Republic of Seychelles

Ministry of Education

The National Curriculum Framework

“Supporting a new vision for learning”
NATIONAL CURRICULUM FRAMEWORK

Published by the Ministry of Education
Mont Fleuri, Mahe, Seychelles

© Division for Curriculum Assessment and Teacher Support 2013

ISBN: 978-99931-862-6-7
We live in a rapidly changing world, in which there are numerous opportunities and challenges. The ways people live and work have changed drastically in the past decade. Our society has changed and the demands of the workplace are more complex. Our education system must respond to these and other challenges of the 21st century.

It is within this context that we put more emphasis on providing for the diversity of educational needs and national development priorities on our Education Reform Agenda. The revision of the National Curriculum Framework 2001 is one of the strategies which the Ministry of Education undertook to address these needs and priorities.

The National Curriculum Framework 2013 (NCF) is a clear statement of what is deemed important in education. It includes nine principles on which to base curriculum decision making and sets out values which are to be encouraged, modeled and which affect all decisions about teaching and learning.

The NCF advocates an inclusive, integrated, holistic and comprehensive approach which would help to promote the spiritual, moral, intellectual, social and physical development of every child of Seychelles. It, therefore, guarantees the safeguarding of the basic education rights of all children, as provided under the Constitution of the Third Republic of Seychelles.

The document is the result of wide consultation with teachers, students, education leaders, parents, School Councils, employer representatives and the wider community. It has been carefully revised and structured by teams of curriculum developers and teachers so that it reflects current and relevant core competencies and life skills necessary for student’s holistic development. My appreciation goes to all those who have contributed to the development of The National Curriculum Framework 2013.

Curriculum development is ongoing and dynamic. The document, therefore, does not signal the end of the process. The challenge now is to build on this framework so as to offer learning experiences which will contribute to the development of lifelong learners who will achieve the highest standards and become active and responsible citizens of the 21st Century.

Macsuzy Mondon
Minister for Education
Contents

1 Introduction 1
   Background 1
   What is a Curriculum 2
   Components of the Seychelles national Curriculum 2

2 Legal and Policy Contexts 6

3 The National Curriculum Framework 9
   Aims, Goals and Objectives 9
   Principles 10
   Values 11
   Progression and Key Stages 12

4 Essential Learning Areas, Competencies and Core Life Skills 15
   Essential Learning Areas 15
   Learning Areas and Language 16
   Essential Learning Areas and Outcomes 18
      Languages 18
      Mathematics 20
      The Arts 21
      Sciences 22
      Technical and Vocational Education 23
      Social Sciences 24
      Personal, Social and Citizenship Education 25
      Information and Communication Technology 26
      Health and Physical Education 27
   Essential Competencies 28
   Core Life Skills and Successful Learning 30
   Outcomes of Successful Learning 31
5 Assessment

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purposes of Assessment</td>
<td>33</td>
</tr>
<tr>
<td>Principles of Assessment</td>
<td>33</td>
</tr>
<tr>
<td>Uses of Assessment Information</td>
<td>35</td>
</tr>
<tr>
<td>Assessment in the Early Childhood Years – Key Stage 1</td>
<td>36</td>
</tr>
<tr>
<td>Assessment in the Primary Years – Key Stages 2 &amp; 3</td>
<td>36</td>
</tr>
<tr>
<td>Assessment in the Secondary Years – Key Stages 4 &amp; 5</td>
<td>36</td>
</tr>
<tr>
<td>Recognising Achievement</td>
<td>37</td>
</tr>
<tr>
<td>Profiling and Reporting</td>
<td>38</td>
</tr>
<tr>
<td>Monitoring and Evaluation</td>
<td>38</td>
</tr>
<tr>
<td>Students’ self evaluation</td>
<td>39</td>
</tr>
<tr>
<td>Teachers’ reflective practice</td>
<td>39</td>
</tr>
<tr>
<td>Whole school interventions for improvement</td>
<td>39</td>
</tr>
</tbody>
</table>

6 Implementing the National Curriculum

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based Curriculum Planning and Delivery</td>
<td>41</td>
</tr>
<tr>
<td>Organising Classroom Learning</td>
<td>42</td>
</tr>
<tr>
<td>Promoting effective student learning</td>
<td>43</td>
</tr>
<tr>
<td>Learning pathways and student groupings</td>
<td>45</td>
</tr>
<tr>
<td>Curriculum Leadership and Support to Learning and Teaching</td>
<td>46</td>
</tr>
<tr>
<td>Partnerships with Parents and the Community</td>
<td>47</td>
</tr>
</tbody>
</table>

7 Successful NCF Implementation

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49</td>
</tr>
</tbody>
</table>
## Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCATS</td>
<td>Centre for Curriculum, Assessment and Teacher Support</td>
</tr>
<tr>
<td>ECCE</td>
<td>Early Childhood Care and Education</td>
</tr>
<tr>
<td>NAF</td>
<td>National Assessment Framework</td>
</tr>
<tr>
<td>NCF</td>
<td>National Curriculum Framework</td>
</tr>
<tr>
<td>NQF</td>
<td>National Qualifications Framework</td>
</tr>
<tr>
<td>SQA</td>
<td>Seychelles Qualifications Authority</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
</tbody>
</table>
Glossary of key terms

Assessment

**additional learning:** educational activities aiming to extend learning beyond the classroom and across subject boundaries, that can be done through homework, extended project work, extra and co-curricular activities, and providing opportunities for students to enrich their experiences as learners.

**competencies:** skills, knowledge, attitudes and values that interact in ways that lead to specific actions, and they are linked to all the learning areas of the curriculum.

**differentiation in teaching:** involves attending to the particular learning needs of individual learners or small groups of learners and by adapting learning activities to match the learning needs of all students within a group.

**essential learning areas:** areas of learning broader than subject contents, that contribute to a broad and general education which should lay the foundations for life long learning and future specialisations.

**hidden curriculum:** those aspects of learning that relate to particular values, norms and practices that are transmitted implicitly in the process of schooling. School leaders, staff and students may acquire beliefs, norms and values that are conveyed through the culture and social interactions of the school community, and the rules and practices that form its daily routines.

**Inclusion in education:** education that recognises the diversity of learners and responds effectively to their diverse needs, so that barriers to participation, learning and achievement are removed. Barriers to learning can be related to physical, mental, social, emotional and language factors. Inclusion should therefore eliminate discrimination and promote equality in education provision.

**key stages:** phases in the education system that indicate the different levels and rates of progress students can achieve in learning as they move through the school system. They serve to establish standards of learning and teaching for students of different age groups.

**learning outcomes:** expectations of learning in terms of what students can explain, apply and demonstrate in a variety of contexts. They form the basis for describing achievement objectives and standards in each of the learning areas.

**professional centres:** post secondary education and training institutions that provide courses and qualifications from certificate to advanced diploma levels (NQF levels 3 to 6).

**student-centred learning:** an approach to learning and teaching that focuses on the needs of each learner, taking into account their existing knowledge and abilities, interests and learning styles so that every learner will attain her/his learning potential. This approach expects learners to be active and responsible participants in their own learning, and for teachers to facilitate this learning.
the Curriculum: the intended learning expected of all students, the learning environment, the resources, teaching strategies and approaches, assessment processes and methods, all interlinked with the values and ethos of the school, the relationships and behaviours among students, teachers, school leaders and parents. It also encompasses the ‘hidden curriculum’ which comes between the intended, experienced and achieved curriculum.
1 Introduction

Learning and teaching are the core business of schools and the curriculum is central to this process. The way the curriculum is planned and delivered directly affects the present and future of each child, the community and our country. It is the responsibility of schools, the Ministry of Education and their partners to provide all students\(^1\) with learning and teaching experiences which respond to their individual and social needs, and maximizes their learning. That is the entitlement of all students in our schools.

What is a Curriculum

The term ‘curriculum’ refers to a dynamic concept that may vary in scope and content depending on the context in which it is used. In the context of Seychelles ‘the curriculum’ means the intended learning expected of all students, the learning environment, the resources, teaching strategies and approaches, assessment processes and methods, all interlinked with the values and ethos of the school, the relationships and behaviours among students, teachers, school leaders and parents. It also encompasses the ‘hidden curriculum’ which comes between the intended, experienced and achieved curriculum. Clearly the curriculum is much broader than a syllabus which only provides an outline of what is to be taught.

The National Curriculum Framework – background

*The Seychelles National Curriculum – a framework for learning and teaching (2013)* replaces the National Curriculum Framework of 2001. While building on the strengths of the latter, the present framework takes into account the views and experiences of learners, schools and educators over a decade, along with changes that are taking place within our society and globally. It places at centre stage the learner, every student in all our schools who are entitled to programmes for purposeful learning that will enable all of them to succeed. It aims to provide a richer, more flexible, inclusive and coherent framework for curriculum planning, learning and teaching in all Seychelles state schools.

Purpose of the National Curriculum Framework

The National Curriculum Framework (NCF) establishes the principles and values to guide curriculum planning and implementation. It outlines the essential competencies and life skills necessary for the development of successful lifelong learners who will become active and responsible citizens.

\(^1\)Reference to all students in all our schools implies every student in all state schools, including those with special educational needs and disabilities, in mainstream schools, special schools and learning centres.
The National Curriculum also provides students with clear guidelines on what they are learning and how they will be assessed. It provides teachers with the tools to plan for more effective learning and teaching and it gives parents a coherent framework for understanding what their children do in schools. The Seychelles National Curriculum Framework embodies the official curriculum for all state schools, and its use is mandatory. Relevant aspects of it (such as the principles, values, essential competencies and core life skills) may also serve as guidelines for other educational institutions.

**Components of the National Curriculum Framework**

The National Curriculum Framework has three major components:


- The expected learning outcomes of each essential learning area in terms of subject content and achievement standards describing what students are typically able to understand and do at each key stage. These are to be found in a series of curriculum documents describing each of the essential learning areas such as ‘Mathematics in the National Curriculum’, ‘Science in the National Curriculum’, ‘The Arts in the National Curriculum’, etc.

