

Foreword

The Solomon Islands Education System is currently undergoing significant restructuring and reform in response to the needs identified through the development of the Education Sector Investment and Reform Programme (ESIRP) and Education Strategic Plans (ESP). Curriculum Review and Reform Program (CRRP) is a process identified to develop a comprehensive curriculum that is fair and responsive to the needs of all Solomon Islanders in order to achieve the National Vision and goals of the education system advocated in the National Education Action Plans (NEAP 2007 – 2009 & 2010 – 2012) and Education Strategic Framework (2007 – 2015).

The Solomon Islands National Curriculum Statement is developed as a guiding framework to meet the teaching and learning needs in the school system. It provides an overview of the requirements as the standards and benchmarks of the national curriculum of Solomon Islands. This is a key document and it forms the basis of the curriculum shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. This is an outcomes based education model and curriculum approach based on the achievement of learning outcomes through a learner centered, problem posing and multiple intelligence education philosophy.

The Solomon Islands National Curriculum Statement, in simple English, seeks to inform teachers, instructors and other education providers on the curriculum requirements as standards and benchmarks. The statement will guide effective teaching and learning processes as well as curriculum planning, development, adaptation, dissemination, monitoring and evaluation of learning and teaching materials.

The statement also focuses on a competency based assessment approach with effective recording, monitoring and reporting systems. This is to ensure parents, guardians and other stakeholders are effectively informed of learners' performance, progress and achievements. Finally the statement also aims to enhance the development of essential knowledge, understanding, skills and attitudes or values as a lifelong learning process, and becoming productive and responsible citizens of Solomon Islands.

The development and implementation of a curriculum is a national responsibility and this statement provides the foundation for curriculum development and implementation throughout the nation. It is important that all policy makers and education stakeholders support the implementation of this statement.

Hon Dick Ha'amori
Hon Minister of Education
Ministry of Education & Human Resources Development

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List of abbreviations

| | |
|---------|---|
| APTC | Australia Pacific Technical Colleges |
| ARTTLe | Assessment Resource Tool for Teaching and Learning |
| CDD | Curriculum Development Division (formerly known as CDC) |
| CHS | Community High School |
| CLC | Community Learning Centre |
| DWU | Divine Word University |
| ECE | Early Childhood Education |
| ECS | Early Childhood Schools |
| ESP | Education Strategic Plan |
| FIT | Fiji Institute of Technology |
| ICT | Information Communication Technology |
| MEHRD | Ministry of Education and Human Resource Development |
| NCS | National Curriculum Statement |
| NEAP | National Education Action Plan |
| NESU | National Examination and Standards Unit |
| NSS | National Secondary School |
| OBE | Outcomes-based Education |
| PAU | Pacific Adventist University |
| PNG | Papua New Guinea |
| PSS | Provincial Secondary School |
| PSSC | Pacific Senior School Certificate |
| RTC | Rural Training Centre |
| SICHE | Solomon Islands College of Higher Education |
| SISC | Solomon Islands School Certificate |
| SISTA | Solomon Islands Standardised Tests of Achievement |
| TVET | Technical Vocational Education and Training |
| TC | Training Centre |
| UNITECH | University of Technology, Lae, Papua New Guinea |
| UPNG | University of Papua New Guinea |
| USP | University of the South Pacific |
| VTC | Vocational Training Centre |

Glossary

| TERMS | DEFINITION |
|---|---|
| <ul style="list-style-type: none"> Achievement Levels | Particular levels in the development of a learner towards a learning outcome; where the top level is the outcome. |
| <ul style="list-style-type: none"> Aims | Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes. |
| <ul style="list-style-type: none"> Assessment | Judging and describing the learning outcomes that learners have achieved. |
| <ul style="list-style-type: none"> Assessment event | An opportunity for a learner to demonstrate achievement on a specific learning outcome, usually recorded to give a record of learner's progress. |
| <ul style="list-style-type: none"> Attitude | Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something. |
| <ul style="list-style-type: none"> Basic education | Education from Year 1 to Year 9. It is the policy of the government that all children should attend these years of schooling as a minimum requirement. |
| <ul style="list-style-type: none"> Community based schooling | Schooling based within the local community with children attending the school closest to their home, often as day students. This should lead to local community support for the school. |
| <ul style="list-style-type: none"> Community Learning Centre | A learning Centre run by a local community offering mainly short courses to members of the community. |
| <ul style="list-style-type: none"> Competency Levels | Similar to achievement levels, but usually referring to a stage in the development towards command of a particular skill. |
| <ul style="list-style-type: none"> Curriculum | All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in. |
| <ul style="list-style-type: none"> Curriculum Standards | Established and agreed requirements of the national school curriculum. It consists of knowledge, understanding, skills and attitudes/values. |
| <ul style="list-style-type: none"> Early Childhood Education | The umbrella term that refers to a variety of programmes (e.g. nursery, playschool, kindergarten, day care and preparatory class.) that provide educational, social, emotional, moral and physical support for children between birth and 8 years of age. |
| <ul style="list-style-type: none"> Entrepreneurial thinking | Considering and planning to start or organize a commercial enterprise involving financial risk. |
| <ul style="list-style-type: none"> General Learning Outcome | A statement which specifies what the learner is expected to know, understand or be able to do, and appreciate. These are open ended and general statements. |
| <ul style="list-style-type: none"> Improvisation | The process of making something from whatever resources are available rather than relying on resources or equipment bought or supplied. Doing something without advanced planning or practice. |

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| <ul style="list-style-type: none"> • Key Learning Outcomes | The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Areas. |
| <ul style="list-style-type: none"> • Learner | A person who is in the process of learning something, in our case in a school situation. In the outcomes-based syllabuses, Learner is used rather than Student or Students. |
| <ul style="list-style-type: none"> • Learner – centred | An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred. |
| <ul style="list-style-type: none"> • Learning | The process of finding, exchanging or being given information which leads to changes in, or an increase in, our knowledge, abilities or feelings. |
| <ul style="list-style-type: none"> • Learning material; | The core textbooks or other written material that presents the sequenced content for an entire course of study at a given Year level, at a conceptual level appropriate for the learners. |
| <ul style="list-style-type: none"> • Learning outcome | A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values learners are expected to have developed as a result of a learning process. |
| <ul style="list-style-type: none"> • Lesson | A simple, planned segment of instruction that takes place within a certain time – usually part of a unit of work. The school day in Primary schools is divided into a certain number of Lessons, similar to Periods in Secondary schools. |
| <ul style="list-style-type: none"> • Outcomes-based Curriculum | A curriculum or syllabus based on the setting and achievement of Outcomes, as explained above. |
| <ul style="list-style-type: none"> • Period | A unit of time within the school day in a Secondary school, equivalent to a Lesson in Primary schools. The recommended length of a period in Secondary schools is 40 minutes. |
| <ul style="list-style-type: none"> • Process skill | An action or reaction which a person performs in a competent way – with four component activities namely; perception, planning, recall of pre-requisite knowledge and execution. |
| <ul style="list-style-type: none"> • Programme of study | Detailed plan for teaching a course over a period of time. |
| <ul style="list-style-type: none"> • Programme Planner | A tool which gives the overview of the planned course of study – showing the strands and sub strands of the overall course. |
| <ul style="list-style-type: none"> • Rationale | Statement of the principles or reasons for the inclusion of a particular subject in the curriculum. |
| <ul style="list-style-type: none"> • Rural Training Centre | A training centre whose curriculum emphasises the teaching and learning of skills for rural living. |
| <ul style="list-style-type: none"> • Scheme of work | Similar to a programme of study – usually linked to the syllabus. |
| <ul style="list-style-type: none"> • Scope | The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade or year level. |

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| <ul style="list-style-type: none"> • Sequence | The order of the introduction or teaching of concepts and skills within a subject, which reflect the progression of understanding or competence over a period of time. |
| <ul style="list-style-type: none"> • School based assessment | Assessment by the teachers within the school rather than by National Examinations, although school based assessment may be included as a component of a National Examination. |
| <ul style="list-style-type: none"> • Specific Learning Outcome | A statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome. These are specific statements and are measurable, observable and doable. |
| <ul style="list-style-type: none"> • Strand | The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands. |
| <ul style="list-style-type: none"> • Strand statement | Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course. |
| <ul style="list-style-type: none"> • Strand year statement | Statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study. |
| <ul style="list-style-type: none"> • Strand theme statement | An alternative term for Strand Year Statement: statement of understanding, concepts, attitudes and skills intended to be acquired by a learner with in a particular strand during a specific year of study. |
| <ul style="list-style-type: none"> • Subject | One of the traditional categories into which the content of a school curriculum is sub-divided; subjects derive strongly from the range of disciplines of knowledge. |
| <ul style="list-style-type: none"> • Sub-strand | A sub-division of a strand dealing with a particular units and topics within that sub strand. Each sub strand corresponds to a chapter in the learners book. |
| <ul style="list-style-type: none"> • Syllabus | A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, assessment events and other guidance for teachers. |
| <ul style="list-style-type: none"> • Teaching materials | Range of teaching materials utilized by teachers to assist with the process of facilitating learning. |
| <ul style="list-style-type: none"> • Value | Moral standard of behaviour; principles which govern a person's actions. |
| <ul style="list-style-type: none"> • Vernacular Language | Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin. |
| <ul style="list-style-type: none"> • Vocational Training Centre | A training centre whose curriculum combines the teaching and learning of skills for rural living with skills useful for paid employment and self employment |

1. Preamble

This National Curriculum Statement is an outcome of the Education Sector Investment Reform Programme (ESIRP) which began in 2004. The Education Reform has emphasized education for life, through which relevant knowledge, understanding, skills and attitudes can be acquired by learners. The learning opportunities offered will enable learners to live in harmony with others and with their environment, and to prepare for adult life and making a living.

The country is promoting a shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. Learners should also be able to demonstrate those achievements. This approach is concerned with the achievement of learning outcomes. Hence, it is known as **Outcomes-based education**, which is learner-focused and outcomes driven. It is acknowledged that the development of knowledge, understanding, concepts, skills and values is a lifelong process. This learning process occurs in many places, not just in schools.

This statement provides the philosophical basis for the shift towards the Outcomes based approach. It also links the aims of the school curriculum to the national education aims, as expressed in the National Education Action Plans 2007-2009, 2010-2012 and the Education Strategic Framework, 2007 - 2015

This National Curriculum Statement is the official reference for all those who are engaged in the teaching and learning process, or whose responsibilities involve planning, developing, adapting, disseminating, monitoring and assessment of learning and teaching materials within the Solomon Islands.

2. Purpose of the National Curriculum Statement

The purpose of the National Curriculum Statement is to inform all stakeholders in the education system and members of the public about the philosophy, aims and expected outcomes of the school curriculum. The curriculum consists of all aspects of learning and teaching, both formal and informal, which takes place in schools.

The statement also:

- provides details of the knowledge, understanding, skills, attitudes, and values which are prescribed as the outcomes of the school curriculum;
- refers to the policy statements which have led to the adoption of the curriculum;
- describes the aims, content and structure of the subject syllabuses;
- gives recommendations for effective learning and teaching strategies to achieve the desired outcomes;
- gives assessment information and procedures for the evaluation of the curriculum;
- describes resources available for learning and teaching;
- assists in achieving national consistency in curriculum outcomes.
- aims to ensure that educators and schools plan and carry out their teaching and learning programmes to enable all learners to achieve the expected outcomes of the curriculum.

3. Scope of the National Curriculum Statement

This National Curriculum Statement covers all levels of schooling up to Year 11. At present the curriculum for Years 12 and 13 is largely determined by syllabuses and examinations set overseas, although this is under active review. This statement covers Early Childhood Education, Primary and Secondary Education, Vocational and Rural Training Centres and Community Learning Centres. However, it does not cover Tertiary education which has a separate Policy document.

This National Curriculum Statement sets out the aims, philosophy and details of the curriculum, but is not a policy document. It should be read in conjunction with the Policy Statement and Guidelines for the National Curriculum.

4. Introduction

This National Curriculum Statement is the output of a complete review of the school curriculum initiated as a result of the Education Strategic Plan 2002 to 2004 and subsequent revisions of this plan. This led to the development of a Curriculum Review and Reform Project Implementation Document (March 2004); Curriculum Reform Management Plan 2005 to 2009. The subsequent reform of the school curriculum has been guided by these documents and others including the National Education Action Plans, 2007 – 2009 and 2010-2012, the Education Strategic Framework, 2007 – 2015 and Provincial Education Action Plans, 2007-2009 and 2010-2012 for each Province.

The aims of the curriculum reform are;

- To enhance the knowledge, understanding, skills and abilities of all learners and to assist all learners develop positive values and attitudes, which will result in the establishment of a solid foundation for life-long learning for the whole person.
- To revise and develop the ECE, Primary, Secondary and TVET curriculum to ensure that its scope is sufficient to meet current and future learning priorities of the nation, and to make it more culturally relevant to the needs of learners in Solomon Islands.
- To shift from a curriculum approach that mainly provides students with a large body of information to one that brings about a deeper understanding of relevant knowledge and understanding, and leads to the development of higher order and creative thinking processes and skills, so that these can be applied in everyday life.
- To develop and implement a National School Curriculum that identifies relevant and achievable learning outcomes and provides appropriate learning opportunities at each stage of schooling for each learner, ensuring that there is depth, breadth, continuity and progression of learning.
- To develop a Curriculum which is National in the sense that it is taught in all schools and ensures that all schools have common aims and purposes.
- To ensure that the National School Curriculum helps to develop a sense of national identity based on the concept of unity in diversity: respecting the value of all the diverse cultures in Solomon Islands and the strength of having many cultures, while recognising the uniting factors which make us one nation.
- To develop culturally relevant and improved curriculum, teaching and learning and assessment resources for ECE, Primary and Secondary schools and TVET to support the revised curriculum.
- To develop and implement learner assessment processes that contribute to improved learning outcomes and provide evidence about learners' knowledge, understanding, skills, attitudes and values.

- To help teachers develop professionally in their teaching and learning and their understanding of the revised curriculum, through initial training, professional development activities at the school level, and teacher networking, in order for them to achieve the vision in the National Education Action Plans, 2007 – 2009, 2010-2012 and implementation of the National Curriculum Statement for the National Curriculum.

5. Solomon Islands national education aims as outlined in the National Education Action Plans

The vision of the country for its education system is presented in the National Education Action Plan 2007-2009 and 2010 - 2012

"Our vision is that all Solomon Islanders will develop as individuals and possess knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life. We envision an education and training system responsive to its clients and efficiently managed by its stakeholders and clients. We wish to deliver quality education for everyone in Solomon Islands"

Fundamental to this is the curriculum for Basic Education for all children. The curriculum for Basic Education is the planned range of learning experiences to enable young people to acquire the learning outcomes in terms of knowledge, understanding, skills and attitudes necessary for them to develop their full potential to live a productive and happy life and to contribute fully to the community and the nation.

