

A National Curriculum defines what children learn in schools.

Defining what all children *must* learn, what all children *should* learn and what some children *could* learn (in accordance with their special interests and circumstances) is no easy task. The body of knowledge, skills and attitudes which we could deliver to our children is virtually infinite. Societies consequently have to be selective and to decide what is most important for the development of the children and the future welfare of the society. This process of selecting what children should learn is always difficult and, in a fast-changing world, never static.

Many of the things children learn are timeless. Literacy and numeric skills have always been essential to the development of the human condition and the vital importance of such key skills continues to grow as our communication and economic systems grow. In recognition of this, our National Curriculum continues to emphasise the acquisition of these timeless skills.

Many other things children need to learn are more recent developments. We continue to be faced by crucial emerging issues, such as technological expansion and the proliferation of AIDS. In a world where the pace of change appears to be ever accelerating, our children are faced with the need to develop ever-higher levels of technological literacy and global awareness.

The need for our curriculum to accommodate and balance both the timeless and the new presents us all with a considerable challenge. After all, there is only so much that can be squeezed into a school-day, a term, a year or an education cycle. Fortunately, the minds of our children seem to have limitless potential. Nevertheless, the dangers of “curriculum overcrowding” are ever-present. Consequently, the developing and expanding curriculum has to be matched by considerable attention to both efficiency and balance.

The *deliverers* of the curriculum, the teachers of Seychelles, are also key to the *development* of the curriculum, especially in terms of its efficiency and balance. The professional teacher of today is the most skilled, the most knowledgeable and the best-placed person to analyse what is being achieved and to propose improvement. Accordingly, this National Curriculum Framework document includes information on how teachers may contribute to the curriculum development process. Professional development opportunities as well as further guidelines will also be provided.

Just as a house is not a home until the family who lives in it makes it one, so a curriculum framework may be little more than an empty shell without the ownership and commitment of the teachers, children and parents who live and work within it. With their continuing effort, the teachers, children and parents of Seychelles carry with them the full support and encouragement of the Ministry of Education and of Seychellois society.

Sister Jude Burke
Principal Secretary for Education

THE SEYCHELLES NATIONAL CURRICULUM

Introduction

The Seychelles National Curriculum provides a coherent framework for learning and assessment in all state schools. It gives the Ministry of Education's policies and expected outcomes for teaching, learning and assessment; it establishes national direction for schooling and it provides for consistency in classroom practice throughout the country. Therefore, it is the responsibility of all schools to ensure that they satisfy the requirements of the National Curriculum as stated in the curriculum documents for each subject. This national curriculum replaces all previous sets of subject objectives that have been in use in schools so far.

What is a Curriculum?

The term 'curriculum' has several meanings, depending on the context in which it is used. In our context 'the curriculum' means the sets of aims and specific objectives to be achieved by learners; the knowledge, understanding, skills and attitudes learners must develop; possible strategies and activities for successful teaching and learning, and evaluation processes for assessing students' performance. These various components are guided by certain principles which recognize the importance of providing a balance between the needs and interests of individuals and the requirements of society and the economy.

The Structure of the National Curriculum

The Seychelles National Curriculum is set out in a number of documents comprising a **Curriculum Framework Document**, a series of **subject-based curriculum documents** and sets of **programmes of study** for each subject. These documents form the basis for all school-based curriculum development and guide schools in planning for more effective teaching and learning.

The Curriculum Framework is contained in this document and its content is described below.

The subject-based curriculum documents are published separately, by subject. Each subject curriculum document provides the rationale for the subject in the National Curriculum, defines the overall aims of the subject and the specific objectives to be achieved by the majority of students at the end of each cycle; it outlines the content to be covered and possible strategies for teaching and learning specific to the subject.

In addition, programmes of study for each subject are being developed, based on the specific objectives stated in the subject curriculum documents. These define very specific objectives at the level of topics, themes, skills areas etc., and they serve as guides to lesson planning over specific periods of time. The programmes of study are being produced in modular form and will be published in loose-leaf binders so that modifications may be made easily, to suit the needs of different groups of learners.