- Achievement objectives in terms of knowledge, skills and understanding for each subject, contained in **programmes of study**.

---

**Interdependent components of the National Curriculum**

- National Curriculum Framework
- The hidden curriculum
- Successful lifelong learners
- Essential learning areas - Aims and objectives
- Subject-based Programmes of study

---

2
In addition to the three major components it is also important to note the role of hidden curricula in the development and implementation of a national curriculum. The hidden curriculum refers to those aspects of learning that relate to particular values, norms and practices that are transmitted implicitly in the process of schooling. School leaders, staff and students may acquire beliefs, norms and values that are conveyed through the culture and social interactions of the school community, and the rules and practices that form its daily routines. These usually unacknowledged factors can have significant effects on the intended curriculum.

As illustrated in this diagram the different components of the national curriculum are interlinked, and the sections that follow give details of their content.

**Content of the National Curriculum Framework**

*The Seychelles National Curriculum – a framework for teaching and learning (2013)* describes the various components which are fundamental to teaching and learning in Seychelles state schools. It states the underlying principles and values which guide all curriculum development and give direction to learning and teaching. It explains the key stages and specifies the essential learning areas of the national curriculum in terms of the overall outcomes expected at the different stages of learning. It provides the principles of assessment along with guidelines for the assessment of learning at key stages. The document also gives guidelines for the implementation of the national curriculum.

The curriculum documents describing the essential learning areas are published separately. Learning areas generally encompass a number of subjects - eg science includes biology, physics and chemistry, the languages: Kreol, English and French, etc.; they also include subjects that are cross-curricular, such as environmental education, information and communication technology. The curriculum for each learning area provides the rationale for having it in the National Curriculum, its overall aims and the specific objectives to be achieved by the majority of students at the end of each key stage. It also outlines the contents to be covered and possible strategies for teaching and learning specific to particular subjects.

The programmes of study for each subject area are based on the specific objectives stated in the curriculum document for each learning area. They define very specific achievement objectives at the level of topics, themes, skills areas etc., and they serve as guides to lesson planning over shorter periods of time, eg weekly or fortnightly. The programmes of study may be produced in modular form and may be presented in loose-leaf binders so that modifications can easily be made at central or school levels, to suit the learning needs of different groups of learners.
The overall **aim of the National Curriculum Framework** is to enable children and young people to become successful lifelong learners and to help them develop the capacities and values to be active and responsible citizens.

In planning for student learning and effective teaching curriculum leaders and teachers are expected to refer on a regular basis to all the components of the national curriculum contained in the documents described above. At the same time school curriculum planning has to adapt to individual learner’s needs in the context of each school’s specific circumstances.

The diagram overleaf summarises the interlinked components of the national curriculum framework and illustrates the process of curriculum development and implementation, to achieve the goal of bringing forth competent learners who will become active and responsible citizens.
The National Curriculum Framework

Principles

Values

The Seychelles National Curriculum - a Framework for learning and teaching

Learning area statements
Mathematics in the National Curriculum

Essential competencies

Programmes of Study

School-based curricula
Learning & Teaching and Assessment

Competent learners
Active and responsible citizens
2 Legal and Policy Contexts

The Ministry of Education has the primary responsibility of putting into effect the relevant laws, conventions, policies and guidelines pertaining to education in Seychelles. Thus it is mandated to ensure the provision of ten years of compulsory education, followed by tertiary education that aims to respond to individual, economic and social needs of the country.

A range of legislations and policies relate to and impact on the development and implementation of the national curriculum. Teachers and curriculum leaders must therefore take them into account when planning and implementing the school curriculum. The main legal frameworks and policies are:

- The Seychellois Charter of Fundamental Human Rights and Freedoms in the Constitution of the Republic of Seychelles (1994), in particular Article 33 which provides for every citizen’s right to a minimum of ten years of education, aiming at the complete development of the person.

- The Education Act (2004), in particular section 77 which is specific to curriculum and assessment. The Act provides for the organization, promotion and development of ten years of compulsory and inclusive education; it outlines regulations relating to the general administration of public and private educational institutions, rights and responsibilities of students, parents and teachers, as well as the requirements of the national curriculum and assessments.

- The Children’s Act (1982, last amended in 1999), which aims to protect the rights of all children to an acceptable quality of life and to ensure their protection against harm.

- The Seychelles Qualifications Act (2005) which established the Seychelles Qualifications Authority as the standard setting body for education and training.


In addition to the country’s legal framework, a number of conventions and international instruments ratified or acceded to by Seychelles also apply. The main ones are:

- The Convention on the Rights of the Child (1989, accession in 1990), which provides for children’s entitlement to a basic quality of life, including education, and protection from harm.


• International covenant of social, economic and cultural rights (1976, accession in 1992).

• International convention on the elimination of all forms of racial discrimination (1965, accession in 1978).


(Copies of these conventions and international instruments are available at CCATS, the Ministry of Education Documentation Centre, the Legal Affairs unit of the Ministry of Foreign Affairs and UN websites.)

A number of policies and guidelines are also relevant to children and young people and their learning. The main education policies that guide the implementation of the national curriculum are:

• *Education for a Learning Society* (2000) which outlines the mission, principles, values and goals of education in Seychelles. The end goals of education are ‘education for empowerment, education for productivity, education for social cohesion and education for global participation’\(^2\).

• *National Assessment Framework* (2013) describes the Ministry of Education’s policies on assessment as learning, assessment of learning and assessment for learning at the different key stages of schooling.

• The Inspectorate Unit’s evaluation handbook: ‘Looking at our Schools – effective self-evaluation through collaborative partnerships’ (2010) and ‘External Quality Assessment Manual’ (2010) set out the standards and processes used in the evaluation of learning and teaching.

• The Quality Assurance system of the Seychelles Qualifications Authority.

• Language policy as stated in the ‘Policy on Languages in the Seychelles National Curriculum’ (1998).

• *The inclusive education policy* (2013), which also takes into account children with special needs and disabilities.

• *National Schools’ nutrition policy* (2008) developed in collaboration with the Ministry of Health to guide schools towards the promotion of healthy eating and general well-being.

\(^2\) Education for a Learning Society, p2
The Early Childhood Care and Education Framework (2011) which promotes a holistic and integrated approach to ECCE for all children aged 0 – 7+ years.

Seychelles Strategy 2017, section on Education strategies.

In line with the Education Act (2004) and the policies mentioned above, the Ministry of Education’s vision for education is ‘to empower our children and young people to learn to perceive, understand and act in a manner that promotes peace, justice, harmonious co-existence and respect for diversity’.

The Ministry’s stated mission is ‘to build a coherent and comprehensive system of quality education and training, reflecting shared universal and national values which promote the integrated development of the person and empower him/her to participate fully in social and economic development’.

In developing its policies and guidelines the Ministry of Education also took into consideration international goals and strategies in education, including UNESCO’s Education for All goals, the Millennium Development Goals, technical and vocational education and training goals and the Mauritius Strategy for the Further Implementation of the Programme of Action for the Sustainable Development of Small Island Developing States (2005).

The conventions, laws, policies and guidelines make clear the entitlement of every child and young person to a broad and general education through a curriculum that is inclusive, coherent and relevant to their needs. They should inform and guide all decisions relating to the implementation of the national curriculum at all levels in the education system.

---

4 Education for a Learning Society, 2000, Ministry of Education, p1
3 The National Curriculum Framework

This section presents the aims, goals and objectives of the NCF; it states the principles and values that should underpin all learning and teaching, and it outlines the student’s journey through the curriculum in progressive stages.

Aims, Goals and Objectives

The National Curriculum Framework (NCF) presents the official policy for curriculum in all state schools. Adherence to it is therefore mandatory.

The NCF sets the national direction for learning and provides guidance for schools in the review and design of their curricula. When developing teaching and learning programmes, schools have to refer specifically to all the components of the National Curriculum (namely the National Curriculum Framework document, the Learning Areas and programmes of study, as noted on page 3). The ultimate aim of all school curricula is to enable students to experience learning in engaging and challenging ways, to improve their learning outcomes, thus contributing to the development of successful lifelong learners who will become active and responsible citizens.

The goals of the NCF are to provide a coherent framework for the planning and delivery of school curricula and to ensure consistency and balance between the intended, experienced and achieved curricula.

Its main objectives are to:

- Establish the principles on which decisions regarding school curriculum are based.
- Indicate the values that are important to education and are to be encouraged and modelled.
- Establish the essential competencies and skills needed for successful lifelong learning.
- Outline the educational outcomes to be achieved by all students at the different stages of the schooling process and in each of the learning areas of the national curriculum.
- Guide the development of achievement standards at each key stage, for the different learning areas.
- Provide guidance on assessment and reporting of students’ achievements.
- Provide guidelines for curriculum implementation in all state schools.
- Provide guidance on parental and community involvement.
Principles

Nine principles guide the implementation of the school curriculum. They apply in particular to the processes of school curriculum planning, prioritising, teaching and review, and they are focused on students and on learning. They should help schools determine what is important and desirable in curriculum planning and delivery. All curricula should be consistent with the following statements:

1 Entitlement to high standards of education

Every child is entitled to a high standard of educational experience. By the time they join schools children are capable and competent in many different ways. The school curriculum therefore has to build on these capacities and support their learning so that they may achieve personal excellence irrespective of their individual circumstances.

2 Learner-centred learning

Learner-centred approaches to learning promote strategies of enquiry, problem solving, creativity and the development of transferable skills. Learning and teaching therefore have to be personalised, relevant and meaningful for individual students, requiring purposeful engagement and on-going negotiation between learners and teachers. In this way students will take control of their own learning and develop their self-esteem and confidence.