Basic Education is the level of education that constitutes the foundation stage offered to all children. In the Solomon Islands, Basic Education refers to the first nine years of formal education: Years 1 to 6 in the Primary school, and Years 7 to 9 in the Junior Secondary school. It may also include similar programmes offered elsewhere at similar levels for out-of-school youth and adults as well as special programmes offered for those with disabilities.

The key priority for Solomon Islands is to achieve universal access to nine years of Basic Education for all children by 2015. The National Education Action Plans for 2007 – 2009 and 2010 – 2012, establish a firm initial foundation to work towards that goal.

Basic Education will be based on the following principles:

- It progressively introduces a child to the information, knowledge and skills necessary for life.
- It is holistic. It encompasses physical, mental, social, cultural and spiritual aspects of life.
- It leads to self awareness: an opportunity for each child to become aware of themselves and their own potential.
- It encompasses resilience and the ability to make meaningful decisions.
- It models and shapes behaviour and attitudes compatible with the wider society in which the child is to live.
- It recognises that, to achieve the spiritual element of holistic education and self-awareness, religious education should form an essential component of the curriculum. Given that the majority of Solomon Islanders regard themselves as Christians; this means that basic education must be based on common Christian values, while recognising the right of others to different beliefs.

- It provides basic skills and competencies required for economic activity and development.
- It prepares a child to become self-reliant and responsible, a resourceful member in the community, and promotes committed and responsible leadership.
- It encourages a child to adhere to and respect religious, traditional and cultural values, beliefs, norms and codes of conduct of the local community and the wider world.
- It provides the basis for a child to recognise and accept the diversity of Solomon Islands' culture, tradition, religion, and ethnicity throughout the Islands.
- It gives a child knowledge and understanding of the place of Solomon Islands in the wider world so that they can become confident of taking their place in that wider world on equal terms with others.

The National Education Action Plans set out a range of strategies for converting this vision into effective and appropriate curriculum implementation. The following are some of the principles and key strategies relating to curriculum development for the sub sectors of ECE, Primary, Secondary and TVET as set out in the National Education Action Plans 2007-2009 and 2010 -2012. It should be noted that some of these strategies are already being carried out.

1. Early Childhood Education (Age 3 – 5)

- In general the Early Childhood Education curriculum in the Solomon Islands is not structured. Children at this age are encouraged to interact in an environment where they can explore, learn and discover through play.
- A future goal is the development of appropriate curriculum guidelines and suitable learning materials for early childhood education in the Solomon Islands.
- The ECE curriculum will be flexible and not tightly structured. Learning should continue to be encouraged in an appropriate unstructured environment at the ECE level in order to allow the child to develop.
- ECE teachers should encourage all aspects of children's development: physically, socially, cognitively, emotionally and morally. Language, culture and creativity are essential components in children's learning.
- The ECE curriculum should utilise play as a medium of learning. Learning through play must be stimulated in an appropriate and flexible environment to enhance children's learning and development.

2. Primary Education (Years 1 to 6)

- Primary education must develop the essential basic skills of reading, writing, speaking and listening.
- A policy on the use of the vernacular as a medium of instruction in early Primary schooling is being developed.
- Ways to improve performance in English will also be developed.
- Primary education must also help children to acquire and develop mathematical skills and understanding of quantity, distance, size, time and shape concepts.
- Encouragement should be given to the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing.
- Basic health and environmental education should be taught in the Primary school curriculum.
- Some written materials, especially story books, should be based around the folklore of the Solomon Islands.
- Primary Education must help children to develop a well grounded understanding of mathematical concepts that should enable them to use their mathematical skills with confidence in everyday

situations, and as a basis to cope with the increase in range and sophistication of mathematical concepts in years beyond primary level.

3. Junior Secondary Education (Years 7 to 9)

- At Junior Secondary level a solid foundation must be laid for all aspects of subsequent education. This should include both academic education and practical skills.
- On the academic side learners should develop sound abilities in language skills; a sound understanding of the basic principles and skills of mathematics and their use in practice; an understanding of the scientific principles on which the world is based; and knowledge and understanding of a wide variety of other countries and other cultures.
- In the past practical subjects have been given very little attention in Junior Secondary schools, owing to a lack of curriculum materials and textbooks, a shortage of equipment and tools, as well as a shortage of suitably qualified teachers in the community high schools. The Junior Secondary school curriculum, however, should give equal emphasis to both academic and practical subjects.
- In the past the curriculum has been heavily theory-based, and thus did not prepare learners adequately to apply the skills they learnt. The adoption of the policy on Technical Vocational Education and Training is intended to allow Junior Secondary schools to be able to develop TVET courses relevant to the lives of learners when they leave school.
- As part of this emphasis learners should also develop understanding and skills in information and communications technology.
- Tools and equipment must be provided in adequate number and in good quality to enable practical subjects to be taught properly in a practical way.

4. Senior Secondary Education (Years 10 – 12)

The curriculum for Senior Secondary schools is still under review. It is proposed that the review will include the following elements:

- Subject specialisation should start in Year 10 (Form 4) by developing Technical and Academic streams in all Senior Secondary schools.
- Revised syllabuses need to be developed in all subjects to bridge the gap between the Year 11 and Year 12 curriculum.
- This will be part of the process of taking national responsibility for the Pacific Senior Secondary examinations (Year 12). This must lead to a review of Year 13 and the place of outside curriculum and examinations in the entry process for University.
- The review of Years 11 and 12 should lead to a curriculum which helps our students to lead a productive and meaningful life in the local context and at the same time take their place in a fast changing and dynamic world outside Solomon Islands.
- The Senior Secondary curriculum needs to emphasise leadership to produce the dynamic leaders of the future.

5. Training Centres (Rural, Vocational and Technical Training Centres)

- The current Training Centre curriculum in the country is not centralised. Each Training Centre develops its own curriculum, subject to the oversight of the relevant Education Authority and each Centre's management policies.
- The intention is that modules will be produced to enable the Centres to choose those programmes, which are relevant for the needs of their communities and learners.
- It is also intended that Centres will be able to introduce a variety of subjects into their curriculum which are suited to the learners, communities and to their Province.

- New programmes such as computing studies for which there is a clear and increasing demand must be developed.

The recent study on the Support for the Development of a National Skills Training Plan, March 2007 is already giving some clear indications and directions. In the near future the planned establishment of a National Human Resource Development and Training Council and Secretariat, might help to guide the development of the TVET-sub sector and to prioritise the development of those courses, which are seen as important and relevant for the development of the Solomon Islands' society both in the urban, rural and informal areas.

It is planned that this will lead to a separate National Curriculum Development Plan for TVET. An important element of this will be the development of a National Qualifications Framework to give certification to TVET courses as part of an overall framework of certification. This should enable those attending Training Centres to have the opportunity to transfer to SICHE and other Tertiary institutions.

6. Structure of the Education System

The review and reform of education, of which this National Curriculum Statement is part, involves changes in the structure of education. The following is an outline of the new structure to be developed. This will take some years and during this time the education structure will combine elements of the old and new structure.

There will be 6 levels within the education system:

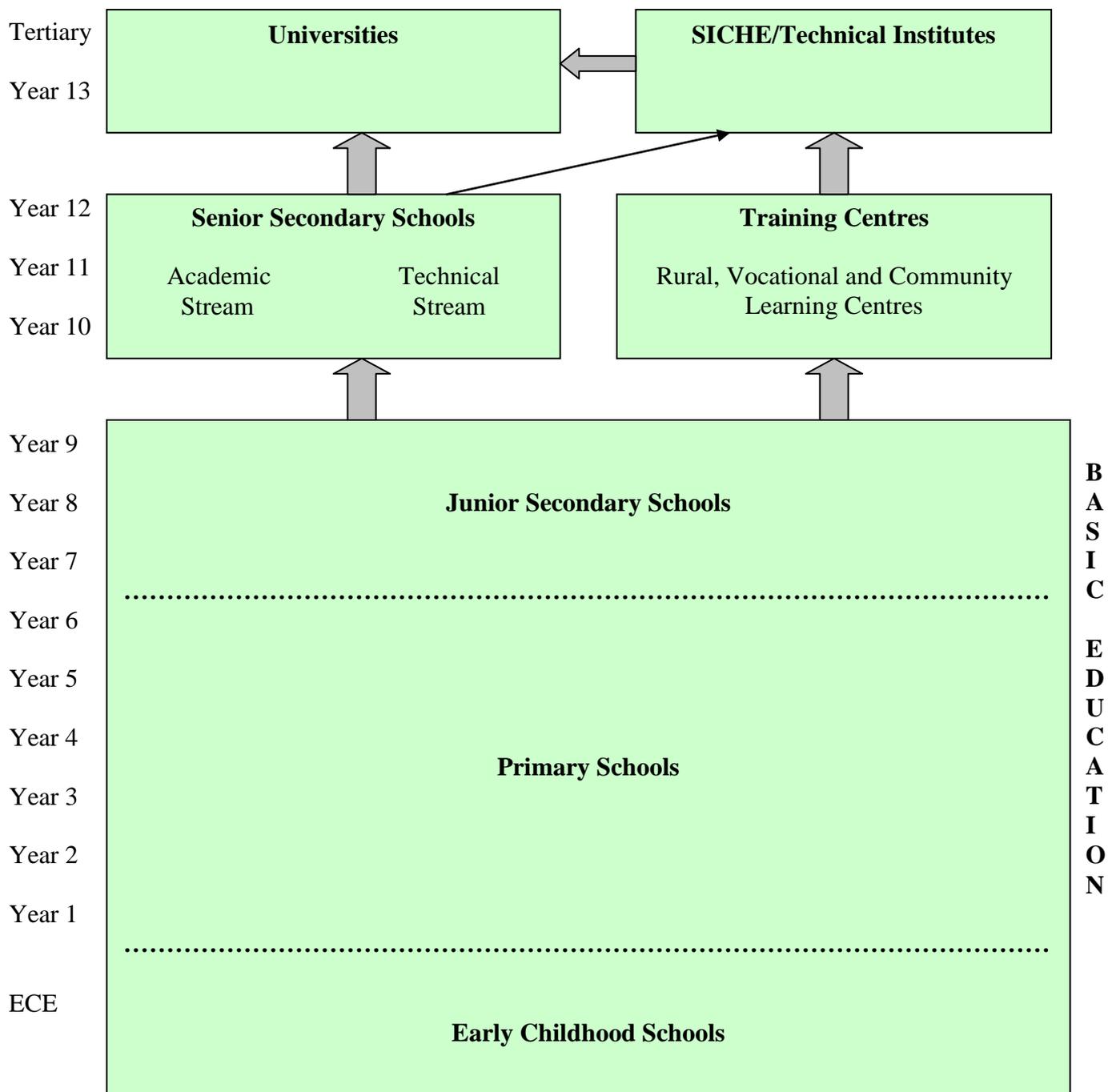
1. **Early Childhood Education** will cater for three years before Primary school.
2. **Primary Education** will cater for 6 years, to be called Years 1 to 6.
3. **Junior Secondary Education** will cater for 3 years, to be called Years 7 to 9.
4. **Senior Secondary Education** will cater for 3 years, to be called Years 10 to 12. Entry to Senior Secondary education will be selective, by National Assessment and Examination procedures at the end of Year 9, and will depend on the number of places available. All learners entering Year 10 will complete Year 11, but due to a limited number of places further selection will take place for Year 12. The senior secondary policy to be developed soon will give more detailed guidelines and will also include a decision on year 13. Senior Secondary schools will offer a choice between mainly academic and mainly technical courses.
5. **Vocational or Technical Education (TVET)** will be available throughout the system, but will be specialised within Rural or Vocational Training Centres (RTCs/ VTCs), Technical Institutes, Community Learning Centres (CLC's) or similar institutions for learners leaving Year 9, or Years 11 or 12 in some cases. These will offer courses in practical and vocational skills aimed at giving learners skills which they can use to improve the lives of their home communities, develop self-employment, gain paid employment or proceed to Tertiary education.
6. **Tertiary Education** will be available at a wide variety of institutions including Solomon Islands College of Higher Education (SICHE), University of South Pacific (USP); Fiji Institute of Technology (FIT); Australian Pacific Technical Colleges (APTCs); University of Papua New Guinea (UPNG); University of Technology (UNITECH); Goroka University; Pacific Adventist University (PAU); Divine Word University (DWU) and other institutions in PNG and elsewhere. Selection for these will be from Year 12 and 13.

The education structure in Solomon Islands is described based on six levels of schools and institutions, as shown on the diagram on the next page:

1. **Early Childhood Schools** will cater for Early Childhood Education for up to three years before entry to Primary school.
2. **Primary Schools** will cater for Years 1 to 6 only. They will mainly be located in rural areas where there are insufficient numbers of children for the creation of a Community High School or Junior Secondary School.
3. **Junior Secondary Schools** will cater for Years 7 – 9.
4. **Senior Secondary Schools** will cater for Year 10 to Year 12. Learners will enter these schools through selection after completion of Year 9 or at the end of Junior Secondary Education.
5. **Training Centres** will include *Rural Training Centres, Vocational Training Centres, Community Learning Centres* and similar institutions, including privately funded institutions. In some cases they may be attached to a Senior Secondary School.
6. **Tertiary institutions** are the combination of universities, the Solomon Islands College of Higher Education and technical Institutes.

Note: In some cases due to historical factors or decisions of Churches or Provincial Education Authorities, institutions may vary from the above pattern.

STRUCTURE OF THE SOLOMON ISLANDS EDUCATION SYSTEM



7. The Education Act 1978 and Curriculum Policy

The curriculum for all levels is centralised in the Ministry of Education. The Ministry, through the Curriculum Development Division, is responsible for the development of the curriculum as a whole, as well as all syllabuses and learning and teaching materials. All subject syllabuses and prescribed text books for Primary and Secondary schools must be approved by the Ministry, on the recommendation of the National Curriculum Advisory Board. These are at present supplied free to all schools, although schools may purchase their own supplementary materials if they wish.

The centralisation is reflected in the Education Act and the National Education Action Plan 2007 – 2009. The Plan states that, for Primary schools ‘Curriculum development will remain centralised within the Ministry of Education’ (p. 38); ‘Control of Junior Secondary curriculum is centralised under the Ministry of Education’ (p.55); and ‘Control of the (Senior Secondary) curriculum remains centralised with the Ministry of Education, through the Curriculum Development Division’. (p. 69). However for Early Childhood Education ‘No formal ECE curriculum has been approved by the Solomon Islands Government’. The current TVET curriculum in the country is not centralised. Each rural / vocational or other training centre develops its own curriculum, subject to the oversight of the relevant education authority and each centre’s management policies.

The policy of centralisation for Primary and Secondary school curriculum is also reflected in the Education Act as follows:

Part V: Curricula and examinations

Clause 23.

The curricula to be followed in all schools shall be approved by the Minister, following submission to him of such curricula by such committee or committees as he authorize to examine or draw up curricula on his/her behalf.

Clause 24

In all schools the language or languages to be used as the medium of instruction shall be that or those prescribed by the Minister, either generally or specifically.

