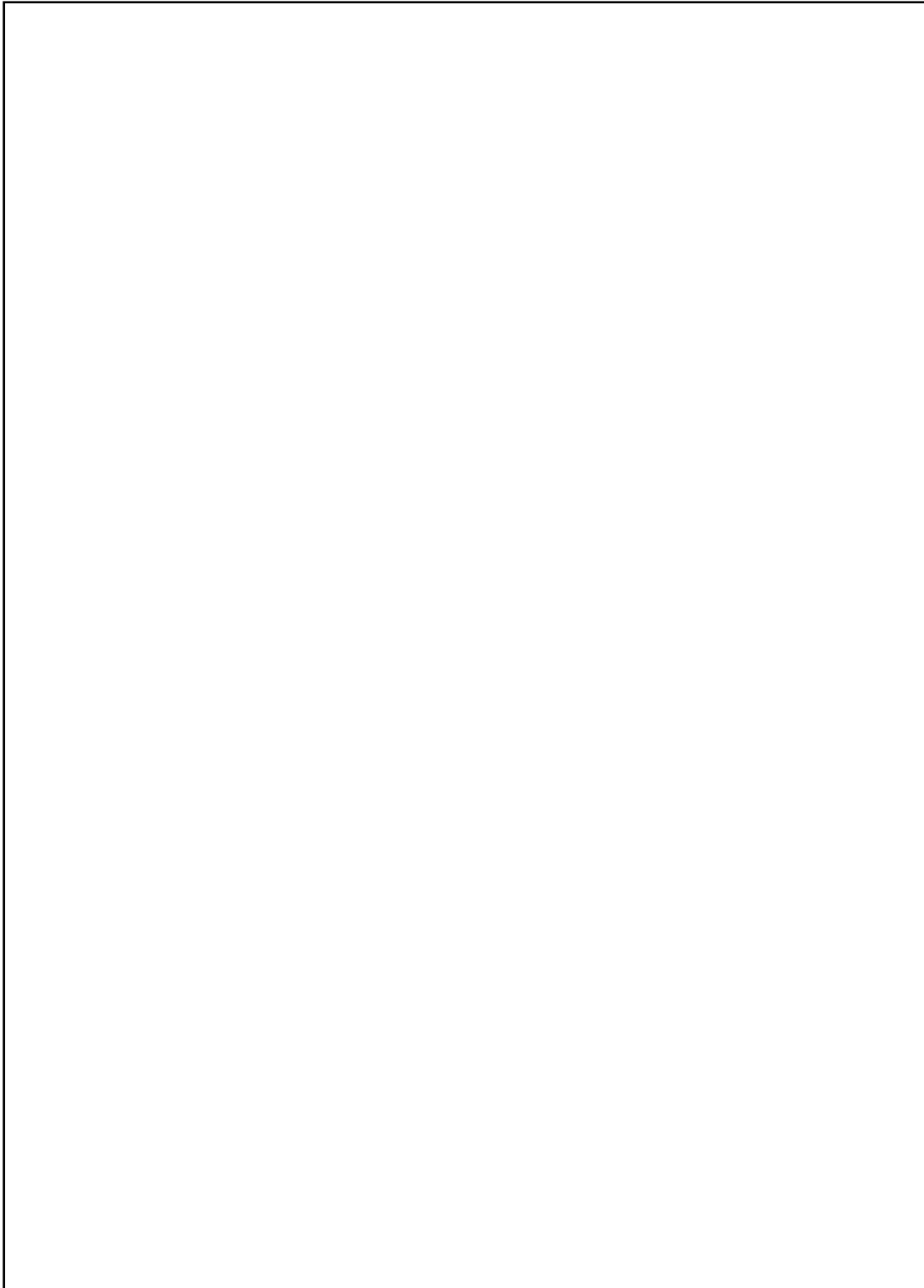


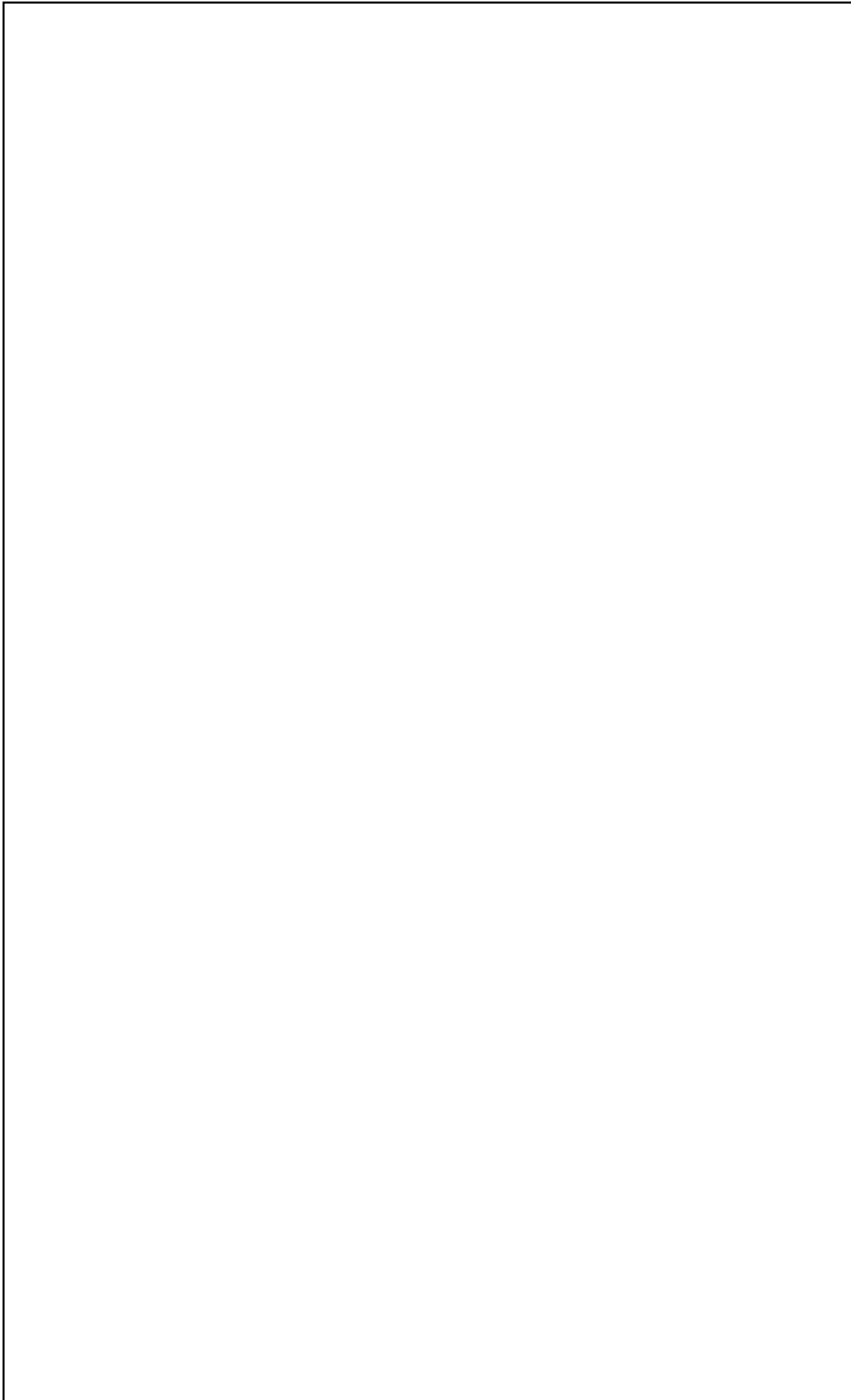
## Reflect on what you have learned through the above activity. Was the process useful? If yes, why? If not, why not? Write your thoughts down.