3 Inclusion

The national curriculum recognises the uniqueness of each individual and the fact that individuals learn in different ways and at different rates. Learning and teaching therefore have to respond to the needs of different learning styles and to the abilities, talents, identities and experiences of all students, irrespective of their gender, race, physical abilities, religious backgrounds, social or financial status.

4 Curriculum coherence

The national curriculum focuses on learning as a continuous process, providing all students with opportunities to have a broad education that enables them to make links within and across learning areas. It offers students a diversity of learning experiences, leading to coherent transitions from early childhood, primary and secondary education, in order to promote their integrated development and help them achieve their potential.

5 Parent and Community engagement

Successful learning has to connect with the wider contexts of students’ lives, engaging the support of their families and the community they live in. Parents and the community have major roles to play in promoting and investing in the education of
children and young people. Collaboration between schools, parents and the community (including the business community and other non-state actors) is therefore a crucial factor in learners’ educational development.

6 Education for sustainability

The content of the national curriculum reflects the importance of sustainable living, emphasising the fundamental principle of respect and care for the community of life. This principle recognises the inter-connectedness and interdependence of all life on earth and human development that promotes sustainable lifestyle choices, and using technologies appropriate to sustainable living.

7 Quality assurance

The national curriculum has to be adapted to the particular context and needs of learners and schools. This requires the development of a culture of reflective practice, school self-evaluation as well as external reviews to ensure that a broad and balanced curriculum is implemented.

8 Leadership for effective learning

Effective schools enable all students to learn successfully so that they may have equitable options for planning their futures. Curriculum leadership is a very important aspect of successful learning, as it promotes self-evaluation, reflective practice, mentoring and the on-going professional development of teachers and leaders.

9 Teacher and school support

Successful learning requires stimulating and supportive environments for learners and teachers as well as appropriate resources that are available and accessible to all. It also needs on-going support and continuous professional development for all practitioners within the school, backed by appropriate internal structures to support learners, teachers, school administrators, families and other stakeholders engaged in the education process.

Values

In line with the Principles that underpin all school decision-making, a range of values should guide day-to-day curriculum planning and implementation. Values are fundamental beliefs held by individuals and communities about what is important and desirable, and they affect all interactions and decisions made about learning and teaching.

Values are expressed through ways in which people think and act and they help us live together and grow. They are therefore integral to the everyday curriculum, learning and teaching. The values listed here are widely shared by our society and
they are expected to apply to the whole school community, although the list is not exhaustive.

Through the national curriculum students and the whole school community are actively encouraged to:

- recognise the worth of all persons, their rights and the interdependence of all human beings and the environment;
- take responsibility for and show commitment towards the protection of our natural and cultural environments and the sustainable use of resources;
- respect all forms of life in nature;
- promote gender equality in all aspects of what they do;
- recognise the importance of diversity and inclusion, and the richness it brings to our lives, our community and our culture;
- respect and show concern for the rights and well-being of others, and endeavour to find constructive and peaceful ways of managing conflict;
- strive for excellence by aiming high and persevering in the face of challenges;
- demonstrate commitment to the principle of equity by promoting fairness and social justice;
- develop resilience in their pursuit of educational and life achievements;
- participate in community life (both school and home) through democratic processes for the common good;
- demonstrate integrity, through honesty, responsible behaviour and acting ethically;
- show respect for themselves, others and for human rights;
- promote a culture of peace in all that they do.

**Progression and Key Stages**

The national curriculum is for all state schools and it is designed for all students. It is considered as one single framework for learning and development from 3½ to 16+ years. Specific school curricula therefore, has to reflect the abilities, needs, interests and learning styles of boys and girls, whatever their social and cultural backgrounds. It has to provide different pathways for progression from one stage of learning to the next, through a wide range of contexts and experiences, including additional support for those who need it.
Since children and young people progress at different rates over time, the curriculum is designed to allow for such progression in their achievements. Thus the national curriculum specifies **five key stages** to indicate the different levels and rates of progress students can achieve in learning. These key stages are distinct from the ‘stages of the State education system’ – i.e. formal early childhood, primary, and secondary education - as stipulated in the Education Act (2004). They serve as signposts to help us establish clear and high expectations of progress and attainment.

Where the levels of student achievements do not reach the expected standards as stated in the outcomes for learning areas, support has to be provided through various strategies including individual learning plans, alternative routes and pathways that will help students get there. Before they can move to the next key stage students have to feel secure within the level they are in, while anticipating further learning.

The diagram below illustrates the key stages of the NCF and the transition points students go through as they progress.

![Diagram of key stages and transition points]

The main transition points are usually between one key stage and the next (P2 to P3, P4 to P5, P6 to S1, S3 to S4, and S5 to further education opportunities or work), but they can also occur within a key stage, as at Early Childhood (key stage 1) where the move from crèche to P1 also comprises a transition point. Students need particular support to move through these different stages, to ensure that they are secure in their learning before moving to the next key stage. Teachers have to be aware that this may take more time for certain students than others.
and some may need more support than others, and they have to respond accordingly.

**Key Stage 1**
This key stage coincides with the second half of the early childhood years. At this stage emphasis is placed on active learning, through play, peer interactions and experimentation, thus laying the foundation for successful lifelong learning. The curriculum acknowledges play as being central to learning at this stage, and it has to take place within an enabling environment that promotes well-being and belonging. Learning activities during this stage should also provide opportunities for children to extend their skills, particularly language skills, logical and creative thinking through problem solving approaches.

**Key Stages 2 and 3**
As students gain in confidence and develop social, communicative and intellectual competences, the curriculum provides further opportunities for consolidating learning and offering a broad and balanced education. It places special emphasis on literacy, numeracy, thinking skills and the development of good health and wellbeing, as a foundation for learning at the next key stage at secondary level.

**Key Stages 4 and 5**
At stage 4 the secondary curriculum builds on that of the primary stages. Consolidated literacy, numeracy and thinking skills should provide a strong platform for further learning, a sound basis for choice and opportunities for developing skills in preparation for stage 5.

As well as strengthening the foundations for successful lifelong learning, key stage 5 should help students achieve the formal qualifications that will enable them to move to more specialised education and training at higher secondary, tertiary, or for work. It should also help them further consolidate the essential competencies - capacities and values - to become active and responsible citizens.
4 Essential Learning Areas and Competencies

Essential Learning Areas

The essential learning areas of the national curriculum are guided by and derive from the principles and values described in Section 3; they contribute to the development of the essential competencies and core life skills included in this section. They are also influenced by our historical and small island contexts.

Learning areas are broader than subjects. They usually comprise a number of related subjects which can lead to different levels of specialisation as students progress through learning.

The learning areas specified below provide a comprehensive framework for learning and teaching in state schools. They contribute to a broad and general education for all students and establish the foundations for life-long learning and for future specialisations at further stages in their education and training.

The national curriculum specifies nine essential learning areas which, combined with the values, essential competencies and skills described here, help students acquire the necessary knowledge and understanding, skills, attitudes and values that will enable them to become successful lifelong learners and to develop the capacities and values to be active and responsible citizens. They are:

> Languages
> Mathematics
> The Arts
> Sciences
> Technical and Vocational Education
> Social Sciences
> Personal, Social and Citizenship Education
> Health and Physical Education
> Information and Communication Technology

All nine learning areas contribute to a balanced curriculum and they are essential for a broad and general education.

Although they are presented separately the learning areas are naturally linked in many different ways, and the school curriculum is expected to emphasise and facilitate their integration. This will encourage students to make connections
between the learning areas as well as connect what is learnt at school with their own experiences and the activities of everyday life.

There is greater integration of the various components of a learning area in the early childhood and primary stages of the national curriculum, with the possibility for progressive subject specialisations as students move to the secondary stages. Thus science for example, is taught in a more integrated manner in primary, while in secondary it branches out into the biological, physical, chemical and environmental contexts. Similarly in technical and vocational education specialisations in a number of applied subjects will take place at upper secondary level.

An overview of each learning area is given here, including the outcomes expected at the point of graduation at the end of Year 11. Outcomes describe expectations of learning in terms of what students can explain, apply and demonstrate in a variety of contexts. Details of achievement objectives and standards that derive from the outcomes of each of the learning areas are given in the curriculum documents for each learning area.

**Learning Areas and Language**

Current educational theories consider learning as a process of constructing understanding through making connections between known and new information, using a range of analytical and critical skills. Learners thus construct their understanding in many different ways, generally depending on their experiences, interests and learning styles. Language is a crucial aspect in constructing such understanding, and therefore competence and confidence in the language of instruction and learning are critical prerequisites for successful learning.

In spite of being a small society Seychelles has a rich diversity of languages. Kreol, English and French are our national languages and they are integral to our historical and cultural heritage. Learning and teaching in these three languages are guided by the country’s tri-lingual policy, and the Ministry of Education’s Language Policy(1998) which specifies that Kreol is the medium for teaching and learning in the early childhood years. From the beginning of Key Stage 2 (P3) English becomes the medium for certain subjects while all three languages are taught in the school curriculum as components of the Languages learning area. The three national languages can also be used as support languages in the teaching of particular subjects, depending on the context and circumstances of students, teachers and schools, to ensure a maximum level of understanding by all learners.
The use of Kreol at key stage 1 helps children develop foundation skills for further learning, along with the confidence and self esteem to learn English and French as they progress. Extensive research in the use of a child’s first language in the early stages of learning has shown beyond reasonable doubt that learning in one’s first language is more effective and enhances the acquisition of other languages. Proficiency in the first language along with the other two national languages is therefore critical for all further learning – hence the strong emphasis on literacy in Kreol, English and French in our national curriculum.