Clause 25

The Minister may by notice in the Gazette declare any book or publication to be unsuitable for use in the Solomon Islands schools and thereby prohibit its use.

The review of the Education Act has started in 2008 and will integrate the curriculum development for ECE, TVET and higher education.

8. The Process of Curriculum Development and dissemination

Although the process of curriculum development in Solomon Islands is centralised, its actual development is based on a highly participatory model. The curriculum, syllabuses and teaching and learning materials are developed by the Curriculum Development Division, which employs Principal Curriculum Development Officers in each major subject for both Primary and Secondary School curriculum. In the near future also the development of ECE and TVET-curriculum will be encouraged by specialist ECE-and TVET-Curriculum Development Officers.

These officers, however, work through Subject Advisory Committees in both Primary and Secondary curriculum development for each subject. These are practicing teachers from the Honiara area, School of Education lecturers and, where appropriate, other people with knowledge of the subject. Occasionally the Subject Advisory Committees are expanded to include teachers from the Provinces in National Workshops during school breaks. Syllabuses and teaching materials are all developed through this participatory process. In-service workshops are also held at Provincial level to further discuss and obtain feedback on the syllabuses before they are finalised. As far as possible, teaching materials are trialed in schools in and around Honiara and Guadalcanal or elsewhere before being finalised. In this way it is hoped that teachers will feel ownership of the syllabuses and learning and teaching materials, as they have had an input into their production.

In-service workshops are also held to assist all teachers to use the newly developed syllabuses and teaching and learning materials. At Primary level these are usually held on a cascade basis in which teachers are trained centrally or regionally and then pass on their training to others at lower levels.

9. Solomon Islands curriculum principles

This section states the philosophical principles underlying the curriculum, its purpose, its structure, and the subjects to be included in the school curriculum. These principles will be used to guide each stage of the curriculum design, development and implementation process.

Basic Education is the gradual, planned and systematic introduction of a child to the knowledge, understanding, skills and attitudes necessary to prepare him or her to develop to his or her full potential in order to contribute fully to the community and to the nation.

1. Literacy and numeracy

Literacy and numeracy are two fundamental areas of competence that are required for effective functioning both in life and education. Literacy is the ability to read and write and be able to understand and use the information read. It is now recognised that initial literacy is best taught in a vernacular language, which may include Pijin. However English is an official language in Solomon Islands and the main language for education. Thus to be literate should include being able to speak and write English and to listen and understand it.

Numeracy is a proficiency which involves confidence in and competence with numbers and measures. It requires an understanding of the number system, computational skills and an ability to solve number problems. It enables learners to plan strategies, calculate, estimate, measure, make investigations, conduct surveys and interpret data and use resources effectively. Therefore numeracy is necessary for the learning of nearly all other school subjects.

All subjects have specific literacy and numeracy needs which must be provided for. However all subjects must also help to promote overall competencies in literacy and numeracy.

2. Environmental and Health education

It is now generally recognised that sustaining the natural environment and taking actions to protect and conserve the environment, in particular of fragile island states, are important. Health is another important issue to be addressed in the curriculum. Therefore the curriculum should offer as many opportunities as possible to link to environmental action and primary health care.

3. Practical skills

The curriculum must also put an emphasis on the development of practical life skills useful for all learners when they leave school. A basic principle underlying all learning and teaching should be learning by doing.

4. Inclusive Curriculum

The opportunity must be provided for all learners to learn all subjects to their full potential. This includes learners who leave school after Basic Education as well as those who may eventually continue to study further. Teachers also must ensure that girls and boys have equal access to all aspects of education. All subjects should be presented so that they are just as appealing and useful to girls as they are to boys. The inclusive nature of the curriculum also means that learners with disabilities should as far as possible be able to participate in the normal education system, or that special provision should be made for them. All syllabuses should take such learners into account and an adequate number of quality teaching and learning materials must be developed for these learners.

5. Teaching and learning with a practical focus.

Learners understand ideas by carrying out practical work and investigations, and then reflecting on their experiences, in the light of their previous knowledge. They do this by participating in learning activities. Learners must be helped to develop the range of processes and skills that are of fundamental importance in the application of school learning to the challenge of successful living and productive livelihoods.

6. Cultural and Social Values, Traditions and Beliefs

Teachers must take note of culturally sensitive issues, social values, religious and traditional beliefs that are practiced by various groups and be consciously aware of them. It is recommended that teachers be consultative and be always on the alert to identify barriers. Teachers must always take a neutral position.

7. Controversial issues

Some topics within the various subjects of the school curriculum can be unacceptable to some religious or cultural beliefs. Teachers must collaborate with other teachers and with parents and learners to identify potential issues and plan how best to address a given situation.

8. Safety

Teachers are expected to take reasonable precautions to ensure the safety of themselves and all learners in their care. They are expected to be familiar with the materials and the situations in their teaching and learning which may have some risk to their own or their learners' safety.

10. Outcomes Based Education as a basis for the Solomon Islands school curriculum

The curriculum and syllabuses of all subjects are based on the **Outcomes** approach to education. This approach is sometimes called **Outcomes-based education** (OBE). The emphasis of this is that learners should acquire knowledge, understanding, skills, values and attitudes which will be useful to them in later life. These are the learning outcomes. The process of developing the curriculum is based on identifying the outcomes which we want learners to achieve while they are at school, and then deciding the best methods by which these outcomes can be achieved. The emphasis, therefore, is not on the content of particular subjects but on those elements of the subjects which will be useful and valuable to learners. The curriculum is *learner-centred* rather than subject-centred. This curriculum and its syllabuses are based on important **Key Learning Outcomes** as well as traditional subjects.

The following statement summarises this philosophy:

'Learning is a process by which individuals gain fundamental knowledge, skills, competencies, attitudes, values, beliefs and symbolic systems to enable them to live productive personal lives and to live successfully with their family, their community, the wider Solomon Islands society and the world beyond. Learning takes place over a lifetime and occurs in homes, communities and the workplace, as well as in schools and centres of learning'.

Because of the emphasis on learning through activity and involvement, this curriculum uses the term *learners* rather than students. It is felt that, in this time of frequent changes and developments both in technology and society, it is more important for people to learn how to face new situations than to simply learn existing knowledge.

By adopting an outcomes-based approach, our system acknowledges:

- its belief in the capacity of all children to learn ;
- that learners have multiple-intelligences and different potentials ;
- its commitment to providing equal opportunities for all learners to be able to access basic education and to learn effectively at a pace appropriate to their abilities;
- its desire to develop and implement a learner-focused curriculum.

The rationale involves:

- emphasis on learners acquiring the relevant knowledge and practical skills for real life after school ;
- defining learning outcomes which clearly state what is expected at the end of a phase of schooling.

The principles which guide efforts towards increasing concern for achievement of learning outcomes are:

- focusing on significant, culminating exit outcomes;
- giving scope to all learners to learn at their own pace;

- catering for individual needs and differences, so that all learners have every opportunity to achieve the exit outcomes;
- ensuring that the most gifted learners are given the opportunity to progress at a faster rate than others and are challenged in their learning process
- having expectations of learner success;
- linking curriculum planning, teaching and assessment to the expected outcomes

This approach helps to address the needs of the majority of school leavers, thus contributing to the goals of the curriculum review and reform programme, as expressed in the National Education Action Plans, 2007-2009, 2010-2012 and the Education Strategic Framework, 2007–2015. It tries to ensure appropriate learning for all, rather than to provide an over-academic learning process suitable mainly for a minority likely to go on to further studies. At the same time schools must ensure that the academically most able or gifted are given work which challenges and stretches their abilities. Such students' learning processes must not be retarded by being held back by the majority of students.

This National Curriculum Statement includes relevant outcomes which address the needs of school leavers, who must be prepared properly for real life after school. The concentration on the achievement of learning outcomes could also assist to move schools more strongly towards providing an environment conducive to effective learning.

The main features of the outcomes approach are:

1. Content and skills

- Syllabuses do not focus on the *content* of the subject but on how learners may be able to make *use* of that content to benefit their own lives. This may mean content and skills which enrich their lives culturally, intellectually or spiritually, as well as skills they can use in a practical way. It is not a purely vocational approach.
- The emphasis is not on learning *knowledge* alone but also on the ability to acquire *skills, both practical and intellectual*, which enable learners to *use* the knowledge they have learnt.
- The emphasis is on the *needs of the learner* not the *traditional content of the subject*. We do not ask “Which parts of the subject do learners need to know?” but “How can the subject help the learner to live a better life in the future?”

2. Links between subjects and links with real life

- Each syllabus emphasises links between the subject and other subjects, as well as the links with real life.

3. Designing backwards

- The curriculum is designed by asking what knowledge, understanding, skills or attitudes will be useful to learners when they leave school, or continue with further education. The curriculum is then designed 'backwards' by asking what processes in terms of syllabus content and learner activities will ensure that the learners achieve those outcomes. The curriculum, therefore, starts with a vision of the end product we want to achieve and works backwards in deciding how we can achieve this.

4. Success or failure?

- This system is based on *success* rather than *failure*. Teachers try to ensure that *all* learners acquire adequate mastery of the knowledge, understanding and skills which are useful to them when they leave school or proceed to further education. This means the teaching does not focus only on the knowledge and skills needed by those learners who will go on to further studies, but also on the needs of the majority who do not have this opportunity. In the present circumstances, therefore, we must focus on the needs of the majority of learners who will leave Community Schools after Year 9, as well as the needs of the minority who will go on to Senior Secondary Schools later.

5. Assessment by competency

- Learners are assessed not just by traditional written tests and examinations but by competency. Using the traditional *knowledge* approach to design a syllabus we ask "Does the learner know enough about the subject?" Using a *competency* approach we ask, "Has the learner achieved the Learning Outcome to the best of their ability?" or "Can the learner do or perform the skill proficiently?" This is particularly important in subjects involving practical skills.
- The introduction of School-based assessment will enable us to use competency-based assessment rather than just relying on knowledge-based assessment.

6. Critical Thinking and Problem Solving

- The traditional way of teaching and learning has been called *banking education*. This presumes that the learners are passive vessels or containers to be filled with knowledge by the teacher, like depositing in a bank. It starts with the assumption that the learners know little or nothing and the teacher is there to impart knowledge to the learner. The learner listens to the teacher or copies notes from the blackboard, learns what the teacher tells them and is tested by their ability to reproduce the knowledge that the teacher has given them.
- This curriculum is based on what has been called the *problem-posing* approach to education. This presumes that the learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher to build on this by posing problems to the learners which make them think about their own ideas or experiences, as well as adding new knowledge or skills to it. Learners are not passive listeners but are regarded as co-investigators who can take an active part in the process of learning along with the teacher. Learning is a cooperative effort between the learner and the teacher. Learners are encouraged to become critical thinkers and can learn to face and deal with new challenges and new situations for themselves.

7. Link with traditional education

- This curriculum puts emphasis on *Learning by doing*, or by observation and experiment. In this way, it relates to the traditional Solomon Islands way of learning by watching, working with, and being helped by adults and older people, rather than being taught theories in a classroom.

11. Key Learning Outcomes for the whole curriculum

Although the curriculum is based on individual subjects, each with its own syllabus, all syllabuses have been written with Key Learning Outcomes in mind. Each syllabus attempts to make contributions towards the achievement of each of these Key Learning Outcomes, and each subject syllabus contains a list of ways in which the subject contributes to the Key Learning Outcomes. Similarly all books are written with the Key Learning Outcomes as guidelines and all text books should make contributions to these Key Learning Outcomes.

Key Learning Outcomes

- **Culture promotion** – Awareness of the Solomon Islands culture; in particular, the promotion of the concept of ‘unity in diversity, the need for equity, and inclusiveness in our communities and societies.
- **Lifelong learning** – Realisation that learning is a lifelong experience; encouragement of innovation, creativity, and a positive view of learning after school.
- **Ethics and good citizenship** – Development of positive moral and ethical values, with respect to others, based on personal integrity, leadership and social responsibility, focused on values education, civics and citizenship.
- **Peace and Reconciliation** – Development of positive attitudes and values with the mind and heart to create peace, reconciliation and be able to live in harmony in multi-ethnic and diverse communities and societies.
- **Technology** – Use of appropriate traditional and modern technology to improve community standards of living in our communities and societies.
- **Entrepreneurship** – Development of entrepreneurial skills for making a living through initiative and creativity in our communities and societies.
- **Environment, Conservation and Climate Change** – Development of positive attitudes and values towards the preservation and conservation of the environment, and adaptation and management of the effects of climate change. This will include understanding of hazards and planning, and management of the impacts of disasters.
- **Development of the whole person** – Development of the whole person including social, physical, mental and spiritual life of the individual, environmental and health awareness and good health practices.

12. Outcomes for each educational level

1. Early Childhood Education

By the end of Early Childhood Education learners should have developed and be able to demonstrate:

In the area of *Physical Development*:

- fine and gross motor skills;
- basic movement skills;
- body awareness;
- eye-hand coordination;
- good posture;
- self-help skills;
- participation in active play.

In the area of *Cognitive Development*:

- the ability to think things through;
- recognition of colours and shapes;
- classification or grouping of objects;
- understanding of space and time relationship, symbols, words, etc;
- skills in early mathematics, science, nature, language and literacy;
- how to discover and solve problems.

In the area of *Social Development*:

- interaction with other children, teachers, and visitors to the school;
- the skill and attitude to share, cooperate, and be tolerant and develop taking turns;
- how to cope with competition and aggression;
- a care for personal hygiene;
- recognition of healthy habits and routines such as washing hands before and after meals, using the toilet, toilets skills, using clean handkerchief to cough and sneeze.

In the early years, children will be assisted to:

- develop the ability to eat independently and appropriately;
- develop skills in managing dressing and undressing;
- develop a healthy self- concept;
- develop a habit of sharing while showing respect for property and rights of others;
- develop the ability to discuss needs, wants and problems;
- recognize their own uniqueness;
- accept other's personal and cultural differences.

In the area of *Emotional Development* learners should have developed or be able to demonstrate:

- control of their feelings/emotions;
- appropriate expression of emotions;
- control of their own behaviour as they face up with the results of their actions.

In the area of *Moral Development* learners should have developed or be able to demonstrate:

- respect for other children, parents, teachers, community and the environment in which they live;
- care and concern for other children, parents and community;
- good attitudes and manners such as “Thank you, excuse me, sorry etc;
- good values, trust and cultural beliefs.

In the area of *Language Development* learners should have developed or be able to demonstrate:

- skills and understanding about language and its usage through; ideas and feelings when interacting with other children, teachers and parents;
- problem solving;
- question techniques;
- reasoning;
- reading and telling stories, etc.