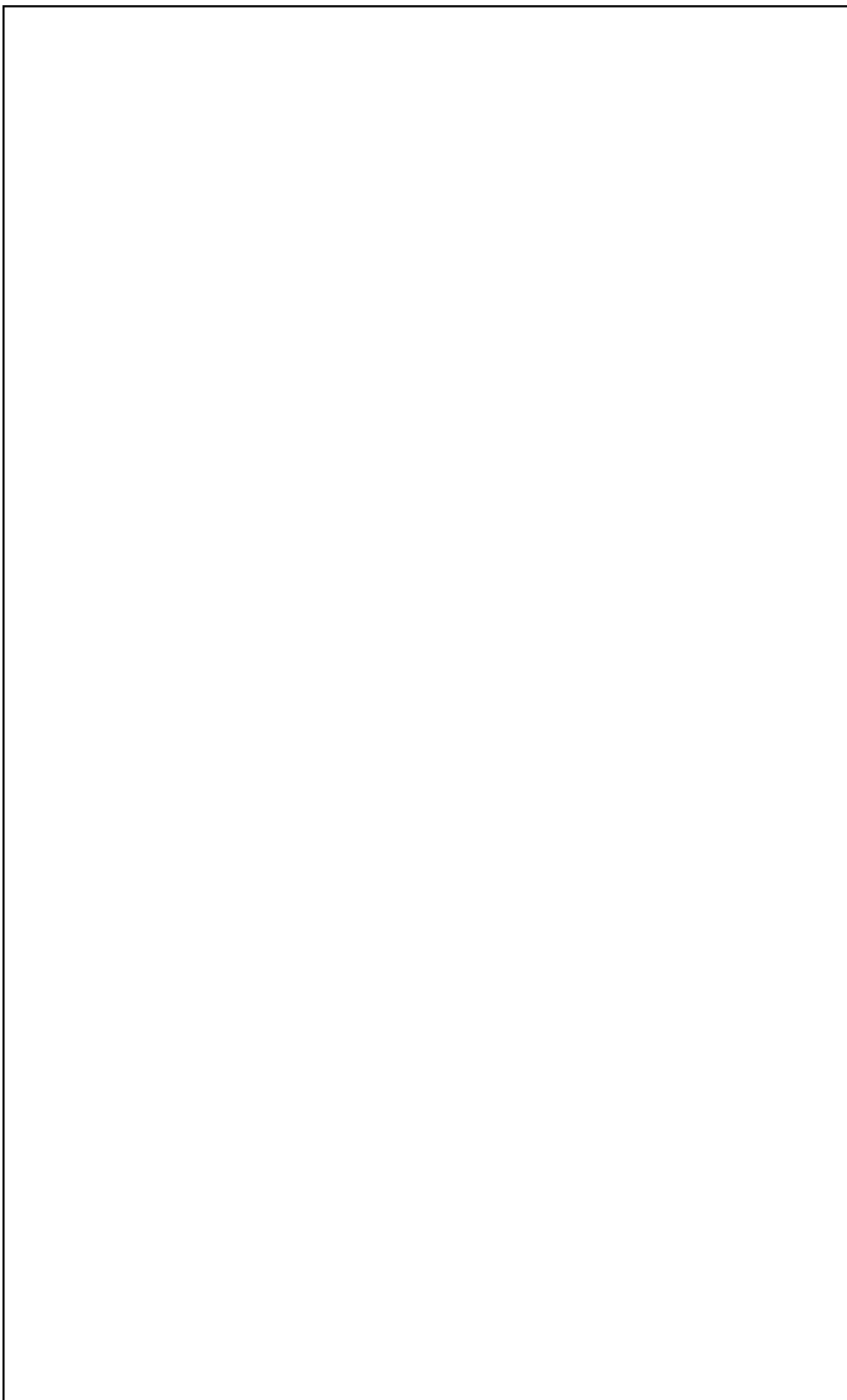
*Hint: Your response here will be self reflective. Be honest about it.*