In addition to the languages used for learning and teaching, each learning area has its own specialist language that students need to learn and become proficient in. Teachers have to help students acquire the specialist vocabulary associated with particular learning areas, assist them in reading and understanding texts, listening and communicating their ideas, especially where the language of communication in the classroom is relatively new to them.
Essential Learning Areas and Outcomes

Languages

Language is at the core of thinking and learning. We reflect, develop our ideas and communicate them through language. Seychelles’ three national languages – two of them being major world languages – offer rich opportunities for learning, about ourselves as well as about others and the world around us. Literacy in Kreol, English and French and the literature associated with them, should enable children and young people to make connections with different people, appreciate their diverse cultures and learn to become global citizens.

Confidence and proficiency in one’s first language contribute to self-esteem, a sense of identity and achievement throughout life. Since a child’s first language is acquired apparently effortlessly and at a time of limited cognitive development, the study of the first language should lay the foundation for the acquisition of the other two national languages. The study of the three national languages and learning through these languages at different stages should help develop learners’ awareness of the nature, functions and effects of language for successful learning. The increasing use of digital technologies for effective communication is also highly dependent on the mastery of essential language skills.

Learning through the languages area of the national curriculum should enable students to:

- further develop their ability to reflect on and communicate their thoughts and feelings, and respond to those of other people.
- Develop a sound understanding of how language works, especially in relation to the specificities of our three national languages.
- Develop high levels of speaking, listening, reading and writing skills in Kreol, English and French, that are essential for further learning, work and life.
- Communicate ideas and information effectively in Kreol, English and French.
- Develop greater awareness of their cultural heritage, their identity and a more integrated understanding of the world.
- Use different media effectively for learning and communication.
- Develop understanding and appreciation of their own and other cultures through literature and other forms of language.
- Enhance their understanding by using critical and creative thinking skills to examine and put forward arguments, question and synthesise ideas.
- Access all areas of learning.
With greater emphasis on literacy in the Seychelles National Curriculum, it is imperative that students develop competence and confidence in literacy in the three national languages that enable them to progress in all other areas of the curriculum. This includes competence in using the spoken word, spelling, reading and grammar. Consequently it is the responsibility of ALL teachers to promote language and literacy development. In every area of the curriculum they need to create and find opportunities for students to further develop their language skills.

**Mathematics**

Mathematics is an integral part of daily living, and therefore fundamental to successful learning. It involves the exploration and application of numbers, quantities, space and time, and the relationships between them. We use symbols, diagrams and graphs to illustrate and communicate the patterns and relationships that arise, and we create models to represent real-life and hypothetical situations. In so doing we develop different ways of thinking and of solving problems. Mathematical knowledge and understanding helps us to investigate problems, interpret data, explain and make sense of the world.

Learning through this area of the national curriculum should enable students to:

- Develop a sound knowledge of numbers, measures and structures, basic operations and mathematical presentations and concepts.
- Develop essential numeracy skills, and demonstrate the ability to apply them in different contexts.
- Understand the purposes of the mathematical concepts and processes they are learning.
- Use logical and creative thinking skills to investigate and solve problems, process and interpret numerical information, and communicate information appropriately.
- Develop new ways of thinking, including the use of abstract and logical reasoning, seeking patterns and generalisations, conjecture, predicting outcomes and verifying results.
- Understand the range of applications of mathematics, their impacts on everyday life, on our society and the world, now and in the future.
- Develop strong foundations for further specialised learning in mathematics.

Considering the importance of mathematics in our daily lives and increasing emphasis on numeracy and mathematical competence for all students, it is the responsibility of ALL teachers to promote the development of numeracy in every area of the national curriculum. Where students make less progress than expected,
teachers will need to revisit and consolidate numeracy and mathematical skills so that the learning outcomes can be achieved.

The Arts

Involvement in and appreciation of the Arts help students express their imagination and feelings, develop a sense of personal and cultural identity and further understanding of other people’s art and culture. The arts offer students powerful forms of expression, through the use of images, movements, sound, natural and man-made materials and artefacts. They include the visual arts, dance, drama, music, graphic communication and media education. Learning in this area brings together technical and practical knowledge, creative and artistic skills, the use of verbal and non-verbal language, which all combine to express many layered meanings.

Learning through this area of the national curriculum should enable students to:

- Express themselves in different ways and be creative using various art-forms – the visual arts, dance, drama, music and graphic arts.
- Experience and enjoy the process of creating images and forms, performing and presenting for different audiences.
- Contribute to other people’s enjoyment through creative and expressive performance and presentations and as members of an audience for others.
- Develop an appreciation of aesthetic and cultural values, identities and ideas through the arts medium.
- Appreciate and respond to and actively engage with different art forms within local, foreign and international cultural settings.
- Develop an understanding of the role of the arts in describing and changing society.
- Develop a strong foundation for further specialised learning in the different disciplines of the Arts.

Teachers have considerable scope to plan innovative and motivating activities for students in the Arts, by expanding on what students already know, making use of new technologies, enabling and supporting them to participate in co-curricular and out-of-school activities. Through partnerships with artists from the community, organisers of artistic and cultural activities, parents and other staff, teachers can further widen opportunities for students to enrich and enliven their learning. Learning in the Arts contributes to the foundations of learning in all the other areas of the national curriculum.
Science

Science helps us to understand the living, material and physical world. It comprises universal disciplines through which people investigate matter (living and non-living), energy and the interaction between matter and energy. These disciplines make up a body of knowledge and theories about the natural world as well as a set of principles or methods for investigating and explaining aspects of our world and the universe. Science enables us to understand and live in harmony with the natural world and helps us to make decisions and contribute responsibly to the development of the human-made world.

Science involves gathering evidence, generating and testing ideas in order to develop scientific understanding, explanations and knowledge. Scientific knowledge comes from the work of many different cultures over extensive periods of history.

Learning through this area of the national curriculum should enable students to:

- Demonstrate sound understanding of fundamental scientific concepts, principles and methods.
- Better understand their environment by investigating, exploring, modelling, recording and discussing what they observe.
- Recognise the impact science has on their lives, the lives of others, on their community and the environment, including the benefits, risks and limitations of particular applications of science.
- Use scientific language and skills to elaborate on their work, generate and test ideas and communicate their findings.
- Develop appreciation of the contributions of scientists and researchers from the past, to present day scientific knowledge.
- Understand social, moral, ethical, economic and environmental issues related to science and scientific development, and develop respect for safety and sustainability.
- Understand the significance of changes caused by human activity to the natural world, and the responsibility of individual members of society.
- Develop a strong foundation for further specialised learning in different aspects and strands of the sciences.

In science teachers will draw on students’ experiences and existing knowledge, their local environment and the wider world. They will make links with other areas of the national curriculum such as technical and vocational education, information and communication technology, the languages and literature, health and physical education. Teachers can also capitalise on relevant scientific research and help and support students in developing partnerships with industry.
Technical and Vocational Education

This essential learning area is concerned with how knowledge can be applied for practical purposes, especially in relation to satisfying human needs and realising opportunities in the context of sustainable development. Students learn to work with materials, systems and information to create innovative and useful products, solve problems, communicate ideas, while using appropriate tools, techniques and resources, including information and communications technology (ICT) and work-based experience. Students are also encouraged to practice enterprising behaviour, including initiative, collaboration, responsibility, adaptability, resourcefulness and entrepreneurship. These behaviours and skills should enhance their critical and creative thinking and help them to integrate knowledge across different domains.

Learning through this area of the national curriculum should enable students to:

- Apply knowledge and skills to design and create processes, systems, solutions and products that meet their needs and those of others in a sustainable way.
- Acquire practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.
- Develop an enterprising ethos and behaviour in which creativity and acknowledgement of responsible and sustainable opportunities are valued.
- Critically evaluate technical processes and products, taking into account cultural, environmental, economical and ethical factors.
- Develop a sound understanding of technologies and their impact on society, now, in the past and in the future.
- Show understanding of how people interact with the environment, the production and management of resources, and the importance of sustainable development for human survival.
- Assess the impact of technologies so that they can take action based on informed decisions (including health and safety, sustainable living and environmental issues).
- Apply technologies and enterprising skills in flexible and creative ways to meet changing societal needs.
- Acquire the skills of learning to learn more effectively and continue to develop independently, especially career-wise.

Technical and Vocational Education provides a wide range of opportunities for teachers to design challenging inter-disciplinary projects, potentially involving all other areas of the curriculum. Teachers can also help and support students to develop practical skills in work-related contexts through partnerships with tertiary education institutions and professional centres, businesses within the community and other work places. These partnerships should be maintained and nurtured by school leaders with the support of CCATS.
Social Sciences

To become active and responsible citizens it is important for children and young people to understand how societies work and how people contribute to and influence the development of societies and communities, locally and globally. The social sciences provide students with opportunities to learn about their own communities and people and what has shaped them; other people, their values, cultures, contexts and achievements now and in the past; and the inter-relationships between people, their interactions with one another and with their environments.

Learning through this area of the national curriculum should enable students to:

- Develop a sound knowledge of the place where they live, the values, culture and heritage of their families and communities, and their place in the world.
- Develop a sense of belonging within their localities, country – including the implications of being a small, multiple island state, the Indian Ocean region and the world.
- Understand the inter-relationships between people, their cultures and contexts, the achievements of women and men in societies and the constantly changing nature of societies.
- Understand the interdependence of the natural world and human endeavour, through concepts of chronology, cause and effect, change and continuity, empathy and conflicts.
- Develop skills to explore and investigate the past and present, and form their own beliefs and views of interpretations of past and present events.
- Understand the importance of participating in democratic decision-making processes to improve the quality of their lives.
- Develop responsible attitudes towards their environment, and respect for human rights.
- Understand the impact of industry, technology and enterprise on their health and well-being, their environment, the local and global communities.
- Exercise informed and responsible citizenship.