2. Primary Education

By the end of Primary Education learners should:

- acquire knowledge, skills and attitudes for meaningful participation in society;
- develop physically, mentally, socially and spiritually so as to be able to live a satisfying life;
- develop oracy, literacy and numeracy skills sufficient to operate in society when they finish school;
- become self-reliant and responsible as a resourceful member of the community;
- recognize and respect religious, traditional and cultural values, beliefs, norms and codes of conduct of the local and wider community which the learner is to live in;
- adapt their skills to suit different situations and solve problems using different strategies;
- acquire knowledge that contributes significantly to the achievement of their social, cultural, political and economic potential;
- develop physical, cognitive, mental, emotional and social understanding and skills to enable them to realise their full potential in life.

3. Junior Secondary Education

By the end of Junior Secondary education learners should:

- acquire the information, knowledge, understanding, skills and attitudes necessary for life and be able to apply these skills in new situations;
- develop in all aspects of life: physical, mental, social and spiritual and be able to apply themselves well in each situation in life ;
- develop and display behaviour and attitudes which are compatible with the norms of the wider society in which they are to live;
- acquire and apply basic skills and competencies required for economic activity and development;
- appreciate and learn the need to become self-reliant and responsible and a resourceful member in the community;
- be able to become a committed and responsible leader;

- appreciate that they are related to others, therefore should adhere to and respect religious, traditional and cultural values, beliefs, norms and codes of conduct of the local community and the wider world;
- be able to recognize, appreciate and accept the diversity of Solomon Islands' culture, tradition, religion, and ethnicity throughout the Islands;
- acquire appropriate knowledge, understanding and skills to benefit from further education or training.

4. Senior Secondary Education

By the end of Senior Secondary education learners should:

- build and expand on the outcomes achieved at Junior Secondary level;
- use language skills to understand, develop and communicate ideas and information which are required to enable them to gain employment or to progress further into higher level of education;
- develop higher order cognitive skills;
- be able to select, integrate and apply numerical and spatial concepts and techniques which are required to enable them to gain employment or progress further into higher competency levels;
- understand and appreciate the scientific principles underlying the natural world, including its physical, biological, and technological aspects and gain the knowledge and skills to make decisions in relation to these principles;
- be able to describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions;
- appreciate and be able to carry out investigative approaches in locating and obtaining information from a variety of sources, and be able to evaluate, use and share it with others;
- appreciate the introduction of new technologies and be able to select, use and adapt them to their own lives and that of the community and country;
- become self-motivated and confident in their learning approaches and be able to work both individually and collaboratively;
- value and implement practices that promote personal growth and well-being;
- understand their relationship with their environment in cultural, geographical and historical contexts and have knowledge, skills and values necessary for active participation in Solomon Islands life;
- appreciate and understand the cultural diversity of the Solomon Islands and beyond and be able to build on the commonalities and to interact and live in harmony others.

5. Training Centres

After attending a Training or Community Learning Centre learners should:

- be able to become a responsible leader of their community;
- have acquired the skills and attitudes to contribute to the improvement of the lives of the people in their communities;
- have acquired the skills and attitudes to improve their own lives and those of their families;
- have developed the values of self discipline and self reliance;
- have developed themselves to their full potential socially, morally, spiritually, culturally and physically as well as acquiring practical skills;

- have the traditional skills to enable them to be self reliant;
- be able to create self- employment;
- have acquired the entrepreneurial skills and attitudes to successfully make a living through self-employment;
- be able to create employment for others and be a successful employer;
- be able to find paid employment in the rural or urban areas if appropriate;
- have developed a work ethic which enables them to make a success of self employment or working for others;
- have acquired the skills and knowledge to proceed for further training in practical fields;
- have developed self esteem and a pride in the skills they learn;
- be able to assist in the development of the country;
- become a useful and respected citizen of the country;
- be able to live in harmony and co-existence with other people both from their own community and from other communities.

13. Subjects, and Outcomes for each subject

The following section presents the subjects to be taught at the different levels of education and the Outcomes expected from learning each subject.

1. Early Childhood Education

Early Childhood Education is not divided into subjects. The outcomes are specified in section 12.

2. Primary Education

Primary education (Years 1 to 6) is usually organised around one teacher so that this teacher facilitates learning in all subjects with one class or group of learners. This should also place an emphasis on group work so that learners learn cooperatively and learn from each other. Within this pattern, the learning time is organised around the following subjects. Because one teacher teaches all the subjects, there is considerable linkage between them.

- Vernacular languages
- English language
- Mathematics
- Science, including Agriculture
- Social Studies
- Health education
- Physical education and sports
- Creative Arts and Culture
- Christian Education
- Information and Communications Technology (ICT) (not yet introduced in most schools)

Some of these areas do not yet have syllabuses developed for them. The Outcomes for the areas where syllabuses have already been developed are as follows:

English Language

Oracy

To develop effective *listening and speaking skills*, learners should be able to:

- listen, understand and respond to English instructions, directions and questions;
- organise their ideas and present them in spoken English in a way which is appropriate to their purpose and that of their audience;
- understand the ways in which the pronunciation of consonants and consonant blends differ in English and the languages of the Solomon Islands;
- understand and use the vocabulary, pronunciation and grammar of standard international English;
- understand and use the vocabulary of all subjects of the Primary curriculum.

Literacy

To develop effective *reading and writing skills*, learners should be able to:

- view reading and writing as both pleasurable and useful activities;
- read silently, with understanding and enjoyment;
- read, understand and respond to a wide range of English texts, in a variety of genres across the Primary curriculum;
- read aloud, accurately and fluently, with expression and understanding;
- write in different genres showing awareness of audience and purpose, and appropriate accuracy in handwriting, spelling, punctuation and text organization;
- write narrative and factual texts confidently, expressively and effectively from their own experience, research and imagination, using a draft-discuss-redraft process;
- understand that different forms of writing require writers to organise their ideas in particular ways and this influences the structure, vocabulary and grammar of a text.

Mathematics

Learners should:

- understand mathematical concepts through relevant firsthand experience in real situations, working from the real to the abstract;
- be able to apply mathematical concepts to their own environment and culture;
- take part in practical activities and games applying mathematical concepts;
- be able to use mathematical skills in practical and problem solving situations;
- appreciate the aesthetic nature of mathematics;
- explore and investigate mathematical problems;
- talk about their mathematical activities, describing what they do and why they do it.

Science

Learners should:

- develop a coherent understanding of the world, built on existing scientific knowledge;
- understand that science involves particular processes and ways of developing and organising knowledge;
- appreciate that there is traditional scientific knowledge in local culture;
- understand that the processes of Science continue to evolve;
- be able to use their scientific knowledge and skills for problem solving and for developing further knowledge;
- be able to use scientific knowledge and skills to improve their livelihoods;
- be able to use scientific knowledge and skills to consider how phenomena make an impact on the environments and cultures of people.

Social Studies

Learners should:

- become informed, confident and responsible citizens who contribute in positive ways to their communities;
- develop positive attitudes of pride, respect, acceptance, responsibility, honesty, caring, sharing and stewardship;
- develop skills that promote good relationships in their lives;
- develop skills of problem-solving, critical thinking, initiative and curiosity;
- develop an appreciation of the importance of relationships between people and events through time, and interpretations of these relationships;
- develop an understanding of people's allocation and management of resources and people's participation in economic activities;
- develop the skills of gathering and analyzing information and acting on the new information;
- develop an understanding of the importance of goods and services in their everyday living.

Health Education

Learners should:

- learn and develop a core concept of health literacy;
- develop and accept personal responsibility for their well being and interpersonal relationship skills;
- develop and practice health skills and positive attitudes and behaviours towards care and concern;
- develop respect for and promotion of their health and others;
- understand the stages of physical, mental, emotional and social growth and development;
- use quality health-related information, products and services;
- prevent and control risk behaviours, substance abuse and diseases;
- understand the importance of physical activity and making wise healthy food choices for a healthy lifestyle;
- develop and maintain positive health behaviour, habits and safety practices;
- develop positive attitudes and take actions towards creating healthy communities and environments.

Physical Education and Sports

Learners should:

- develop and be able to assess physical fitness as a basic human need for healthy living;
- develop self discipline, cooperation, team work, and self control;
- develop attitudes and good understanding of the rules of games;
- accept winning and losing and referees decisions in all games;
- understand the mechanical principles of movements;
- understand mental involvement in the performance of skills;
- understand the value of physical activities and movement for an enjoyable life;
- develop strategies for team tactics and performance;
- plan, organize, officiate and evaluate games in their communities;
- actively perform and participate in both indoor and outdoor games.

Creative Arts and Culture

Learners should develop:

- knowledge and understanding about their natural environment, materials, plants and the animals in an artistic and cultural context;
- knowledge and understanding about the relationship and interactions between our art and the physical world;
- the ability to investigate and communicate artistically and culturally;
- creativity which they can use for personal gains and their own community’s advantage and effective contributions to other subject areas.

Christian Education

Learners should:

- develop their understanding about the Christian faith;
- develop their knowledge of God: His nature, character and actions in history, particularly the person and work of Jesus Christ, Humanity: in relationship to God, in relationship to creation, in relationship to each other, The Bible: the authoritative revelation of God and his plan of salvation;
- use the Christian Faith as a tool to understand God, social relationships, and moral and ethical issues;
- appropriately use the Bible, recognising it as the Word of God, the foundation of Christian teaching, and guide for life;
- gain skills useful for personal spiritual growth;
- gain a balanced understanding of the Christian life and social action;
- take appropriate actions to grow in their relationship to God, and others to live responsibly in society; and to care for their environment.

Information and Communications Technology (ICT) (not yet introduced in most schools)

3. Junior Secondary education

Junior Secondary education (Years 7 to 9) is organised into subjects taught by specialist teachers. The subjects are divided into three groups and the aim is to provide a balance between the three groups:

| <i>Academic subjects</i> | <i>Practical / Vocational Subjects</i> | <i>Personal Development Subjects</i> |
|--|--|---|
| <i>These are subjects in which most learning takes place through books and through reading and writing</i> | <i>These are subjects teaching and practising skills which learners can use when they leave school</i> | <i>These are subjects which lead to the personal development of the learner as an individual, including cultural, physical, spiritual and moral development</i> |
| English Mathematics Science Social studies | Agriculture Business Studies Home Economics Technology | Creative Arts and Culture Health Christian Education Physical Education |

The outcomes for each Junior Secondary subject are as follows:

Academic subjects

English

Learners should:

- be equipped for effective communication in the skills of listening, speaking, reading and writing in English and use these skills to facilitate their learning of other subjects;
- be able to enhance their skills in listening so that they can become active listeners to their teachers, fellow students and other members of their community;
- be able to gain proficiency and confidence in speaking so they can communicate effectively among themselves and others in formal and informal situations;
- be able to enhance their skills in reading, and learn to value reading as an important source of enjoyment and information for critical thinking;
- become equipped with the necessary skills and conventions in writing, so that they can express themselves clearly and in the style of writing that is appropriate to the purpose and intended audience;
- become confident in the grammatical rules and able to achieve proficiency in reading, speaking and writing through active participation in class activities with their teachers, peers, and the texts used;
- be equipped with functional writing skills as well as the academic style of writing so that they can practise it and use it for real-life purposes;
- be able to appreciate different forms of literature and enhance their skills in creative writing, as well as developing their understanding of themselves and others through reading and critical reflection;
- become equipped with the basic research and study skills needed to enhance learning for useful purposes;
- be informed about issues which affect their lives and their society at large and be better prepared to face life in the modern world;
- be able to develop positive attitudes and values so that they can share and interact with others in an atmosphere of peace and harmony;
- become competent and proficient users of English so that they can live fulfilled lives when they leave school.

Mathematics

Learners should develop:

- an awareness of the mathematics around them in everyday life;
- the ability to record, derive, and present information in various forms and to draw their own conclusions from this information;
- the ability to discover mathematical rules for themselves;
- an understanding of fundamental mathematical ideas;
- critical thinking about mathematical issues;
- the ability to apply basic mathematics skills and concepts appropriately and accurately to realistic situations, especially to those within the Solomon Islands, using their own experiences;
- the ability to apply mathematical concepts in the learning of other subjects;
- a strong basis for further studies involving Mathematics.

Science

Learners should develop:

- knowledge and understanding about their physical surroundings, the materials, plants and the animals of their world and themselves;
- knowledge and understanding about the relationships and interactions between these physical and biological elements;
- knowledge and understanding about hazards and disasters in the country
- the ability to investigate and communicate scientifically and to use scientific knowledge for their own and their local community's advantage;
- an appreciation of the changes and new approaches involved in learning science.

The development of such knowledge, understanding and skills will enable learners to;

- think logically and satisfy their curiosity about the world around them;
- plan and complete investigations and solve problems in a scientific manner;
- compare similarities and differences between indigenous scientific knowledge, values and observations and modern scientific knowledge, views, values and assumptions;
- use their Secondary science learning to prepare for tertiary education and direct employment;
- develop their own opinions about the advantages or disadvantages of the use of science and technology;
- prepare for and respond to disasters
- appreciate the use of indigenous scientific knowledge as a tool to understand, protect and preserve their culture and environment and to persuade others to do so;
- take appropriate action regarding the use and care of the environment and natural resources of Solomon Islands;
- actively support ways in which science can usefully help in sustaining local resources for the benefit of all Solomon Islanders;
- actively campaign against scientific knowledge and its applications that pose a threat to local resources and people at large;
- promote peace and reconciliation amongst living things, including human beings;
- live a healthy life and enjoy personal well being.

Social Studies

Learners should:

- be well informed about their own history and origins, and changes that have occurred in the past and are now occurring in the social, political and economic life of Solomon Islands;
- develop an understanding and appreciation of the preservation of people's identity in a culturally diverse society in the process of building nationhood;
- develop an understanding of local knowledge and appreciating scientific knowledge in addressing disasters
- develop the skills and attitudes needed for them to participate in an active, useful and responsible role in the life of their own communities and the nation as a whole;

- develop an awareness of their social and physical environment, the use of resources to improve the quality of life, and the importance of conserving these resources and the environment in which they live;
- develop the skills to be critical and form constructive opinions about the social and environmental changes that are taking place and how they should respond to these changes;
- develop an understanding about other countries' history and social, political, and economic life, as well as the achievements and challenges due to the developmental changes that are taking place in their countries compared to Solomon Islands;
- acquire an informed knowledge about social issues and conflicts that cause divisions and disunity in our society, and participate in finding solutions for the sake of upholding peace, reconciliation and unity between peoples and societies.

Practical / Vocational Subjects

Agricultural Science

Learners should develop

- basic agricultural knowledge, understanding and skills that is relevant to them and would benefit them in their later life;
- a broad knowledge of agronomy, livestock production, farm management, conservation and sustainable use of resources;
- practical knowledge and aptitude needed for farming;
- the ability to apply basic biological and other scientific ideas to the improvement of plant and animal production;
- an appreciation for and an interest in the field of agriculture;
- a basic foundation for learners who wish to study agriculture at tertiary level;
- an awareness of the range of vocational and recreational opportunities available in agriculture through a variety of agricultural experiences;
- the ability to apply knowledge and skills to new situations and make decision leading to solving agricultural problems;
- an understanding of their responsibilities towards the environment, natural resources and the community;
- an awareness of the potentials and problems of Solomon Islands agriculture;
- the ability to make decisions on issues relating to agriculture.