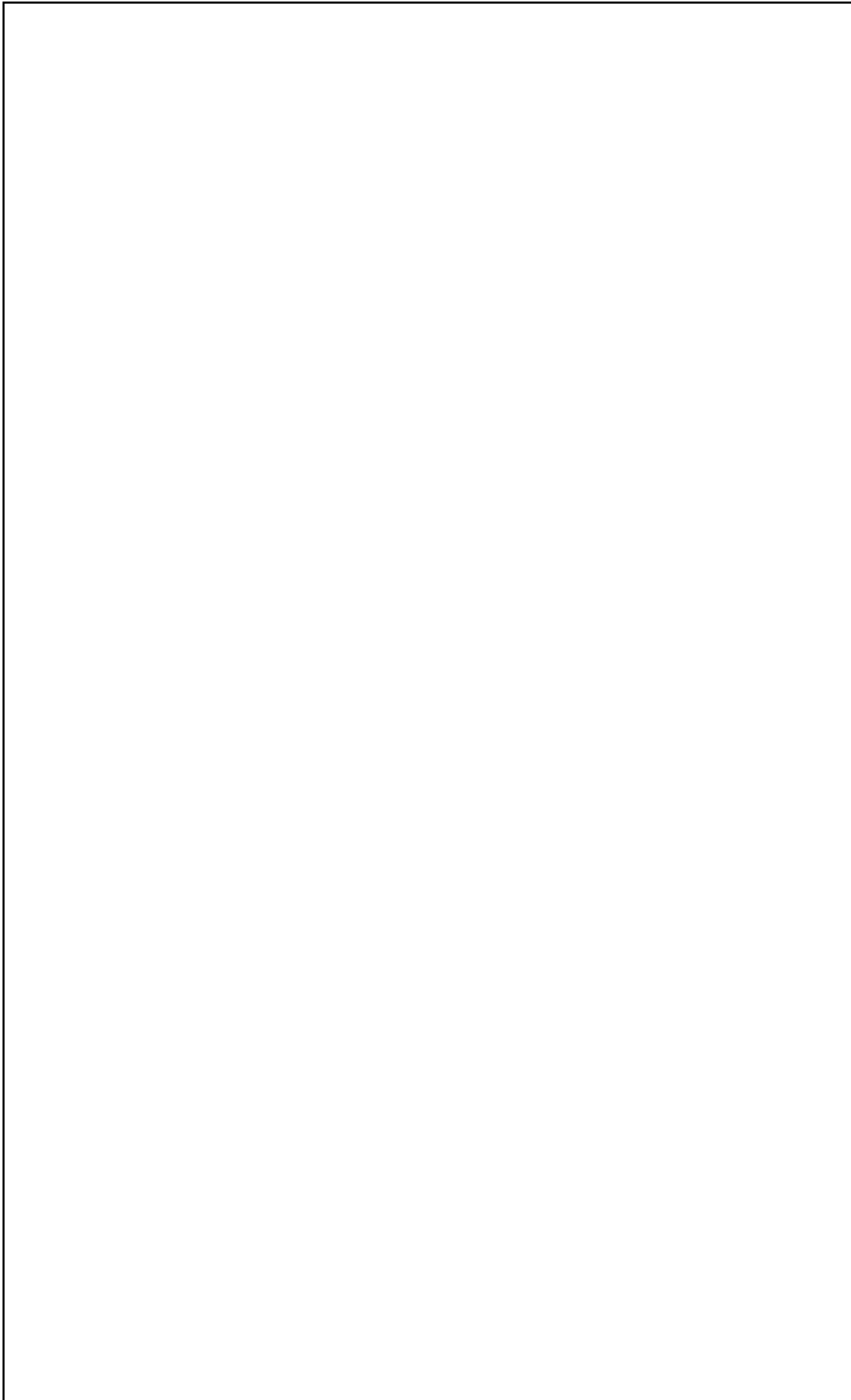
**The plan for one of the scenarios 1-7****Scenario:**

(Insert the number of the scenario and the specific plan you are developing: eg Scenario 1, training session for a new teacher to a school, on a generalist approach to whole grade planning and programming in the school.)









## Module Summary

Gutpela! You have reached the end of this module and the end of the unit. You should by now have developed certain knowledge, understandings, insights and skills as they relate to planning and programming in the reform lower and upper primary curriculum. All the work you have done and your reflections should help you to perform better in your work context.

Now that you have completed the module, check whether you think you have achieved the outcomes of this module. The outcomes are reproduced below.

Can you:	Yes/No/ Not sure
1. assess and challenge your own practice?	
2. identify the changes, if any, you need to make to your current practice?	
3. develop, share and review an action plan to apply your learning to your work situation?	

If you have answered “Yes” to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said “No” or “Not sure” to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and /or reflecting on your difficulties and seeking help.

Remember that these module outcomes help you achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you have for particular unit outcomes. If you have not been doing this, go back over the module and jot down in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

**Additional space for your notes**

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