Enquiry, discussions and debate should characterise learning and teaching in the social sciences. Teachers need to provide opportunities for students to make sense of human, environmental and ethical issues within the social sciences. They also have to emphasise linkages with languages and literature, the arts, science and religious education, which all enrich and reinforce the social sciences.
Personal, Social and Citizenship Education (PSCE)

The promotion of personal and social development is at the core of PSCE, and of the national curriculum as a whole. PSCE encompasses the essential skills, knowledge and understanding, necessary attitudes and values to help children and young people make sense of their life experiences, make informed decisions about their lives, develop confidence and become active and responsible citizens. It therefore supports the holistic development of students as they move from childhood through adolescence to become young adults. PSCE underpins successful learning.

The PSCE curriculum is organised around four major strands: the family, health and well-being; moral and spiritual education; citizenship education and careers education. Emphasis may be placed on the different strands depending on national priorities (eg the current focus on citizenship education) and on the context of schools.

Learning through this area of the national curriculum should enable students to:

- Develop an awareness of the benefits of having a positive and resilient approach to others and to life.
- Understand the importance of good health and an active lifestyle and take responsibility for their own health and well-being.
- Develop the knowledge, skills and attitudes they need to undertake relationships, maintain sexual health and understand parenthood.
- Develop the skills to make informed and realistic decisions about future careers and to manage transitions in their career paths.
- Develop awareness of their personal values, rights and responsibilities, those of others, and the value of human rights.
- Appreciate difference and diversity, practice tolerance and understand concepts of social justice.
- Understand the concepts of personal and social responsibility, of how their choices and actions can have positive or negative impacts on their own well-being and that of others, on communities and the environment.
- Understand the importance of and participate in democratic decision-making processes, to improve the quality of their and others’ lives.
- Develop environmental awareness, civic responsibility and promote ecological sustainability.
- Exercise informed and responsible citizenship.
- Understand the importance of spiritual development and the role of religion in people’s lives.

In PSCE it is particularly important that teachers ensure that the right climate of trust is created and maintained. In this way teachers and other adults involved can establish open and honest relationships that will enable students to feel comfortable and secure in discussing and expressing views on sensitive aspects of their lives. To further promote this PSCE is generally taught in Kreol. Since PSCE is at the core of personal and social development it is the responsibility of ALL teachers to promote and contribute to learning in this area of the national curriculum.
Information and Communication Technology (ICT)

Information and Communication Technology in the national curriculum refers to the learning and teaching related to the functions and effective use of unified communication systems through multiple devices and media types. These include computers, digital data networks, the Internet, broadcasting technologies (radio and television), and telecommunication. They enable the acquisition, processing, storage and communication of information in an electronic form. This has significant implications for the design, realisation, evaluation, use and maintenance of information processing systems, including hardware, software, organisational and human aspects.

Considering the pivotal role of Information and Communication Technology (ICT) globally and in our society, this learning area acknowledges the importance of ICT as subject matter as well as a tool for learning and teaching. Students should therefore acquire knowledge and understanding of the structure of ICT systems, the roles of these systems on organisations and their impact on society. They should also develop the ability to use a range of software packages in practical and real-life related contexts.

Learning in this area of the national curriculum should enable students to:

- Develop their knowledge, skills and understanding in ICT.
- Develop greater awareness of new and emerging technologies and their possible impact on Seychellois society.
- Understand the connections between ICT and other subject areas, and apply them in those subject areas as well as in other practical situations.
- Understand the impact of ICT on social, economic, ethical and moral aspects of life.
- Assess the impact of technologies so that they can take action based on informed decisions (including health and safety and environmental issues).
- Develop the capacity to analyse, design, implement, test and evaluate ICT systems.
- Develop knowledge and skills for the confident and critical use of ICT for learning, work and leisure.
- Understand the social and ethical dimensions of digital technologies, practice on-line etiquette and safety measures.
- Critically evaluate technological processes and products, taking into account cultural, environmental, economical and ethical factors.
- Develop further as autonomous users of ICT

In ICT teachers will draw on students’ experiences and existing knowledge, the local environment and the vast array of educational materials available on the world wide web. They will help students make links with all other areas of the national curriculum and to use ICT as a tool for accessing further knowledge and deepening their understanding. Together with their students, teachers can use their combined
knowledge and skills to keep abreast of the constantly evolving aspects of ICT, and support learning through partnerships with industry and significant others.

**Health and Physical Education**

Maintaining a healthy and active lifestyle is crucial for the well-being of individuals, communities and societies. This area of the national curriculum focuses on the development of positive attitudes towards good health and well-being, skills in enjoyable physical activities including collaborative play and team work, and sound knowledge of health and physical activity concepts that can guide informed decisions. It also explores the importance of physical education and sports in promoting inclusion (especially in relation to gender and persons with disabilities) and peace.

Health and physical education also recognises the inter-linkages of the physical, emotional, psychological, social and spiritual dimensions of health and well-being. Issues related to diet, food and nutrition, food production, and sustainable living are also very important aspects of this learning area.

Learning through this area of the national curriculum should enable students to:

- Develop the knowledge, skills and attitudes they need to maintain and enhance their well-being and their physical and personal development now and in the future.
- Develop the skills of finely co-ordinated movement.
- Apply their physical, emotional and social skills and knowledge to make informed decisions on pursuing healthy lifestyles.
- Develop positive attitudes towards physical activity.
- Experience positive and enjoyable aspects of healthy living and physical activity for themselves.
- Develop the skills of collaborative play, teamwork, competitiveness, fair-play and leadership.
- Understand the principles of sustainable living, and make informed decisions about food and nutrition, healthy diets and lifestyles.
- Understand the role of sports as a means of enhancing social interactions, inclusion and community participation.
- Develop a strong foundation for further specialised learning in various aspects of Health and Physical Education.

Issues of health and well-being cut across all other areas of the national curriculum. Learning in this area intends to promote confidence, critical thinking, positive attitudes towards self and others; ultimately it aims to help students develop a commitment to good health and well-being, and to community involvement. Consequently every teacher has a responsibility to contribute to and promote learning in this area.
Essential Competencies

The national curriculum acknowledges the importance of certain essential competencies which are at the core of lifelong learning and responsible citizenship. Competencies involve skills as well as knowledge, attitudes and values that interact in ways that lead to specific actions. The essential competencies also embody certain core life skills that are necessary for effective learning. Children and young people develop these competencies through a wide range of classroom and social contexts, in order to become successful lifelong learners. The national curriculum reflects and promotes the following essential competencies:

Critical and creative thinking
Children are innately curious, and intellectual curiosity is at the heart of this competency. Critical thinking involves reflecting on what is learned while referring to personal knowledge and intuition, asking questions, making inferences and challenging the basis of assumptions and perceptions. Creative thinking leads students to actively seek, use, apply and create knowledge.

Learning to learn
How students learn is as important as what they learn. Learning to learn is about individuals developing a clear understanding of how they learn so that they may further develop their capacity to learn. Competent learners know how to apply meta-cognitive skills to help them reflect on their own learning processes, using skills and dispositions such as self-awareness, self organisation, communication, co-operation and reflectiveness.

Managing self
This competency is closely associated with the skills of learning to learn. It is grounded in capabilities including self-awareness, self-assessment and self-motivation. Competent learners who manage themselves well are positive in their outlooks and they can cope effectively with stress and emotions. They establish personal goals, make plans and execute them with resourcefulness and perseverance. They develop strategies for meeting challenges and they are resilient in the face of adversity.

Relating to others
Interacting effectively with others in a variety of contexts is an essential part of learning and teaching. It involve the skills of managing interpersonal relationships, collaborating with others and showing empathy. Competent learners who relate effectively to others are prepared to listen to divergent
points of view and show respect for the views of others. They can share their own ideas, co-operate and negotiate with others in unthreatening ways.

**Communicating effectively**
Languages and symbols are systems that help us represent and communicate information, ideas and experiences. We use them in many different ways and through different media, to make and express meaning through producing a multitude of texts—oral, aural, written and visual. Competent learners are able to understand, interpret and use words, numbers, models, images, movement and other symbols to communicate in a wide range of contexts, while effectively using appropriate technologies.

**Cultural awareness and expression**
Our sense of identity is closely linked to appreciation of our national and cultural heritage. The multicultural foundation of Seychelles society provides an additional asset to understanding of cultural diversity and harmony. Competent learners value their national identity, understand the importance of our history and traditions, while valuing the cultural diversity of Seychelles, the Indian Ocean region and the world.

**Initiative and entrepreneurship**
The ability to think critically and creatively, to understand the importance of adapting to change and joining others in collaborative ventures for sustainable development are at the basis of initiative and entrepreneurship. Competent learners understand and develop critical thinking skills; they use their imagination and resilience in planning, organising, assessing risks and executing their plans, in collaboration with others.

**Sustainable living**
Understanding the principles of sustainable living and developing sustainable practices have long-lasting consequences for the human and non-human species. Competent learners understand how they connect and interact with, and are dependent on the natural, managed and built environment, and on other people within their community and globally. They can advocate and take actions to preserve environments that foster healthy and active lifestyles.

**Participating in, and contributing to the community**
Participating actively and contributing to improvements in the quality of life at personal, community, country and global levels is a responsibility of all citizens. Competent learners work effectively together; they seek to make informed
decisions; they can apply critical thinking to policies and practices that affect their lives and they take personal responsibility for living in a sustainable way. The diagram below illustrates the integration of the essential competencies and the learning areas:

**Outcomes of Successful Learning**

Our broad and balanced national curriculum strives to integrate essential learning areas and essential competencies, underpinned by clear principles and values. Having engaged with and fully participated in their school’s learning programmes **students at the end of compulsory schooling** are expected to have:

- developed competence in literacy and spoken language skills which will allow them to participate effectively as young adults in society
- developed mathematical competencies that will enable them to function effectively in daily life as well as in the technological world
- had experience of various artistic, intellectual and practical activities which will allow them to apply aesthetic judgments in everyday life
> acquired the necessary knowledge, skills and attitudes to make wise and safe choices in relation to their health and well-being

> had formative experiences in moral and religious education

> developed competence in scientific enquiry and practical skills - including computer literacy - to enable them to use critical and creative thinking and to solve problems

> acquired knowledge and appreciation of their social and cultural heritage, and environment

> gained an understanding of how people interact with the environment, the management of resources, and the importance of sustainable development for human survival

> acquired an understanding and appreciation of the central concepts of responsible citizenship

> developed the capacity to use the skills of learning to learn more effectively.