Business Studies

Learners should be able to:

- investigate types of business organization and systems that regulate economic activities and analyse the impacts on economic activities;
- use decision making and problem solving strategies to acquire quality goods and services to become informed and responsible consumers;
- investigate complexities and interrelationships when goods and services are produced and distributed on local, national and global level;
- identify, investigate and propose solutions to economic challenges;

- complete, analyse, store, and retrieve information and documentation needed for individuals, businesses and nonprofit organizations to operate efficiently;
- use principles of record keeping and reporting relevant to needs of particular individuals and/or organizations;
- use information and communication technologies to generate, manipulate, store, present and access information in business contexts for different users;
- generate enterprising ideas, develop business proposals and plans, undertake ventures (small income generating business) and evaluate their outcomes;
- use understanding of enterprises to propose solutions to business, economic, political or legal issues to produce positive outcomes.

Home Economics

Learners should:

- follow a life style which promotes good health of the 'total' person;
- acquire knowledge and skills that will enable selection, preparation and presentation of food to maintain a healthy life style;
- develop knowledge and skills required for the effective organization and management of resources in the continuously changing societies within the family and community;
- develop inventiveness, aesthetic awareness and creativity;
- develop an understanding of the consumer's role in the society;
- develop an awareness of the health and safety aspects involved in the use of materials and equipment in the Home Economics department, family and community;
- value, preserve and promote the importance of Solomon Islands customs and traditions that make Solomon Islands society unique;
- actively participate as responsible members of the community in matters that affect the welfare of the family;
- understand the significance of the family in Solomon Islands society and the part it takes in the growth and development of its members;
- value the importance and nutritional quality of local resources;
- develop skills of consumer awareness for informed decision-making and participation in the market place;
- develop an understanding of human needs (physical, social, emotional, economic and political), and appropriate ways of fulfilling these needs, for individuals, families and communities;
- develop skills for employment.

Technology

Learners should

- be able to use tools, machines and materials comfortably;
- understand how to venture into self-reliance and paid employment with the use of basic technologies to improve their livelihoods and standard of living;
- develop skills and techniques in problem solving and, in particular, the ability to design solutions and apply technological knowledge and skills in solving problems;
- use appropriate skills to repair and maintain existing technologies;

- develop the ability and confidence to apply their technological knowledge and skills in the utilization of materials and resources for practical, aesthetic and other constructive purposes;
- understand the key principles that govern the technological processes which could be applied to help solve practical problems in real life situations, within both the urban and rural contexts in the Solomon Islands;
- assess the effects and impacts of technology on individuals, societies, and environments in Solomon Islands.

Thus learning in technology will enable learners to develop:

- technological knowledge and understanding that is associated with making technological products;
- technological skills required to make technological products;
- technological values that are associated with making technological products.

Personal Development Subjects

Creative Arts and Culture

Learners should acquire:

- knowledge and understanding about their natural environment, materials, plants and the animals in an artistic and cultural context and appreciate the importance and values of cultural diversity;
- knowledge and understanding that creative Arts and culture is an integral part of any culture;
- knowledge to build self confidence and personal development;
- the ability to investigate and communicate artistically and culturally;
- knowledge to safeguard the social and cultural fabrics of our fragile society against the onslaught of foreign ideologies;
- knowledge and understanding of self-worth and the promotion of ones cultural identity;
- value based knowledge that should anchor the cultural values and identities that has once helped shaped the destiny of past generations
- a stable platform for future decision making

The development of such understanding and skills will enable learners to:

- physically demonstrate their cultural values, ideas and practices;
- learn more about the cultural values in Solomon Islands and gain an understanding of other cultures;
- create opportunity to further develop their artistic interest and become effective contributor to their society
- maximize their artistic potentials that will fulfill their personal ambitions;
- develop a responsible and a balanced view of other cultures;
- adequately fulfill ones obligations and responsibilities at all levels of their societies;
- poses the confidence to effectively transfer essential skills on to others;
- use their Secondary Arts and Culture learning to prepare for tertiary education and direct employment;

Christian Education

Learners should:

- develop their understanding about the Christian faith and its demand on Christians today;
- increase their knowledge of God: His nature, character and actions in history, particularly the person; and work of Jesus Christ, Humanity: in relationship to God, in relationship to creation, in relationship to each other, The Bible: the authoritative revelation of God and his plan of salvation;
- Use Christian Faith as a tool to understand God, social relationships, and moral and ethical issues;
- appropriately use the Bible, recognising it as the Word of God, the foundation of Christian teaching, and guide for life;
- gain skills useful for personal spiritual growth;
- gain a balanced understanding of the Christian life and social action;
- take appropriate actions to grow in their relationship to God, and others to live responsibly in society, and to care for their environment.

Health Education

Learners should:

- develop attitudes of personal responsibility towards their own health, and the health of others and the community, and recognise their ability to make healthy decisions;
- gain the skills and knowledge necessary to maintain and promote personal health throughout their life span;
- value and have respect and show care and concern for their health and the health of others;
- have an understanding of the processes and changes that occur to the human body throughout the lifespan;
- be informed about quality health information, products and services, and take actions to reduce risks;
- be aware of behaviours that are harmful to themselves and others;
- be empowered to promote health-supportive behaviours and structures within their families, communities and the nation;
- develop skills that demonstrate inclusiveness and social justice in their interactions with others and their communities.

Physical education

Learners should:

- develop and be able to assess physical fitness as a basic human need for healthy living;
- develop basic knowledge and understanding of human anatomy and physiology;
- develop self discipline, cooperation, team work, and self control;
- develop attitudes and good understanding of the rules of games;
- accept winning and losing and referees decisions in all games;
- understand the mechanical principles of movements;
- understand mental involvement in the performance of skills;
- understand the value of physical activities and movement for an enjoyable life;
- develop strategies for team tactics and performance;

- plan, organize, officiate and evaluate games in their communities;
- actively perform and participate in both indoor and outdoor games.

ICT: (Information and Communications technology)

Syllabuses are yet to be developed.

4. Senior Secondary Education

In Years 10 to 12, it is proposed that schools will offer two streams: an Academic Stream and a Technical stream. English and Mathematics will be compulsory for both streams, and learners will then choose four or five more subjects from a range of subjects, concentrating mainly on **either** academic subjects **or** technical subjects. However academic learners may choose one technical option and technical learners may choose one academic option. It may not be possible for all schools to offer a complete range of subjects, so there may be some specialisation of subjects in individual schools, especially in technical subjects.

The following subjects are offered at present in Solomon Islands School Certificate at Year 11.

| Compulsory subjects | Academic subjects | Technical / Vocational subjects |
|------------------------|---|--|
| English Mathematics | Business Studies ¹ New Testament Studies Science Social Studies | Agriculture Business Studies ¹ Home Economics Technology |

¹ Business Studies can be considered either an Academic or a Technical / Vocational subject

The syllabuses for the Senior Secondary subjects have not yet been revised on the basis of an Outcomes approach, so no lists of outcomes have yet been generated

The following suggestions have been made for additional subjects:

- Information and Communications Technology (ICT)
- Hospitality and Tourism
- Mechanics
- Electricity including solar
- Building and carpentry
- Visual arts
- Music
- Health
- Physical education
- Electronics
- Dance and drama

It is proposed that special courses in English, Mathematics and Science geared to the needs of technical subjects would be developed. These would then be taken by Technical learners instead of the academic courses in those subjects.

5. Vocational or Technical Education

At present most Training Centres offer a limited range of courses, mainly Agriculture, Life Skills (Home Economics), Building, Carpentry and Joinery and Mechanics. A few offer other courses such as Electrical Wiring or Business Studies, or some short courses such as Chain Saw maintenance or Bee Keeping.

Suggested syllabuses are available for the main subjects offered at present but these have not yet been written in an outcomes format.

It is planned to encourage Rural Training Centres and Community Learning Centres to offer a much wider range of courses such as those in the following table:

| | | |
|-------------------------------|--------------------------------|--------------------------------------|
| Organic farming | Honey bees | Floral Arts |
| Kindergarten training | Catering | Hospitality |
| Sea-weed farming | Deep sea fishing | First Aid |
| Blacksmithing | Eco-tourism | Tour guides |
| Forestry | Computing | Typing |
| Primary Health Care | Water supply and sanitation | Fibre glass |
| Genealogy | Sewing machine repair | Fishing net making |
| Music: traditional and modern | Modern dance | Carving |
| Fish farming | Boat building | Fishing techniques |
| Carving | Styles of kitchens and cooking | Electronic repair – radios and tapes |
| Civic education | | |

In addition Training Centres in urban areas should cater for urban needs and might develop some of the following:

| | | |
|---------------------|-----------------------------|--------------------------------|
| Computing | Information Technology | Solar power |
| Dress making | Tailoring | Shop assistant skills |
| Landscape gardening | Interior decorating | Screen printing |
| Sign writing | Urban related health skills | Baking and bread making |
| Electronics | Electrical wiring | Repair of electronic equipment |
| Bicycle repair | Tyre repair | Plumbing |
| Carving | Popular music | Sanitation |
| Barbeque cooking | Food preservation | Vehicle maintenance |
| Catering | Hospitality | Tour guide |
| Laundering | Shoe repair | Floral art |
| Hydroponics | Law and Order | Horticulture |

14. School Curriculum Profiles: Time Allocation

This section presents the agreed allocation of instructional time across the learning areas and subjects of the curriculum, as approved by the National Curriculum Advisory Board. At Primary and Junior Secondary levels, the aim is to produce a profile which leads to a holistic education based on a balance between Academic, Practical and Personal Development subjects. This should cater for the academic, practical, physical and spiritual needs of the learners. An important aim is for learners to leave school with some practical skills. These will be useful to them in developing their own communities, using local resources for self-employment, gaining paid employment or proceeding to further studies.

1. Primary Schools: Time Allocation

There is a difference in the recommended time allocation for Lower and Upper Primary Education.

Primary Years 1 to 3

| Subject | Periods per week | Total time (minutes per week) | % of total timetable (1345 minutes) |
|-----------------------------|------------------|----------------------------------|--|
| English | 10 | 350 | 26.02 |
| Mathematics | 8 | 280 | 20.82 |
| Science | 4 | 140 | 10.41 |
| Community Studies | 4 | 140 | 10.41 |
| Health Education | 3 | 105 | 7.81 |
| Physical Education & Sports | 3 | 105 | 7.81 |
| Creative Arts & Culture | 3 | 105 | 7.81 |
| Christian Education | 2 | 60 | 4.46 |
| ICT | 2 | 60 | 4.46 |
| Total | 39 | 1345 | 100.00 |

Note: Periods in Years 1 to 3 are 35 minutes each, except for Christian Education and ICT, which are 30 minutes.

Primary Years 4 to 6

| Subject | Periods per week | Total time (minutes per week) | % of total timetable (1520 minutes) |
|-----------------------------|------------------|----------------------------------|--|
| English | 10 | 400 | 26.32 |
| Mathematics | 8 | 320 | 21.05 |
| Science | 5 | 200 | 13.16 |
| Community Studies | 5 | 200 | 13.16 |
| Health Education | 2 | 80 | 5.26 |
| Physical Education & Sports | 2 | 80 | 5.26 |
| Creative Arts & Culture | 2 | 80 | 5.26 |
| Christian Education | 2 | 80 | 5.26 |
| ICT | 2 | 80 | 5.26 |
| Total | 38 | 1520 | 100.00 |

Note: Periods in Years 4 to 6 are 40 minutes each, for all subjects

2. Junior Secondary Schools: Time Allocation

| Subject | Periods per week (all periods 40 minutes) | Total time in minutes per week | % of total timetable (1600 mins) |
|--|---|-----------------------------------|-------------------------------------|
| Academic subjects | | | |
| English | 5 | 200 | 12.5 |
| Mathematics | 5 | 200 | 12.5 |
| Science | 4 | 160 | 10.0 |
| Social Studies | 4 | 160 | 10.0 |
| <i>Total Academic</i> | <i>18</i> | <i>720</i> | <i>45.0</i> |
| Practical/vocational subjects | | | |
| Agriculture | 4 | 160 | 10.0 |
| Business Studies | 4 | 160 | 10.0 |
| Home Economics/ Technology | 2 core each =4 Plus 2 extension, either H.E. or Tech. | 160 | 10.0 |
| | | 80 | 5.0 |
| <i>Total Practical/vocational</i> | <i>14</i> | <i>560</i> | <i>35.0</i> |
| Personal development subjects: | <i>8</i> | <i>320</i> | <i>20.0</i> |
| Christian Education Creative Arts and Culture Physical Education Health ICT (optional) | | | |
| Total | 40 | 1600 | 100 |

Notes:

- All periods are 40 minutes. There should be 8 periods per day, 40 periods per week.
- All subjects are compulsory. All subjects must be continuously assessed through the Suggested Assessment events in the main syllabuses.
- All learners will take Core Home Economics and Core Technology, 2 periods per week each, and will have a choice between Extension Home Economics and Extension Technology for a further 2 periods.
- Personal Development subjects are grouped together. Schools may either timetable 2 periods per week for each throughout the course, or block the periods so learners take more periods of one subject at one time and more periods of another subject later e.g. 4 periods of P.E. one semester and 4 periods of Health the next semester.

3. Senior Secondary schools: Time Allocation

Time allocation for Senior Secondary schools, Years 10 and 11, has not yet been decided. A possible model is shown below. It is not possible to produce a full curriculum profile or time allocation as there will be choices of subjects and therefore considerable flexibility.

However a possible time allocation, based on 40 x 40 minute periods per week, and learners taking English, Mathematics and 5 other subjects, would be:

| Subjects | Periods per week |
|---|-------------------------------|
| English | 8 |
| Mathematics | 7 |
| 5 other subjects chosen from Agriculture, Business Studies, Home Economics, New Testament Studies, Science, Social Studies, Technology and other subjects to be offered later | 5 per subject (5 x 5 = 25) |

4. Training Centres: Time Allocation

Time allocation in Training Centres (RTC, VTC, and CLC) is completely flexible, and Centres do not operate on a timetable with short periods such as 40 minutes. Some Centres allocate half days or whole days to subjects. Some work on a block system in which learners take one subject for a month before changing to another subject. Shorter times are allocated to background subjects such as Communication, Mathematics, Business Studies or Health. Background subjects can also be integrated into the practical subjects.

5. Early Childhood Schools: Time Allocation

Time allocation for ECE Schools is not included in this document. Appropriate time allocations can be obtained in the ECE Curriculum framework and other relevant documents.

15. Teaching and Learning approaches for the curriculum

The philosophy and principles underlying this curriculum is that teaching and learning should be based on a learner-centred, problem-posing and multiple intelligence approaches. As far as possible, learners should be actively involved in the learning process. Situations should be presented so that they can learn or find out information or develop skills for themselves, rather than passively attending to a teacher. The teacher should be seen as a facilitator of learning, rather than as someone who merely passes on knowledge. Professional preparation of teachers during pre-or in-service training in this new learner-centred, problem-posing and multiple intelligence approach is therefore very important. Teachers should use OBE lesson plan as a guide for effective teaching and learning in achieving learning outcomes. Lesson Plan format is attached in annex 3.