The expectations described in this section apply to the learning of all students, as it is their entitlement to experience successful learning in schools. It is also acknowledged that students progress at different rates and through different approaches to learning. Some will require more time and support to achieve the objectives and feel secure in their learning within one or more areas of the curriculum. Others will move faster and may be able to learn more independently. They will require additional challenging tasks that should enable them to maximize their progress and achievements. These may include individualized learning programmes, inter-disciplinary projects, co-curricular activities, additional homework and community based projects. It is the responsibility of teachers and curriculum leaders to ensure that as many opportunities as possible are provided for all students, including those with special educational needs and disabilities, to succeed in their learning.
5 Assessment

Purposes of Assessment

The primary purpose of assessment is to enhance students’ learning and improve teachers’ teaching. As both students and teachers respond to the information that assessment results provide, they can gain insights into and make decisions about progress towards the desired outcomes of the national curriculum. Assessment is therefore an integral part of learning and teaching.

Assessment for the purposes of improving students’ learning and teachers’ teaching has to be viewed as an ongoing process of gathering, analysing, interpreting and sharing assessment information that provides evidence of students’ progress and achievements, and adjusting teaching accordingly. What information and evidence are collected, how this is done and how they are interpreted have to be agreed upon within the school community and system-wide, so that assessment may contribute to continued learning. This process involves the professional judgement, knowledge and skills of teachers as well as the self-evaluation skills of students. Consequently, no single assessment method could do justice to the breadth and depth of the national curriculum nor provide an accurate enough picture of students’ achievements.

A wide variety of assessment methods, strategies and tasks will need to be used in order to obtain appropriate evidence of students’ learning. These may include questioning, experiments, project work done in groups or individually, art work, portfolios, performance, tests and presentations. The language of assessment is also a crucial issue to consider. Students are unfairly disadvantaged when they are assessed in a language they don’t understand or understand poorly.

Effective assessment plans that promote and enhance learning will have to be developed by schools and by the Ministry of Education, and they should also specify the use of assessment information at school and system levels. The Ministry’s National Assessment Framework (2013) provides detailed guidance on national and school-based assessment.

Principles of Assessment

A number of fundamental principles guide national and school-based assessment policies. In order to enhance students’ learning and improve teachers’ teaching, effective assessment has to:
✓ **involve and benefit all students**

Students are clear on the learning objectives to be achieved and understand the purpose of various assessment activities; they can relate them to their own individual goals and progress, in discussion with teachers, their peers and parents. Such assessments help them determine what they know and can do, and what further learning they will need to do, so that they may become self-motivated to learn and experience success.

✓ **be suited to the purpose for which it is intended**

Assessment activities are chosen specifically to suit the nature of the learning being assessed, the purpose for which the information is to be used and the varied capacities and characteristics of the students - including their special educational needs and disabilities, and taking into account proficiency in the languages used as medium for teaching and learning (Kreol and English), their backgrounds, gender and the experiences they bring to their learning.

✓ **be properly planned and communicated to students**

Assessment activities relate to curriculum expectations, learning outcomes and assessment criteria, and they are planned well in advance, while taking account of possible changes in response to new information, insights and events. Students (and where appropriate parents) know in advance when, how and why the assessment is being done.

✓ **linked to teaching and learning outcomes**

Students understand the desired outcomes and success criteria, and they know of the different ways in which they could reach them. Teachers support them through this process, individually and in groups, until both students and teachers are confident that the outcomes can be achieved.

✓ **involve and engage parents**

Parents are encouraged to share in their children’s learning experiences and to understand the desired outcomes and success criteria for assessment activities. They are supported in interpreting assessment information and they can follow their children’s educational development and help them progress further.

✓ **be valid and fair**

Assessment information comes from a range of sources that can yield reliable evidence of students’ learning progress and achievements. Teachers use this information to monitor students’ further progress, to reflect on
their own teaching and adapt or match their teaching to the needs of students.

These principles imply engaging students fully in the process of learning, and ensuring that they have the necessary support to keep on progressing. Regular time should be made for students to talk about their work and reflect on their learning, examining the evidence of their progress and deciding on the next steps to take. They should be supported in planning for their personal learning with honesty and integrity, and in executing their plans. Where the expected outcomes are not achieved, children are entitled to extra and sustained support as early as possible to help them overcome barriers to their learning. Barriers to learning can arise from a range of factors, including the learning environment, languages, home and family circumstances, social and emotional needs, disability and health issues.

**Uses of assessment information**

Assessment information is used for a number of purposes in Seychelles education, namely to:

- Provide feedback to students so that they may think about their own learning and review their experiences of it, make decisions about next steps to take and make connections between present and future learning.

- Guide teachers in evaluating the effectiveness of their teaching and help them make ongoing adjustments, to enable students to achieve the expected outcomes.

- Help teachers and students identify and plan for support they need to achieve successful learning and teaching goals.

- Inform parents of their children’s progress and involve them in making decisions about students’ progress.

- Inform School Councils about the school’s progress and engage them in promoting continued progress.

- Evaluate the effectiveness of learning and teaching school-wide and system-wide, especially at key transition points.

- Award nationally recognised qualifications at the end of schooling and guide the selection process for further studies.
To satisfy these different purposes, a range of assessment strategies and activities are required, at classroom level as well as school-wide and nationally. Current cognitive research suggests that people are motivated to learn by success and improved competence. Effective assessment can enhance students’ motivation to succeed, not through a system of reward and punishment but by stimulating their intrinsic interests in learning.

**Assessment in the Early Childhood years – Key Stage 1**

At this stage assessment should focus on children’s personal development, so that teachers and parents may find out what the children are interested in, what they can do and how they progress. It is especially important to ascertain that the foundations for the development of competencies in literacy and numeracy are in place. Careful observation, participation and a responsive attitude should help teachers and other staff to determine what the children can achieve, and plan for further learning. Documenting their progress in different forms is also essential, both for understanding the learning process and monitoring the outcomes.

**Assessment in the Primary years – Key Stages 2 and 3**

The focus of assessment in the primary years is on developing the core competencies in literacy (in Kreol and English, and digital literacy), numeracy and health and well-being. Assessment should be on-going, providing varied and multiple opportunities for students to demonstrate the breadth and depth of their learning. Students should be given clear, specific and timely feedback that will enable them to reflect on their learning and decide on the next steps to further progress. In this way they will develop the capacity to assess their own learning and take greater responsibility for their learning achievements.

National assessment at the end of key stage 3 (P6) is linked to the first attainment level of the National Qualifications Framework (level 1, Primary Certificate). The main purpose of this assessment is to assist future educational planning, especially in terms of support to ensure students have reached the appropriate levels of literacy, numeracy and life skills, in line with the achievement standards of the national curriculum.

It is also very important at this key stage that comprehensive and clear information about each student’s progress and achievements are transferred to the next level (S1). Students’ Records of Achievement (ROAs) are an important element in communicating their progress and ensuring a smooth transition to secondary school. Effective partnerships and collaboration between the
different key stages and between schools are crucial for a fair and supportive process of transition for every student.

**Assessment in the Secondary years – Key Stages 4 and 5**

Assessment in these two key stages should consolidate and build on the learning experiences and achievements of students’ primary education. It is important therefore that assessment approaches provide greater scope for students to continue developing their knowledge, skills and other attributes, so that they may be better prepared for further learning and/or work after compulsory education. As students develop their own self-evaluation skills and aim for higher achievement levels they will need a diversity of assessment activities to enable them to show evidence of success in learning. Evidence of learning may come from project work, presentations, displays, field work, debates, quizzes and other tests, examinations, oral and written, done individually or in groups.

National assessment at the end of key Stage 4 (S3) should serve as a check point to ensure that firm foundations have been laid for further learning and adult life. It should also help students to make curriculum choices and decide on particular pathways to Key Stage 5, further education and training or work.

At the end of Key Stage 5 assessments are also closely linked to **qualifications and awards** that will enable students to pursue further studies or work. The National Curriculum should provide different pathways for all students to obtain the school leaving certificate, at NQF level 2. In delivering the national curriculum, schools have to ensure that students can progress by different routes and pathways that will enable them to reach the standards of the appropriate level of the National Qualifications Framework.

**Recognising achievement**

Learning requires sustained effort and concentration and to become successful learners students must have the motivation to learn. Current learning theories indicate that students become more motivated and confident when they make progress, receive praise and achieve success. The traditional behaviourist approach to assessment linked to a process of reward and punishment and comparison to more successful peers is considered as a major demotivator to learning. Assessment strategies and activities have therefore to emphasise progress rather than failure, reinforce students’ capacities to self-evaluate and take control of their own learning, provide scaffolding and build their confidence in planning for further learning and genuine success.
In recognising students’ achievements the national curriculum includes learning that occurs within the learning areas as well as in other areas of school life and outside the school. Thus students’ achievements may include their participation in club activities, special award schemes, national competitions, community projects and national events. Teachers and parents should make students aware of existing extra and co-curricular activities in and outside the school and encourage and support them to participate. All such enriching activities and achievements should also feature in students’ Records of Achievement (ROA). A sound professional judgement of students’ achievements can best be made from a wide range of information from various sources rather than only one assessment.

**Profiling and Reporting**

Cumulative reports of students’ best achievements should go into their Records of Achievement (ROA), which are to be maintained by students all through their schooling. ROAs have been institutionalised from S1 to S5, with definite plans to extend them to Primary. The need for a comprehensive record of students’ achievements that reflects the breadth and depth of their learning throughout their schooling is essential if schools are not to fall back on narrow judgements based on examination results only.

In addition to ROAs, teachers also hold a range of school records on student achievements, coming mainly from in-class assessment and whole-school monitoring processes, pastoral care records and other records specific to individual students and schools. All of this information should inform the ongoing process of discussion and reflection between staff and students, about their progress, achievements and plans for future learning.

Reporting on students’ progress to parents and significant others is a crucial aspect of assessment. It has two main purposes:

- to provide clear and constructive feedback on students’ learning and progress, against the expected outcomes of the national curriculum, and

- to help students improve on their learning by providing a basis for discussion of their next steps in learning between learners, parents and teachers.

Information contained in school reports should enable parents to know what their children have achieved in relation to the expected outcomes appropriate
to the particular levels of the national curriculum. Reports should also provide a summary of what the student aimed for, progress made towards those aims and what needs to be done to achieve further progress. A written summary of students’ performance should be given out at least once a term, and the formats are specified in the Ministry’s National Assessment Framework.

**Monitoring and Evaluation**

Quality assurance in education is an integral part of teaching, learning and assessment. In their day-to-day work teachers and school leaders ensure that learning and teaching is done according to the highest standards and expectations, as specified in the national curriculum. They have to bear in mind that they remain accountable for this to students, parents, the Ministry of Education and the wider community. Monitoring, evaluation and review take place at individual student and teacher levels, as well as school and system wide through the Inspectorate system.

**Students’ self-evaluation**

Through a range of assessment activities and reporting on achievements, students develop their own self-assessment skills. In consultation with parents and teachers, and with their support, they are able to set new targets for themselves and aim for higher achievements as they progress through school.

**Teachers’ reflective practice**

Teachers regularly gather, analyse and interpret information on students’ learning which provides evidence of their progress and achievements. On the basis of such information teachers are able to reflect on their teaching and adjust to the various needs of students, as part of an on-going process of self-evaluation and reflective practice. Teachers also share their experiences and students’ achievements with others in the school, within regional and national groupings and with parents, using the expected outcomes and achievement standards of the national curriculum, and SQA national standards as baselines. Changes to teaching and learning strategies can then be made at classroom and school levels.

**Whole school interventions for improvement**

Schools, through the self-evaluation process of school development planning (institutionalised in all Seychelles schools since 1996 with the School Improvement Programme), regularly evaluate learning and teaching, and
determine strategies for improvement which are incorporated into the school’s action plans. Such strategies may include adjustments in school-based policies, continuous professional development of staff, mentoring, additional support from other providers, closer links with parents, among others. Using learner achievement data, the findings of school self evaluation and external evaluation reports of the Inspectorate Unit, teachers, curriculum and school leaders can undertake school-based action research to better guide decisions on learning and teaching. This may lead to adjustments in learning and teaching policies and strategies that will enhance student achievement.

Schools are also encouraged to initiate school-based action research in pertinent areas of learning and teaching in partnership with the Centre for Curriculum, Assessment and Teacher Support (CCATS), the support units of Schools Division, the University of Seychelles and other education institutions. Strategies for school improvement have to be evidence-based and anchored in the realities of the school if they are to have the expected impact on students’ learning.

The Centre for Curriculum, Assessment and Teacher Support (CCATS), in partnership with the other support units of Schools Division and the Ministry, plays a key monitoring role in the implementation of the national curriculum. CCATS staff collaborate with and support schools in the provision and production of curriculum resources, the organisation of continuous professional development activities related to specific aspects of the curriculum, school-based and system-wide assessment of student learning and other curriculum related activities. The Centre provides the first line of support to school leaders in curriculum planning and implementation.

The Inspectorate Unit of the Ministry of Education is another close partner in the drive for improvements in learning and teaching. External reviews carried out by the Unit based on agreed national standards, provide schools and the Ministry with important feedback on students’ and schools’ progress in learning and teaching. Both school-based and national policies and strategies for learning and teaching are informed by the Inspectorate Unit’s evaluation and findings.
This section provides guidelines for teachers and school leaders to help them put the national curriculum into action more effectively, for the benefit of all students. The guidelines focus mainly on curriculum planning at school level, organising classroom learning, promoting effective student learning, curriculum leadership, and partnerships with parents and the community.

**School-based Curriculum planning and delivery**

Detailed achievement objectives and standards are given in the learning areas curriculum documents and in the programmes of study for each subject. These documents also provide suggested teaching and learning strategies, possible resources, and procedures for assessment. It is expected that these documents will form the basis on which curriculum leaders in schools and teachers will design detailed schemes of work and lesson plans that are relevant to the learning needs of their students. Cross-curricular activities within and outside classroom contact time should also be considered at the planning stage as they serve to promote the interconnectedness of subjects and learning areas.

School-based curriculum planning should be guided by the Ministry’s as well as by school-based policies specific to the various subject areas of the curriculum and to the context of each school. A set of ‘Guidelines for Curriculum Development’ has been produced by CCATS to help curriculum teams plan at national as well as at school levels.

Schools need to determine how effective the programmes of study and the methods of instruction are, if they are to help students achieve the objectives set and meet their individual needs. And teachers can best improve their professional practice through the processes of monitoring and review. Therefore schools’ curriculum leaders and teachers must establish appropriate systems for curriculum resourcing, management, monitoring and evaluation - including effective recording and reporting systems - based on guidelines to be devised in consultation with all partners involved. Crucial partners in this process are staff of CCATS and Schools Division and other relevant support units.

One key element of improving classroom learning is the continuous professional development of teachers, curriculum leaders and other school personnel. Time for professional development (PD) activities has already been established through the School Improvement Programme. School and curriculum leaders must make use of the allocated PD sessions to address learning and teaching challenges and
bottlenecks that come to light through the regular monitoring and review process. Such sessions can be at the level of year groups (e.g., teachers of P2, or Creche and P1, a group of same subject specialists, etc.), key stage groups or across key stages depending on the nature of the issues under consideration. It is the role of the PD facilitator to liaise with curriculum leaders and together plan for PD activities that respond to the needs of learners.

Monitoring and evaluation structures set up within schools as well as nationally will enable all teachers to participate in these processes and contribute to the continuous improvement of the National Curriculum – as noted in the previous section on ‘Monitoring and Evaluation’.

In organising **school time-tables** for learning and teaching, school leaders have to follow the Ministry’s guidelines on time allocation at different stages in the school system. Such guidelines shall include direction on the percentage of total contact time to be allocated to time-tabled subjects at each stage in the school system. As a general rule all essential learning areas of the national curriculum must have at least five percent of the total allocated contact time (i.e., at least two periods of 40 minutes per week) and this has to be respected in schools’ time allocation per subject.

In addition to planning classroom contact time it is important that school-based curriculum includes space for **learning beyond the classroom** and across subject boundaries, through homework, extended project work, extra and co-curricular activities that provide opportunities for students to enrich their experiences as learners. Schools can seek the support of the appropriate units of the Ministry as well as parents and members of the school community.

The Ministry of Education has the major responsibility to provide appropriate **learning and teaching materials** to enable the effective implementation of the national curriculum. CCATS ensures the timely procurement and/or development of core teaching and learning resources, and oversees their distribution at the request of schools. Curriculum leaders and school management staff have to order the required materials well in advance so that teachers may effectively plan their classroom activities.

Schools are encouraged to supplement the prescribed resources with appropriate materials that match the achievement objectives of the national curriculum. These can be obtained from particular websites, purchased from the School Fund, or through projects and donor funding. Teams of teachers and curriculum leaders may also produce their own materials for particular areas of the curriculum, and they are encouraged to seek CCATS assistance in the process.
Organising classroom learning

Evidence from international studies as well as local research – especially those extending from the SACMEQ III Project (2007) have shown that grouping students on the basis of ability (as judged by teachers starting from key stage 1) encourages wide differences in student achievements, including considerable disparities between girls and boys. Such gaps in learning achievement widen over time as streaming continues up the school system. The Ministry of Education’s de-streaming policy of 2009 attempted to address this but it is clear that the practice continues.

The National Curriculum Framework reiterates the Ministry’s position on the issue of streaming: as stated in the national education policy document ‘Education for a Learning Society’ (2000) the principle of Equity goes beyond issues of access to education, focusing particularly on ‘equitable sharing of resources’, ‘creating conditions for optimum achievement’, curricula that equally favour and challenge boys and girls and advocating inclusion. None of this will be achieved through streaming and it should not be practiced.

The National Curriculum actively promotes the principle of educational equity and inclusion. It acknowledges the uniqueness of each individual and the fact that individuals learn in different ways and at different rates. It maintains that all students have the potential to become successful learners. Therefore the school curriculum, the learning environment and all teaching and learning approaches and strategies have to respond to the needs of different learning styles and match the abilities, talents, identities and experiences of all students, irrespective of their gender, race, physical abilities, religious backgrounds, social or financial status.

Student-centred learning implies that different approaches are used for different learning needs. Teachers and students will have to develop learning plans that provide opportunities for a wide spectrum of abilities to be catered for. The guidelines below propose what teachers can do to promote effective student learning. It is also important that students and teachers obtain all the necessary support to ensure differentiation in learning and teaching takes place in our schools.

Promoting effective student learning

Guided by the principles underpinning the National Curriculum, and current theories of learning, we know that students learn best when teaching and learning approaches:
- make learning purposeful and stimulate a desire to learn
- make connections to and build on prior knowledge, skills and experience
- Provide varied opportunities to learn, within a supportive learning environment
- Promote collaboration and co-operative learning
- Encourage students to take responsibility for their own learning
- Promote understanding, reflection and application of skills

Learning that is purposeful and stimulates further learning
Students learn more effectively when they understand what they are learning, why they are learning it and how they might apply the new learning to different contexts. The objective of purposeful learning is to enhance students’ curiosity and motivation to learn so that they will keep on wanting to learn. Effective teachers stimulate their students’ curiosity and challenge them to explore and research collaboratively or independently.