At the same time, we should ensure that learners gain certain fundamental knowledge, understandings and skills to enable them to live in modern society. These should include

- the basic skills of literacy and numeracy;
- understanding of the scientific principles of the natural world;
- knowledge and understanding of their own environment and other environments in the world;
- basic knowledge of the names and positions of important places in Solomon Islands and the world;
- knowledge and understanding of their own community, society and government;
- understanding of issues related to health; and basic skills to enable them to live in their own society.

As far as possible, however, these should be learnt through an inter-active process involving inquiry into information and ideas, and understanding concepts for themselves. Learners should work through planned learning experiences involving experimentation, investigation, observation, discussion, practice of skills and independent study rather than listening and note taking. The learning process undertaken by the learner must be Active rather than being Passive in the schools.

Some of the methods by which these ideas can be achieved include the following:

- *Problem posing* means setting up a situation which encourages learners to find out something for themselves, or giving them a problem for which they have to work out the answer.
- *Experiments* are particularly important in Science. Learners are asked to do an activity, observe the results and draw their own conclusions.
- *Inquiry learning* may be linked to experiments, problem posing, field work or research. The teacher sets up a situation where learners can inquire things for themselves. This may be guided inquiry, where the teacher knows what the learners will discover, or more open ended inquiry leading to finding out things the teacher does not know.
- *Personal or group research* is when learners are asked to find out information and ideas about a topic for themselves, either by research in a library, or by original research 'in the field' i.e. outside the classroom.
- *Demonstration* involves teachers showing learners how to do something or perform a skill, but must be followed by opportunities for the learners to do the activity or practice the skill themselves. The learners' prior knowledge and understanding is essential since it is a learner's prior knowledge can

influence on what they learn. New knowledge and understandings needs to be integrated or linked to what they already understand.

- *Practical activity* means giving learners the opportunity to practice a skill for themselves. This is a necessary part of skills teaching.
- *Questioning* of learners is a very important part of all teaching. Questions may be either about the learners' own knowledge and experiences, or based on information given, from which learners can find the answers. However, **open questions**, which have more than one possible answer and lead learners to think for themselves and form their own opinions, are as important as closed questions, which involve testing the learners prior knowledge.
- *Discussion* involves learners talking to each other as well as the teacher, sharing information or ideas, or jointly seeking evidence or solutions. It gives each person a chance to ask questions, to share information and personal experiences, to analyse a topic and develop deeper meanings.
- *Group work* is valuable as it develops skills in decision making; problem solving; planning together to achieve a goal; listening and communicating; helping learners to share knowledge, ideas, values and attitudes; developing a sense of responsibility towards others; and developing organisational ability.
- *Role play and drama* has a tremendous impact on learners. By learners taking the role of another person and pretending to feel like, think like and act like another person, learners can act out their own hidden feelings without being blamed for them. Through role play learners can also develop insight, explore values, attitudes and understanding of others. They are also given the opportunity to make decisions and consider the consequences. This is particularly important in achieving the Outcomes concerned with values and attitudes.
- *Excursions* outside the school help to relate school learning with real life.
- *Field work* outside the classroom helps to bring reality to the learning and to connect it to real life.
- *Peer teaching* is when one learner or group of learners is asked to teach other learners. This can often benefit both groups.
- *Brainstorming* is when a group of learners is asked to throw out ideas on a topic and later collect them together and order them.
- *Authentic teaching and learning* is necessary for holistic development of the learner. The learning process must impact in the learner. Suggested teaching strategies are given in annex 2.

16. Assessment

Assessment is a continuous planned process of gathering, analysing and interpreting information about learner's knowledge, understanding, skills and attitudes in the various subjects. Assessment judges whether the outcomes have been achieved, and enables learner progress to be reported. It will also assist teachers making informed decisions on how to improve the learning of the learner as well as improving the teaching process at the classroom level. Assessment will be the responsibility of individual teachers, the school, CDD, NESU and MEHRD.

Principles of Assessments

To ensure that assessment is effective, assessment practices:

- should be based on an understanding of how students learn;
- should be a component of course design;
- should be based on clear standards and criteria;
- should embrace a variety of measures;
- should be valid, reliable and authentic;
- should be an integral part of the teaching and learning process;
- should give feedback which can be used by teachers to assess the achievement of the learning outcomes and;
- should provide clear and accurate reports to parents and others.

Purpose of Assessment

Information gathered from assessment can be used for a variety of purposes:

- improving student learning and teacher planning
- monitoring learner's achievements in subject areas;
- informing learners, parents, careers masters, employers and school about learners achievements;
- planning learning and teaching which would improve learners achievements and teacher effectiveness;
- reviewing of school programmes of learning.

Types of Assessment

Assessment can be formative and summative.

- Formative Assessment is an interactive process between the teachers and the learner and is carried out during the learning process. It is designed for the purposes of improving the learning of the learner. The information from formative assessment can be used to improve teaching approaches of the teachers. This assessment approach can be thought as *assessment for learning*.
- Summative Assessment is used for making assessments in a given point in time. It is used for the purposes of giving information about where a learner stands in relation to learning specific knowledge at a given point in time. This assessment approach can be thought as *assessment of learning*.

- Teachers are encouraged to conduct diagnostic assessment. This type of assessment is part of the formative assessment and is performed by teachers to identify current level of understanding of the learner. The purpose of diagnostic assessment is for checking and finding more about the level of understanding of the learners' performance, progress and achievement in a given time before enrichment support or remedial work can be given to the learner. This diagnostic approach is similar to the way medical practitioners are using in clinics and hospitals. Teachers must take note that all learners should be diagnosed from time to time in the classroom for each term or a semester in a given year.

Assessment helps to:

- diagnose a learner's strengths and weaknesses;
- determine a learner's level of performance on a specific task or at the conclusion of a unit of teaching and learning;
- make judgments about each learner's achievements.

Assessment focuses on the Specific Learning Outcomes in the syllabus. Learners are aware of what is being assessed, the assessment techniques being used, and the indicators of achievement as an ongoing process. A suggested assessment event is included for each subject of a subject syllabus.

Assessment System

A good system for learner assessment incorporates:

- Planning for assessment;
- Using a variety of assessment techniques;
- Providing opportunities for learners to demonstrate performance using the Indicators given in the syllabus;
- Diagnosing, analyzing and giving feedback and feed forward;
- Gathering and recording evidence of learners' performance and keeping records of the evidence
- Observing learners demonstrating a certain skill and assessing their competence. This is competence-based assessment or performance assessment;
- Providing feedback to learners;
- Making judgments on learner's achievement;
- Using a meaningful system of grading achievement;
- Reporting on learners' achievements by referring to the learning outcomes.

What should be assessed?

We must assess all aspects of the outcomes, including the Key Learning Outcomes, General Learning Outcomes and Specific Learning Outcomes of individual syllabuses. We must assess *knowledge, understanding, skills and values or attitudes* we aim to develop. This means that teachers should be able to devise many types of assessment, often based on criteria-based or competency-based assessment, as well as the more traditional written assessment of knowledge and understanding. Teachers must acquire knowledge and skills to design many different types of assessment techniques.

17. Curriculum Monitoring, Recording and Reporting

Monitoring and Recording

Effective monitoring and recording are important processes for giving accurate record and positive feedback. Results of assessment must be recorded and reported to the learner and others. Results of assessments must be properly recorded for effective monitoring and reporting. Teachers are encouraged to monitor the progress of learner's performances and to give a descriptive report at the end of the term or semester. In order for teachers to carry out effective monitoring of learner's achievement, they need to keep accurate and proper records of learner's assessment, achievement and progress in a term, semester or a year. Teachers must be encouraged to do effective marking of learner's work including positive and constructive feedback and identifying areas for improvement. Such information given by teachers will help learners to understand their own abilities and learning needs. Teachers must monitor learning outcomes assessed in the classroom against individual learners. This monitoring system will assist teachers to identify and offer remedial work as an intervention strategy for individual learners who have not achieved assessed outcomes. It will also offer enrichment support for individual learners who have achieved assessed outcomes. Teachers must implement remedial teaching as well as providing appropriate guidance and monitoring of learner's results after any remedial work is completed. Examples of competence-based assessment, recording and monitoring instruments are included in each subject syllabus. Refer to Annex 5 – 10.

Reporting

Reporting is the process by which assessment information is communicated to all stakeholders including the learner, parents, guardians and the Ministry of Education. Reports can provide information on what learners know and can do with recommendations for improving progress and achievements. The syllabuses can also assist with reporting. Every sub-strand has Specific Learning Outcomes for the purpose of assessments. This will show whether the learner has achieved the intended or desired learning outcomes or not. Each sub-strand of a syllabus also presents at least one example of an Assessment Event. Effective monitoring and reporting is an important process for giving accurate record and constructive feedback. Results of assessments must be properly recorded for effective monitoring and reporting. Reporting to the learners needs to be positive in terms of what has been achieved and what can be improved on and should not be negative or criticizing. Assessment results should also be shared with the parents, guardians and other key stakeholders of the learner in order to encourage extra support for learning at home. In order for teachers to carry out effective reporting on learner's achievements, they need to keep accurate and proper record of student's assessment, progress and achievement. Assessment Events can be used to build a report on a learner's performance, progress and achievements over time in a simple profile and is accessible to by the teacher, instructors, learners and the parents. Overall, the reporting system employed in the schools and training centres must be descriptive with the aim of clearly and specific reporting on learners' performance, progress and achievements. The use of supportive evidence based on teacher's judgments about the strengths, abilities, personal and social qualities of the learner is essential. This will allow teachers and instructors to demonstrate transparency and accountability for the learners, parents, guardians and other stakeholders in the education system. An example of a competence-based reporting form is included in each subject Teachers Guide as shown in Annex 11.

Achievement Levels and Achievement Awards

The learning outcomes approach recognizes the assessment of outcomes using achievement levels. The descriptors of the achievement levels set the assessment criteria for each of the outcomes assessed. Such assessment approaches will assist teachers calculate a progressive achievement level for individual learners for both formative and summative assessments for a specified assessment period. For instance, for a term for Primary schools and a semester for the secondary schools. The teacher will then calculate the overall achievement level for the learner by combining the two progressive achievement levels attained. The overall achievement level attained corresponds to an overall achievement award for the learner. The award will be given to the learner in the form of a certificate in recognition of the learner's achievement. The certificates will be issued using different colour codes.

The table below shows achievement levels and achievement awards with appropriate colour codes.

| Achievement Levels (Overall) | Performance Descriptors | Achievement Awards | Certificate Colour Codes |
|------------------------------|--|------------------------------|--------------------------|
| Level 5 | Learner is competent with 95% or more of the outcomes | Achieved with Excellence | Gold |
| Level 4 | Learner is competent with 80 - 94 % of the outcomes | Achieved with Merit | Green |
| Level 3 | Learner is competent with 50 – 79% of the outcomes | Achieved Satisfactorily | Pink |
| Level 2 | Learner is competent with 20 – 49% of the outcomes | Achieved below standards | Orange |
| Level 1 | Learner is competent with less than 20% of the outcomes | Achieved far below standards | Purple |
| Level 0 | Learner is not competent. Does not achieve any of the outcomes | Not Achieved | Blue |

National Assessments and Reporting

In addition to learner assessment at school, there is a structure of National Assessment. The elements of this are:

Solomon Islands Standardised Tests of Achievement (SISTA): These are sat by learners in all schools in Year 4 and Year 6. They test English and Mathematics in order to monitor the national standards achieved in these subjects.

At present all Year 6 learners take the *Solomon Islands Secondary Entrance Examination (SISEE)* and this is used as a selection examination for Year 7. This, however, is going to be phased out, and in future all learners will proceed from Year 6 to Year 7.

Assessment Resource Tool for Teaching and Learning (ARTTLe) is a tool to assist teachers in devising activities to test whether their learners have achieved the desired learning outcome. It has suggested activities for each level. At present it is being trialed. It may be used more widely when SISE is phased out.

Year 9 (Form 3) National Assessment: At the end of Year 9 all learners are assessed, at present, in four subjects: English, Mathematics, Science and Social Studies. This is at present done by a National Examination. This assessment is used for selection into Year 10. In future, the plan is to extend this to the assessment of all subjects, and use results in English, Mathematics and the best 4 or 5 subjects for entry to year 10. If practical subjects are to be assessed, some school-based assessment will have to be included as well. It has been recommended by NESU that all subjects will be assessed in the future.

Solomon Islands School Certificate: This is a National Examination taken by all learners in Year 11 and based on written examination papers and some school based assessment. SISC is used for selection to Year 12, based on the learner's aggregate in their best five subjects.

Pacific Senior School Certificate is taken by learners in Year 12. It is set, marked and administered by the South Pacific Board of Educational assessment in Suva, Fiji. Learners sit for five subjects, including English. The aggregate of English and the other three best subjects is used for entry to Year 13. It has been proposed now by the MEHRD that the formal education system will end at the end of Year 12.

Assessment of TVET: National Qualifications Framework and National Technical / Vocational Certificate: There is a proposal to create a National Qualifications Framework to coordinate all national testing and examinations. This would establish a National Technical / Vocational Certificate. This develops competence-based assessment of skills for learners of practical skill subjects. It could be used by learners in Secondary schools, Rural / Vocational / Community Training Centres; and also by those in employment.

18. Curriculum Requirements as Standards and Benchmarks

Curriculum requirements as Standards and benchmarks will be developed for all year levels of the whole curriculum according to each subject. The specific learning outcomes shown in column 2 of the syllabuses are curriculum standards and benchmarks. These are the agreed set of requirements that each learner must acquire and demonstrate at the end of each learning activity to prove that they have achieved the Specific Learning Outcomes prescribed in the approved syllabuses. These outcomes are the highest level of performance expected of all learners to acquire and demonstrate to prove that they have achieved the required curriculum standards at a particular year level. The Curriculum standards are the benchmarks. These prescribed requirements will assist teachers and instructors to conduct assessments in the classroom and learning centres. Teachers and instructors will use such standards and benchmarks as a tool for teaching and learning activities as well as conducting formative assessments that are meaningful, fair and are contextual in the classrooms. Achievement levels will be developed for each of the specific learning outcomes. This will set the assessment criteria for teachers and instructors to use when assessing learners. These achievement levels will show success criteria and range of abilities of each learner for an assessment event. It would mean that assessment criteria for each subject of the curriculum will be consistent and reliable throughout the schools. Such an instrument will also assist teachers and instructors to identify appropriate enrichment support and intervention strategies through remedial work required or necessary for the learner to do in order to acquire the required curriculum standard or benchmark as prescribed in the approved national school curriculum.

Annex 1. Syllabus Structure

Unlike past syllabuses, all Primary and Junior Secondary subject syllabuses developed under the current curriculum reform have the same structure. They are divided into **Strands** and **sub-strands**.

Strands are the main areas of study into which the subject has been divided. For instance, in Home Economics there are five strands: Food and Nutrition, Management Process, Clothing and Textiles, Family Studies and Home Management. Each of these Strands is taught in all three years of the course i.e. some aspects of Food and Nutrition are taught in Year 7 and other aspects in Years 8 and 9. This means that each Year is divided into the same five strands. Different aspects of each Strand are taught each year.

Sub-strands are the smaller units or sub-divisions into which the Strands are divided each year. For example, in Year 7 of Home Economics the Strand Food and Nutrition has four sub-strands: Basic cooking, Food groups, Food gardens and Food preparation.

In some Secondary subjects, the topic to be taught in a particular strand for a particular year is called the Strand Theme. For instance, Secondary Social Studies has a Strand on History of Solomon Islands and its Relationship with the World. This has been divided into the following Strand Themes: Year 7: People and Migration; Year 8: Colonisation; Year 9: Independence and After.

In the syllabus itself, each sub-strand occupies one page, which shows details of all that should be taught in that sub-strand.

For each sub-strand there are two types of Learning Outcomes: General Learning Outcomes (GLO) and Specific Learning Outcomes (SLO). It also shows Suggested Assessment Events related to that sub-strand. These are shown in three columns.

General Learning Outcomes

A General Learning Outcome is a general statement which specifies what the learner should know, understand or be able to do or demonstrate, or attitude or value they should be able to develop, as a result of the teaching and learning process during that sub-strand. It tells us the concepts, ideas, skills or values which the learners should learn.

- General Learning Outcomes are concerned with knowledge, understanding, skills or values and they are preceded by verbs which express in general terms what learners should gain from their learning.
- Verbs most commonly used are: *know, understand, be able to, and appreciate*. Other verbs used include: *shows skill in, apply, recognise, judge, have formed opinions about*.
- These are intended results of learning which are not all easy to observe or measure directly.

Specific Learning Outcomes

These are much more specific. They specify observable behaviour, or things which learners should be able to do to show us that they have achieved the Learning Outcomes. They specify actions which learners can do to show us that they have learnt and understood the knowledge, skills and attitudes given in the Outcomes.

- Specific Learning outcomes are, therefore, expressed as verbs of action such as define, describe, list, write about, compare, summarise, relate, justify, make, sew, assemble, choose, select, initiate and many others.
- Specific Learning Outcomes are usually observable or measurable and based on an activity done by the learners.
- The purpose of Specific Learning Outcomes is to assess performance, monitor progress and provide stakeholders with evidence that learning has taken place.
- Specific Learning Outcomes lead directly to assessment.
- Specific Learning Outcomes referring to knowledge and understanding do not normally use only verbs like list or define. These actions can often be achieved successfully even if the knowledge has not been understood. They are lower level cognitive skills. Syllabuses also use verbs connected to higher levels of cognitive skills such as compare, contrast, justify, appraise, analyse and synthesise. These involve thought and understanding.
- Specific Learning Outcomes suggest that learners can apply the knowledge of what they have learnt in a useful or practical way, in a context they are likely to find during the learning period and after they leave school. This means that teachers should use the Specific Learning Outcomes to plan activities which help learners to make use of what they learn e.g. not just to learn about an aspect of history or current affairs but to be able to listen intelligently to the news or read a newspaper with understanding, or even take part in political activity in a local community.

Suggested Assessment Events

Suggested Assessment Events select one or two ways of assessing learners to show that they have achieved the outcomes for a sub-strand.

- There are at least four (4) Suggested Assessment Events for each sub strand in the syllabuses to assess or evaluate the domains of knowledge, understanding, skills and attitudes or values.
- The results of these assessment events can be recorded to build up a profile of the learner's progress.
- Results need not be in terms of marks or scores. Teachers may use a competence approach. They can record whether the learner has achieved the outcome or not ; either in the form of Yes/No, or by registering degrees of achievement e.g. A = Achieved; P/A = Partially achieved; and N/A = Not Achieved
- In practical subjects the record may be based on a list of criteria against which the learner is judged.

Format of Syllabuses

All syllabuses, except Primary school English and Mathematics which were completed earlier, are printed in the same format as follows.

Introductory

- i. Title page
- ii. Publishing details
- iii. Contents
- iv. Foreword
- v. Acknowledgements

Main sections of syllabus

1. Rationale: This justifies the inclusion of the subject in the curriculum. Why do we teach it? It is focused on the subject.
2. Aims: A list of statements showing what learners should achieve by learning this subject. It is focused on the learners.
3. Structure of the syllabus. This is presented as a table. This shows the format in which each page of the main syllabus is presented. Examples from Primary Science and from Secondary Social studies are given below.

| <p>Subject: title: Science Year no. This section will be coded as 7 to represent year 7</p> | | |
|--|--|--|
| <p>Strand: Title. This section need not to be coded as it is used consistently in the syllabus A strand is the term for the main areas of study into which the subject is divided: in Science, there are six strands (Life and Living, Earth and Beyond, Energy and Change, Natural and Processed Materials, Farming, and Working Scientifically). This section contains the Strand statement for the Year</p> | | |
| <p>Term: Sub-strand: Title. This section will be coded as 7.1. (Number of Periods/lessons). A strand is sub-divided into sub-strands. For example, within the Primary Science ‘Earth and Beyond’ strand, there are sub-strands for each year: for Year 1, Sun and Moon, for Year 2, Shadows, for Year 3, Day and Night and Influence on Life, For year 4, Rotation of the earth, for Year 5, Earth’s orbit and the Seasons, for Year 6, The Solar System and Internal Structure of Earth. This section contains the title of the Sub-strand.</p> | | |
| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
| <p>Learners should:</p> <p><i>General Learning Outcomes</i> are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as understandings, knowledge, skills, values or attitudes, practices, habits</p> <p>The General Learning Outcomes are coded (Numbered) in the syllabus. For example;</p> <ul style="list-style-type: none"> • 7.1.1: know that Science is the study of living and non living things in our environment. • 7.1.2 etc | <p>Learners should be able to:</p> <p><i>Specific Learning Outcomes</i> are examples of things students can do, demonstrate or understand if they have achieved an outcome.</p> <p>The Specific Learning Outcomes are coded (numbered) in the syllabus. These outcomes can be linked with the learner’s book, teacher’s Guide, recording, monitoring and reporting forms and other documents.</p> <ul style="list-style-type: none"> • 7.1.1.1: identify what is a living and a non living thing • 7.1.1.2: differentiate the characteristics of living things from non living things • 7.1.2.1 etc | <p>Learners should be assessed on:</p> <p>For selected learning outcomes there is <i>an assessment event</i>.</p> <p>Section 11 presents the detailed syllabus with assessment events at the appropriate places. The learner textbook has other assessment events.</p> <p>Assessment events must involve the four domains:</p> <ol style="list-style-type: none"> 1. Knowledge (k), 2. Understanding (u), 3. Skills/ application (s) and 4. Values/ attitude (v/a) <p>It is recommended that, one assessment event will be shown for each sub strand in the syllabus.</p> |

| | | |
|---|---|---|
| Subject: Social Studies | | Year: |
| <p>Strand : Title</p> <p>A Strand is the term for the main areas of study into which the subject is divided. In Social Studies there are five strands: History of Solomon Islands and its Relations with the World; Governance and Leadership; Environment & Population; Resources & Development; and Social Issues and Conflict Resolution in Solomon Islands. Either, this section contains the Strand Title and the Strand Statement for the year or the Strand theme</p> <p>Strand Theme</p> <p>A Strand is sub-divided into Strand Themes. This is the theme or main areas of study for that Strand in a particular year. For instance in Social Studies the Strand “History of Solomon Islands and its Relations to the World” has three Strand Themes: Year 7: People and Migration; Year 8: Colonisation; Year 9: Independence and After. This section also provides a Statement of the Strand Theme for that year.</p> | | |
| <p>Semester : Sub-Strand : Title (No. of periods)</p> <p>A strand is divided into Sub-strands. For example, within the Secondary Social Studies “Governance & Leadership” Strand there are 4 Sub–strands in Year 7: Concept of Power and Authority in Leadership; Hereditary Chiefly Systems and their Influence; Big Man System and its Influence; Changes Affecting Traditional leadership. This section contains the title of each Sub-strand.</p> | | |
| General Learning Outcomes | Specific Learning Outcomes | Suggested Assessment Events |
| <p>Learners should:</p> <p><i>General Learning Outcomes</i> are statements that specify what learners will know or be able to do as a result of a learning activity. General Learning Outcomes are usually expressed as Knowledge, Understanding, Skills, Attitudes or Values. The brackets after each Outcome refer to the kind of Outcome:</p> <ul style="list-style-type: none"> • Know...(k) • Understand...(u) • Be able to ...(s) • Appreciate...(a/v) | <p>Learners should be able to:</p> <p><i>Specific Learning Outcomes</i> are examples of things learners can do, demonstrate or understand if they have achieved the General Learning Outcomes. They are usually observable and measurable.</p> | <p>Learners should be assessed on:</p> <p>For selected Specific Learning Outcomes there is a <i>Suggested Assessment Event</i>. This is a suggested way of assessing one or more Specific Learning Outcomes formally for the purposes of recording the learner’s progress.</p> <p>Assessment events must involve the four domains: Knowledge (k), understanding (u), Skills/ application (s) and Values/ attitude (v/a)</p> |

4. **Strand statements** for each Strand covering all years of the syllabus. These outline the topics covered by each strand and the aims of teaching that strand.

5. **Table of skills and processes** by years in appropriate categories. This lists the skills which learners should acquire in learning the subject and the processes which will be used to learn and teach that subject. The categories for these will vary from subject to subject. Teachers should use this as a check list to ensure that the skills are being learnt and the processes are being used.

6. **Contribution of the subject to Key Learning Areas:** a brief statement to highlight how the Key Learning Areas (see section 7 above) will be achieved through this particular syllabus.

7. **Teaching, Learning and Assessment**

7.1 Guidelines for teachers on the learning and teaching approaches which are appropriate for the subject and for the outcomes based syllabus e.g. the relation between ‘theory’ and ‘practice’, especially in practical subjects; emphasis on an ‘activities based’ approach, and other ways to ensure teachers follow the outcomes-based model. It is important to understand how the outcomes-based approach will affect the methods of learning and teaching.

7.2 **Links with other subjects:** This sets out in a table how the subject is linked to other subjects which the learners will learn. It is important for teachers to use this to ensure that they make reference or refer to the links between subjects.

7.3 **Controversial or sensitive issues:** This draws attention to any issues in the subject which might be controversial or sensitive to particular groups of learners, such as people from particular religious denominations, ethnic or cultural groups, handicapped people or others. Sensitive issues might include sexuality; issues touching on religious beliefs; the recent social tensions involving different island groups; other issues.

7.4 **Assessment:** General principles of assessment, such as those in Section 14 below, as applied to the particular subject. The section gives examples of the kinds of assessment and record keeping which can be used in the subject.

8. **Curriculum Profile:** A table to show the proportion of time allocated to each subject

9. **Scope and Sequence:** A table to show the overview of the curriculum and progression from one year level to the next in the syllabus

10. **Learning Programme Planner:** A table summarising the Strands and sub-strands for each term or semester of each year, with the time allocated to each sub-Strand. This can be used by teachers as a check list on their progress.

11. **Syllabus Structure:** The detailed subject syllabus is presented in Section 11. It is a series of Strand and Sub-strand sheets; each sheet has the same structure, detailing the General Learning Outcomes, Specific Learning Outcomes and Assessment Events for the sub-strand, as shown in section 3 above.

12. **National Assessment:** Details of any National Assessment procedures for that subject e.g. Year 6 SISE, Year 9 assessment and exam, SISC exams.

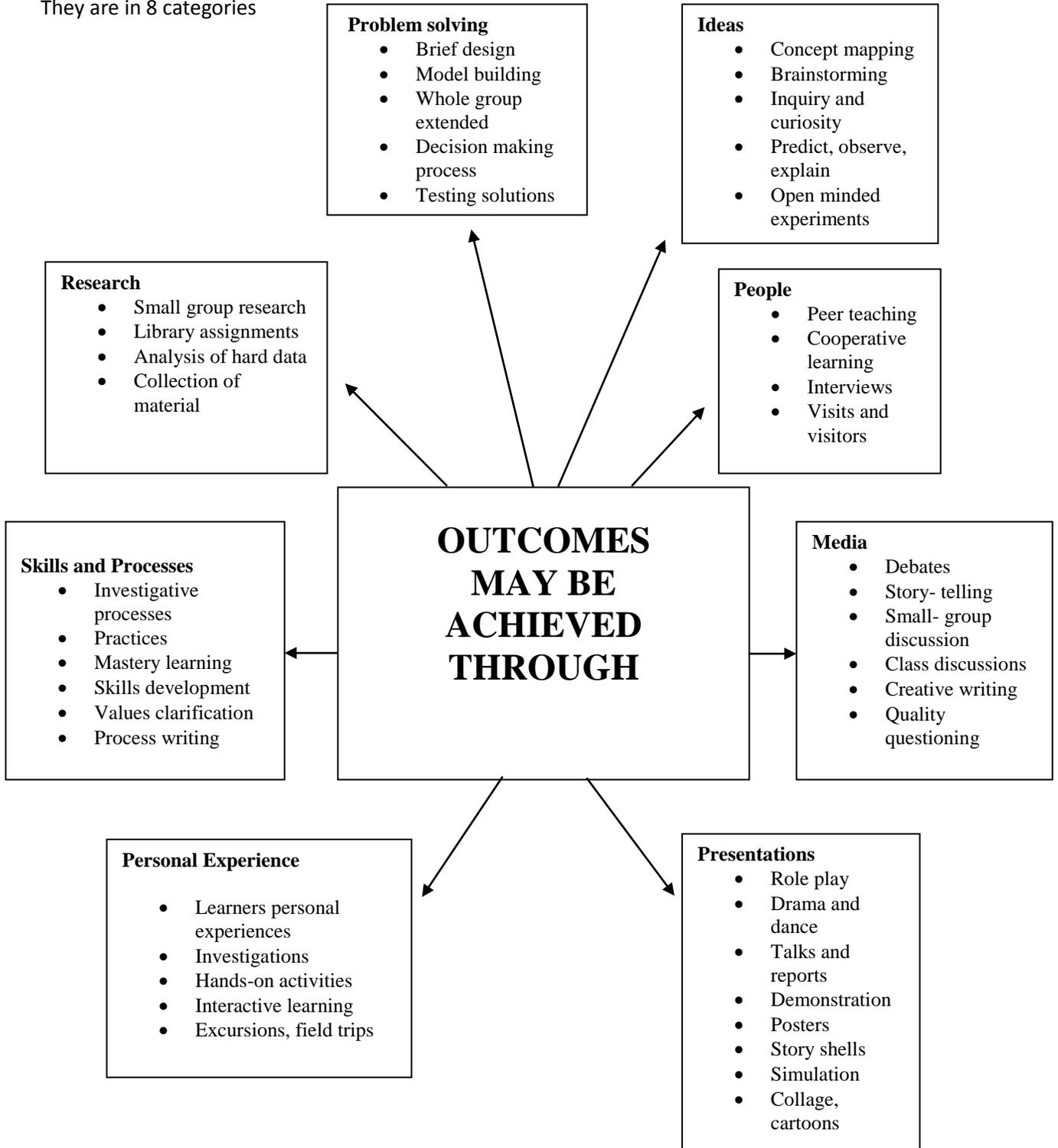
13. **Teaching and Learning materials:** List of text books and other learning and teaching materials necessary for effective learning in the subject. .