Connecting to and building on prior knowledge, skills and experience
Effective learning depends on students’ ability to integrate new learning with what they already know and understand, within and across learning areas. Effective teachers start by finding out what their students know and have experienced, so that they can anticipate their learning needs, organise their teaching accordingly and maximise on learning time.

Multiple opportunities to learn, within a supportive environment
Since students learn in different ways and at different rates they need diverse strategies and opportunities that will enhance and support learning. The school buildings and grounds, the learning tools and other facilities have to support students’ progress and achievements. They must be physically, socially and psychologically safe, health-promoting and conducive to learning.

Collaborative and co-operative learning
Purposeful learning can take place in a variety of ways, through shared activities with peers and adults, independently and under the teacher’s guidance. Effective teachers guide and encourage students to develop learning partnerships and interactions with others as part of the learning process.

Students take responsibility for their own learning
Successful learners use feedback to reflect on and assess their learning and decide on the next steps to further progress. In this way they will take control of their own learning and develop a greater sense of responsibility for their learning achievements. Effective teachers encouraged students to do this.

A focus on understanding, reflection and application of skills
Effective teaching enable students to take an idea from conception to realisation, using their existing knowledge creatively and applying appropriate strategies and skills for investigating and solving problems along the way. They
are encouraged to take initiatives and use a variety of technologies and materials in the process.

Consequently it is necessary for schools to offer different pathways and adopt a variety of approaches to learning that will enable students to succeed. This includes mechanisms that enhance positive attitudes towards learning, and a wide range of learning activities such as individualised learning programmes, additional numeracy and literacy programmes, project work, research work that students would be expected to do outside of time-tabled contact time. Homework related to specific learning areas, subjects and topics is also an important aspect of learning that must be included in curriculum planning. Such activities may be done in collaboration with parents and other members of the community, and some may take place within the community.

**Learning Pathways and student groupings**

In line with the principle of inclusion, the national curriculum acknowledges that learning and teaching have to correspond to the needs of different learning styles and to the abilities, talents, identities and experiences of all students, irrespective of their gender, race, physical abilities, religious backgrounds, social or financial status. **Differentiation in teaching** involves adapting learning activities to match the learning needs of all students within a group. This can be done in a number of ways; the Ministry of Education stipulates the following:

In the **early childhood and primary years** children are allocated to classes randomly, generally with equal numbers of boys and girls per class. Based on assessments of students’ current knowledge, skills and abilities, teachers would need to plan for the different groups – including the ones with special needs and disabilities, the gifted and talented. Depending on the learning activities involved students within a class may be grouped in terms of interest, learning styles, or readiness (whether they have the knowledge and skills required to complete the tasks). This is called flexible grouping – a system well known to and practiced by many teachers in our schools. Differentiation can also be applied to the types of assignments students are given during or after lessons.

Regular formative assessment activities (see section on Assessment) should help in establishing students’ progress through the key stages of primary school. Where the expected outcomes are not achieved, teachers and curriculum leaders have to provide extra and sustained support, including personalised learning programmes, as early as possible to help children overcome barriers to their learning.
As the curriculum broadens in the secondary years (key stages 4 and 5) different types of grouping strategies and pathways will apply. In addition to flexible groupings within classes, at key stage 4 schools can also use ‘cross level subject setting’, where students across year levels may be grouped together on the basis of readiness (whether they have the required knowledge and skills to complete the tasks) in different subjects. (Further guidelines on cross-level subject setting will be provided in 2013). At key stage 5 students may additionally choose alternative pathways, such as technical and vocational training programmes, and other skills based courses in partnership with professional training centres and work-related settings.

It is important to note that grouping practices should remain dynamic, primarily for the purpose of enhancing students’ learning, and should not be focused on ability groupings (ie. streaming) only. While the common argument for ability grouping is that it enables students to progress at a pace appropriate to their level of skills and knowledge, much research has shown that students are often disadvantaged by teacher biases and low expectations, the self-fulfilling prophecy of low achievement, segregation of particular groups, and student stigmatisation.

**Curriculum Leadership and Support to Learning and Teaching**

The leadership of schools plays a central role in ensuring that students experience a consistently high quality of learning and teaching throughout. Guided by the principles and values of the national curriculum school leaders have to engage with staff, parents and the wider community (including School Councils) in setting clear visions and developing appropriate strategies for successful learning. This is best done within a context of professional dialogue, consultation and debate so that schools may design a curriculum most suited to the needs of all its students.

Curriculum leaders in schools have the primary roles of guides, mentors and coaches. They guide and support teachers in doing forward planning, developing and sharing detailed plans for learning and teaching, and overseeing classroom activities. They ensure that the necessary curriculum resources are in place, facilitate the organisation of professional development activities and provide other support to motivate and help teachers better adapt the curriculum to students’ learning. Successful curriculum leadership implies involving teachers all through, being open to their views and ideas, and facilitating communication.
between all stakeholders.

**Classroom teachers** are key to all curriculum planning and implementation. They largely determine how the curriculum is translated into action at classroom level. Among other things they can initiate and change learning and teaching approaches, try out new strategies for learning, in collaboration with peers and other partners in education. School and curriculum leaders have to provide opportunities for teachers to innovate, develop and learn together, in order to build more effective schools.

Through networking regionally, nationally and internationally schools and teachers can create opportunities to explore new learning and teaching approaches, engage in critical discourse and maintain professional dialogue and support. This will also help develop a collaborative culture between teachers and schools.

**The Centre for Curriculum, Assessment and Teacher Support (CCATS)** provides curriculum leadership and support at national level, in that one of its primary roles is to ensure the effective implementation of the national curriculum. It develops and maintains curriculum related policies; it assists schools by ensuring the timely provision of core curriculum materials, monitoring of learning and teaching and by supporting schools’ continuous professional development activities. The Centre also leads in the process of national assessment and curriculum review. It is assisted in these roles by other specialised support units of the Ministry.

**Partnerships with Parents and the Community**

Learning takes place in schools as well as within the wider context of the community students live in. Parents, School Council members, professional staff of other Ministries and other significant members of the community (eg. businesses and industry, community based organisations) are therefore key partners in the learning and teaching process.

Education research carried out in a wide range of contexts shows that **parental involvement** is a crucial factor in children’s successful learning. As well as maintaining contact through formal mechanisms such as the parent-teachers associations (PTAs), schools have to ensure that all parents are aware of their children’s learning goals and targets, and together explore ways they can best collaborate to support students in achieving their goals. This requires that parents have access to information on their children’s current progress and
achievements, through the school’s reporting system as well as in consultation with teachers and curriculum leaders. It is important that staff maintain on-going dialogues with parents, especially with regard to students’ progression routes and learning options as they progress through school. Additionally, parental support has to be sought where students have special educational needs requiring individualised learning programmes and other support plans.

As part of the school management structure School Councils play a very significant role in ensuring that students have the best possible opportunities to progress and achieve their learning goals. They monitor learning and teaching through the regular reports of school leaders, PTAs, the Inspectorate and other partners. School Council members can also assist teachers and schools by facilitating contact with and support of community, business and industry partners in the provision of learning resources, contributions to school financing, and opportunities for work placements and orientation programs for students.

Departments and units of the Ministries of Health, Social Affairs, Community Development and Sports and the newly established Institute for Early Childhood Development also play important roles in the learning and teaching partnership. In particular, the Framework for Early Childhood Care and Education calls for an integrated and holistic approach to early childhood education, in order to ensure a more successful start to learning and school.

The local community offers many opportunities to enrich and contextualise learning. Through maintaining close links with parents, school council members, the district administrators and other significant members of the community, teachers and school leaders can tap into a wide range of community resources. Community participation in students’ learning can take a variety of forms, including collaboration in community-based projects, school and community special events, inviting persons or organisations with particular expertise to contribute to learning areas, site visits relevant to the curriculum, student work attachment, use of school premises for community development activities, to name a few.
The Seychelles National Curriculum – a framework for teaching and learning (2013) presents a coherent framework for learning and teaching from Crèche to S5 in all state schools. Its major aim is to contribute to the development of successful lifelong learners who will become active and responsible citizens. It places at the centre of the curriculum process the learner, every student in all our schools who are entitled to consistent programmes for purposeful learning that will enable all of them to succeed.

This vision of learning and teaching that is at the core of the revised National Curriculum Framework (2013) implies changed perceptions of the processes of curriculum planning and implementation in our schools. It will require a change of values that focuses on learners’ as individuals, and their entitlement to a curriculum that matches their learning needs. This is a major undertaking for all partners involved in curriculum planning, development and implementation, and undoubtedly there will be many challenges to overcome.

Among the many challenges there will be the need to obtain the support and commitment of teachers, school leaders, parents and the wider community; maintain government and political support over time in the face of changing policy priorities; ensure financial support for the provision of necessary resources, and the continuous professional development of teachers and school leaders; maintain appropriate workloads for teachers and support at classroom level; obtain the commitment of students to engage with their own learning. Visionary leadership, capacity development at institutional and personal levels, sustained financial and material resources will all be crucial in surmounting those challenges.

The National Curriculum Advisory Committee of the Ministry of Education has overall responsibility for overseeing the implementation of the NCF. The Committee will:

- Ensure the strategic focus and direction for the implementation of the NCF
- Determine strategic priorities in the implementation of the NCF, and guide the development of appropriate and related policies
- Advocate for an adequate budget for and necessary investments in curriculum implementation
- Enlist the support of other stakeholders and ensure effective communication on progress
- Address implementation challenges and obstacles
- Establish sub-committees to assist with its work.
In consultation with all other stakeholders, the Committee will develop a strategic action plan for the implementation of the NCF over the next six years.

The Seychelles National Curriculum Framework will be reviewed every six years (just over two thirds of the way through one compulsory education cycle), in addition to on-going review through the normal process of monitoring and evaluation.