14. **Tools and equipment:** Lists of tools, equipment and consumable materials needed for teaching the practical subjects.

Annex 2. Teaching Strategies

A range of strategies for helping learners to achieve the overall learning outcomes are shown here;

They are in 8 categories



Annex 3. Basic Lesson Plan Format for achieving learning outcomes

| | | | |
|--|--|--|--|
| Name of School: | | Class Teacher: | |
| Lesson Title: | | Date: | |
| Learning Outcomes: | | | |
| <ul style="list-style-type: none"> • What are the main things do I want learners to learn and be able to do as a result of the lesson? How are lesson outcomes linked to syllabus outcomes. • What are other things do I want learners to learn as well? | | | |
| Lesson Content: | | | |
| <ul style="list-style-type: none"> • What are the key facts, concepts or procedures that I want learners to understand as a result of this lesson? | | | |
| Introduction: | | | |
| <ul style="list-style-type: none"> • How will I get learners motivated, curious and ready to learn? • How will I explore learner’s prior knowledge? • This section should be allocated for 3 – 5 minutes | | | |
| Teacher Activities: | | Learner Activities: | |
| <ul style="list-style-type: none"> • What am I going to do during the lesson in order for learners to achieve the learning outcome • This section should be allocated for 8 - 10 minutes | | <ul style="list-style-type: none"> • What are the learners going to do during the lesson in order for them to achieve the learning outcome? • This section should be allocated for 20 - 25 minutes | |
| Conclusion: | | | |
| <ul style="list-style-type: none"> • How will I bring the lesson to a logical and meaningful conclusion? • How will I reflect on what has been learnt? • This section should be allocated for 5 - 7 minutes | | | |
| Learner Assessment | | | |
| <ul style="list-style-type: none"> • How will I know that learners have achieved what I wanted them to achieve? | | | |
| Lesson Evaluation: | | | |
| <ul style="list-style-type: none"> • How will I evaluate the success of the lesson? | | | |
| Lesson Endorsement: (To be signed by Head of Department/Head Teacher/Principal) | | | |
| Head of Department: | | Head Teacher/Principal: | |

Annex 4. Notes for Recording, Monitoring and Reporting

Teachers are encouraged to use an effective recording, monitoring and reporting systems. This is a requirement and is important that teachers must keep accurate records of all outcomes assessed for both individual students and the entire class. It is important for teachers to keep updated and accurate record of all assessments conducted for formative purposes. This type of assessment is also known as the continuous assessment. This is the teacher's reference to measure the learner's performances, progress and achievements. See sample recording form for individual learners and the entire class. Recording of Assessment events should be described in the appropriate columns in the recording form. Teachers must take note of how to record the learner's achievement using the approved format. Learners achievement should be described as achieved, partially achieved and not achieved.

| | | |
|-----------|---|--|
| A | = | <i>Learning Outcome, Achieved</i> |
| PA | = | <i>Learning Outcome, Partially Achieved</i> |
| NA | = | <i>Learning Outcome, Not Achieved</i> |

Teachers must also understand the way outcomes are arranged in the syllabus. Section 11 of the syllabus outlines the structure of the syllabus which differentiates General Learning Outcomes (column 1) and Specific Learning Outcomes (Column 2). Both columns contain learning outcomes to reflect the OBE curriculum approach but are separated to show that the General Learning Outcomes are open ended statements whilst Specific Learning Outcomes are specific statements and are measurable, observable and doable (can be demonstrated). The coding of the syllabus will inform teachers that for each General Learning Outcomes, there would be one or more Specific Learning Outcomes. The achievement of specific learning outcomes will also mean that appropriate general outcomes are also achieved.

The focus of the syllabus is based on the specific learning outcomes (Column 2 of the syllabus) because these are the statements that describes the highest level of performances expected of learners to acquire and demonstrate at the end of each learning activity in a term, semester or a year. These are the curriculum requirements or bench marks of the approved national school curriculum and are often referred to as the Curriculum Standards. A continuous record of achievement using approved forms will acts as a report card for an individual learner. It also evaluates the effectiveness of the teaching programme. These forms are also integrated in the recording, monitoring and reporting systems in the National Examination and Standards Unit (NESU), Inspectorate Division, Primary and Secondary Divisions and other divisions of the Ministry of Education and Human Resources Development.

Teachers are encouraged to build learners portfolio or profile. A portfolio should contain details of knowledge, understanding, skills, attitudes/values and achievements that learners acquire in class. Such information can be obtained from observation of assessment tasks, products resulting from performances, documentary evidences of completed tasks and written accounts of activities. A student portfolio must be constructed to keep accurate record of students' achievements for the purposes of effective monitoring and making accurate reporting.

Annex 5. Sample Individual Learner Record Form

| <i>Student Name:</i> | | | <i>Class:</i> | | <i>Year:</i> | | | | | | <i>Specific Learning Outcomes Achieved (A) Partially Achieved (PA) Not Achieved (NA)</i> | |
|-----------------------------|--------------------------|-------------------------|--|--|-------------------------------------|----------|----------|----------|----------|--------------|--|----|
| <i>Year Level</i> | <i>Strand Sub Strand</i> | <i>Assessment Event</i> | <i>Specific Learning Outcomes (Use Appropriate Code)</i> | | <i>Achievement Levels (Ratings)</i> | | | | | | <i>Key: 5 = A, 1- 4 = PA, 0 = NA</i> | |
| | | | <i>Code</i> | <i>Description of outcome assessed</i> | <i>5</i> | <i>4</i> | <i>3</i> | <i>2</i> | <i>1</i> | <i>0</i> | | |
| | | 1 | 7.1.1.1 | | * | | | | | | | A |
| | | 2 | 7.1.1.2 | | | | | * | | | | PA |
| | | 3 | 7.1.2.1 | | | | | | | * | | NA |
| | | 4 | 7.1.3.4 | | | * | | | | | | PA |
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| | | | | | | | | | | | | |
| <i>Descriptive Comments</i> | | | | | | | | | | | | |
| <i>Class Teacher:</i> | | | | | <i>Signature</i> | | | | | <i>Date:</i> | | |

Annex 6. Sample Class Record Form

| <i>Class</i> | <i>Strand:</i> | | | | | | | | | | <i>Sub Strand:</i> | | | | <i>Year:</i> |
|-------------------------|---|--|--|--|--|--|--|--|--|-------------------|--------------------|--|--|--|-----------------------------|
| | <i>Specific Learning Outcomes Achieved (A), Partially Achieved (PA) or Not Achieved (NA) (Use Appropriate Code)</i> | | | | | | | | | | | | | <i>Individual Comments on the learning progress in the class</i> | |
| <i>Assessment Event</i> | 1 | | | | | | | | | | | | | | |
| <i>Names</i> | 7.1.1.1 | | | | | | | | | | | | | | |
| Mary | A | | | | | | | | | | | | | | Improved/Excellent Progress |
| John | PA | | | | | | | | | | | | | | |
| Liza | NA | | | | | | | | | | | | | | |
| Peter | A | | | | | | | | | | | | | | |
| James | A | | | | | | | | | | | | | | |
| Luke | NA | | | | | | | | | | | | | | |
| Lionel | PA | | | | | | | | | | | | | | Steady/Satisfactory |
| Nancy | NA | | | | | | | | | | | | | | |
| Ian | A | | | | | | | | | | | | | | |
| Tom | NA | | | | | | | | | | | | | | |
| Jack | A | | | | | | | | | | | | | | |
| Joyce | PA | | | | | | | | | | | | | | |
| Michael | PA | | | | | | | | | | | | | | |
| Denis | A | | | | | | | | | | | | | | |
| Yates | NA | | | | | | | | | | | | | | Not Improved/Slow Progress |
| <i>Overall Comments</i> | | | | | | | | | | | | | | | |
| <i>Class Teacher:</i> | | | | | | | | | | <i>Signature:</i> | | | | <i>Date:</i> | |

Annex 7. Sample Individual Monitoring Form

| | | | | | | |
|---------------------------|--|--|-------------------|-----------|-------------------|---|
| <i>Student Name:</i> | | | <i>Class:</i> | | | <i>Year:</i> |
| <i>Strand/Sub Strand:</i> | | | <i>Topic/Unit</i> | | | |
| <i>Assessment Event</i> | <i>Specific Learning Outcome Assessed (Use Appropriate Code)</i> | | | | | <i>Remarks</i> |
| | <i>Code</i> | <i>Description of outcome assessed</i> | <i>A</i> | <i>PA</i> | <i>NA</i> | <i>Comment on learning Progress: Improved, Steady or Not Improved</i> |
| 1 | 7.1.1.1 | Identify what is a living and a non living thing | * | | | Improved from previous assessment event |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
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| 20 | | | | | | |
| <i>Class Teacher:</i> | | | | | <i>Signature:</i> | <i>Date:</i> |

Annex 9. Sample Class Analysis of learners Achievement for Specific Learning Outcome Assessed Form

| <i>Class:</i> | | <i>Term/Semester:</i> | | | | <i>Year:</i> | |
|---------------------------|-------------|--|----------|-----------|-----------|--|---|
| <i>Strand/Sub Strand:</i> | | <i>Total Number of Learners: 40</i> | | | | <i>Topic/Unit:</i> | |
| <i>Assessment Event</i> | <i>Code</i> | <i>Specific Learning Outcome Assessed (Use Appropriate Code)</i> | <i>A</i> | <i>PA</i> | <i>NA</i> | <i>Remarks</i> | |
| | | | | | | <i>Enrichment Support</i> | <i>Remedial Work Required</i> |
| 1 | 7.1.1.1 | Identify what is a living and a non living thing | 5 | 25 | 10 | 5 learners have achieved outcome. Support is required. | 35 learners have not achieved outcome. Require remedial work. |
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| <i>Class Teacher:</i> | | | | | | <i>Signature:</i> | <i>Date:</i> |

Annex 10. Sample Learner’s Remedial Work Form

| | | | | | | | |
|-------------------------|---|--|--------------------|-----------|-----------|---|---|
| <i>Name of Learner:</i> | | | <i>Class::</i> | | | <i>Term/Semester</i> | <i>Year:</i> |
| <i>Strand:</i> | | | <i>Sub Strand:</i> | | | | |
| <i>Assessment Event</i> | <i>Specific Learning Outcomes Assessed (Use Appropriate Code)</i> | | <i>A</i> | <i>PA</i> | <i>NA</i> | <i>Remedial Work Required</i> | <i>Results after Remedial Work is conducted</i> |
| | <i>Code</i> | <i>Description of outcomes assessed</i> | | | | | |
| 1 | 7.1.1.1 | Identify what is a living thing and a non living thing | | * | | Give specific activity to identify the characteristics of a living thing and a non living thing | Able to identify characteristics of living thing and a non living thing. Achieved the requirement |
| | | | | | | | |
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| | | | | | | | |
| <i>Class Teacher:</i> | | | | | | <i>Signature:</i> | <i>Date:</i> |

Annex 11. Sample Learner's Report Form

| | | | | |
|---|--|-------------------|------------------|---|
| <i>Students Name:</i> | | <i>Class:</i> | <i>Semester:</i> | <i>Year:</i> |
| <i>Results for Formative Assessment: The progressive achievement level for formative assessment is:</i> | | | | |
| <i>Strand</i> | | <i>Sub Strand</i> | | <i>Specific Learning Outcomes</i> |
| | | | | <i>Achieved (A), Partially Achieved (PA) or Not Achieved (NA)</i> |
| <i>Code</i> | <i>Specific Learning Outcome Assessed</i> <i>(Use Appropriate Code)</i> | | <i>A</i> | <i>PA</i> |
| 7.1.1.1 | | | * | |
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| <i>Descriptive Remarks(Must include results after remedial work has been completed by the learner)</i> | | | | |
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| <i>Strand</i> | | <i>Sub Strand</i> | | <i>Specific Learning Outcomes</i> |
| | | | | <i>Achieved (A), Partially Achieved (PA) or Not Achieved (NA)</i> |
| <i>Code</i> | <i>Specific Learning Outcomes</i> <i>(Use Appropriate Code)</i> | | <i>A</i> | <i>PA</i> |
| 7.1.2.1 | | | | * |
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| <i>Descriptive Remarks (Must include results after remedial work has been completed by the learner)</i> | | | | |
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| Results for Summative Assessment: <i>The progressive Achievement level for Summative Assessment is:</i> | | | | |
|--|--|--|--------------|---|
| <i>Strand</i> | <i>Combination of Sub Strands</i> | <i>Specific Learning Outcomes Achieved (A), Partially Achieved (PA) or Not Achieved (NA)</i> | | |
| 7.3.1.1 | | * | | |
| 7.4.1.2 | | | * | |
| 7.4.1.3 | | | | * |
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| <i>Descriptive Remarks from Summative Assessment:</i> | | | | |
| | | | | |
| <i>Overall Achievement level (Combination of Formative & Summative Assessment)</i> | | <i>Overall Achievement Award:</i> | | |
| <i>School Administration Report on learners behaviour and character</i> | | | | |
| <i>Class Teacher Comments</i> | <i>Name of Class Teacher:</i> | <i>Signature:</i> | <i>Date:</i> | |
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| <i>Head Teacher/Principals Comments</i> | <i>Name of Head Teacher/ School Principal:</i> | <i>Signature:</i> | <i>Date:</i> | |
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Annex 12. Teaching and learning materials, tools and equipment

This curriculum is based on the assumption that no teacher is expected to teach a syllabus unless adequate teaching and learning materials are available for it and professional training has been provided in the use of these materials. To achieve this, the Solomon Islands Government, through the Ministry of Education and Human Resources Development, is using external support and technical assistance in writing and publishing learners' books and teachers guides in all subjects for both Primary and Junior Secondary schools. The learners' books and teacher guides are being developed by the Principal Curriculum Development Officers, assisted by Subject Working Groups and contract writers. Many of the teaching and learning materials are being adapted from existing publications. These will be reprinted as Solomon Islands editions. In other subjects, original materials are being written, or previously published CDD materials are being adapted and up-dated.

For Primary English and Mathematics, Years 1 to 6, the *Nguzu Nguzu* series of learner text books and teachers' books have already been published.

It is also recognised that to teach practical subjects, tools, equipment and consumable materials are essential. The MEHRD is investigating ways to supply these to all schools so they can implement the syllabuses effectively and efficiently nationwide.

Annex 13. References

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