The Curriculum Framework

The Seychelles Curriculum Framework describes the components which are fundamental to teaching and learning in Seychelles schools. It states the underlying **principles** which will guide all curriculum development and give direction to teaching and learning. It specifies **the content** of the National Curriculum in terms of **essential learning areas** and describes in broad terms the main learning objectives of each area. It outlines the **essential skills** that should be developed by all students and indicates the desirable **attitudes and values** to be promoted through the curriculum. The framework also outlines the policy for **assessment** at school and national level.

The Principles

The following principles provide direction to the formal national school curriculum and they should be embodied in all school programmes. They should guide schools' day-to-day practices and in so doing reinforce the implementation of the formal curriculum.

All students must be provided with equal educational opportunities.

The national curriculum will recognise the uniqueness of each individual and the fact that individuals learn in different ways and at different rates. It will respond to the needs of different learning styles and to the experiences and interests of all students, irrespective of their gender, race, religious backgrounds, social or financial status.

A broad and balanced curriculum will enable all students to develop the qualities and skills needed for adult and working life.

The national curriculum will provide all students with opportunities to study a range of subjects and to develop the associated skills, attitudes and values. The curriculum will offer a diversity of learning experiences which will promote the integrated development of learners and help them achieve their potential.

Students must become independent and life-long learners if they are to function effectively in an environment of continuous change.

The national curriculum will focus on learning as a continuous process through promoting strategies of enquiry, problem solving approaches, creativity and the development of transferable skills. A diversity of learning methodologies and assessment practices should enable students to assume control of their own learning and help develop their self-esteem and confidence.

Learning is more effective when students see the connections and relationships between ideas, people, events and processes, as in real life situations.

The national curriculum will emphasise the interconnectedness of subject areas so that students may use the knowledge and skills developed in one field to learn in another. It will encourage them to relate their learning to real-life situations and to apply their existing knowledge in new situations.

Learning involves developing values as well as knowledge and skills.

The national curriculum cannot be value-free. Schools, along with parents and the wider community, have a strong influence on children's values, which are developed through the curriculum as well as through the attitudes and behaviour that are demonstrated and encouraged in the schools.

Students need to understand and respect diversity, value equity and develop a sense of social responsibility, in order to play a meaningful role in society.

The national curriculum will encourage respect for and appreciation of differences; it will help students develop a sense of connection with people in the past and the present, and it should enable them to acquire the knowledge, skills and attitudes which will help them build and preserve an equitable society.

Students achieve their best when they are challenged and motivated to reach for higher standards.

The national curriculum will provide learning opportunities that will enable all students to achieve the expected learning objectives to the best of their ability. It will advocate appropriate and innovative teaching approaches, supported by high quality resources. It will provide guidance on assessment processes which will enable students to take responsibility for their own learning and to experience success.

It is acknowledged that the formal national curriculum is one element amongst many which determines effective learning. The diverse experiences, values and cultural beliefs which students bring to the classroom will influence what is learned. Students' learning opportunities at school will also be affected by a number of other factors, such as the expectations, attitudes and behaviour of family, teachers and peers, classroom interaction patterns, access to resources and the management of schools. At the same time, however, it is important that the education system be fair, and that it enables all students to learn successfully so that they may have equitable options for planning their futures.

The Content of the National Curriculum

The national curriculum is designed for all students, it, therefore, expects that specific subject curricula as well as programmes of study developed at school level will reflect the abilities, needs, interests and learning styles of boys and girls, whatever their social and cultural backgrounds. The organisation of the content and teaching approaches must be diverse enough to allow for such differences.

The following objectives serve to guide the specification of the content of the national curriculum; by the end of year 11 it is expected that students will have:

- developed competence in literacy and spoken language skills which will allow them to participate effectively as young adults in society.
- developed mathematical skills 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 judgements 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 essential learning areas

Eight essential components of the national curriculum derive from the above objectives, and through these students will acquire the necessary knowledge and understanding, skills, attitudes and values specified in the curriculum document of each learning area.

The learning areas are:

- The languages
- Mathematics
- Science
- Technical Studies
- Social Studies
- The Arts
- Personal and Social Education
- Physical Education

All eight learning areas are essential for a broad and balanced curriculum.

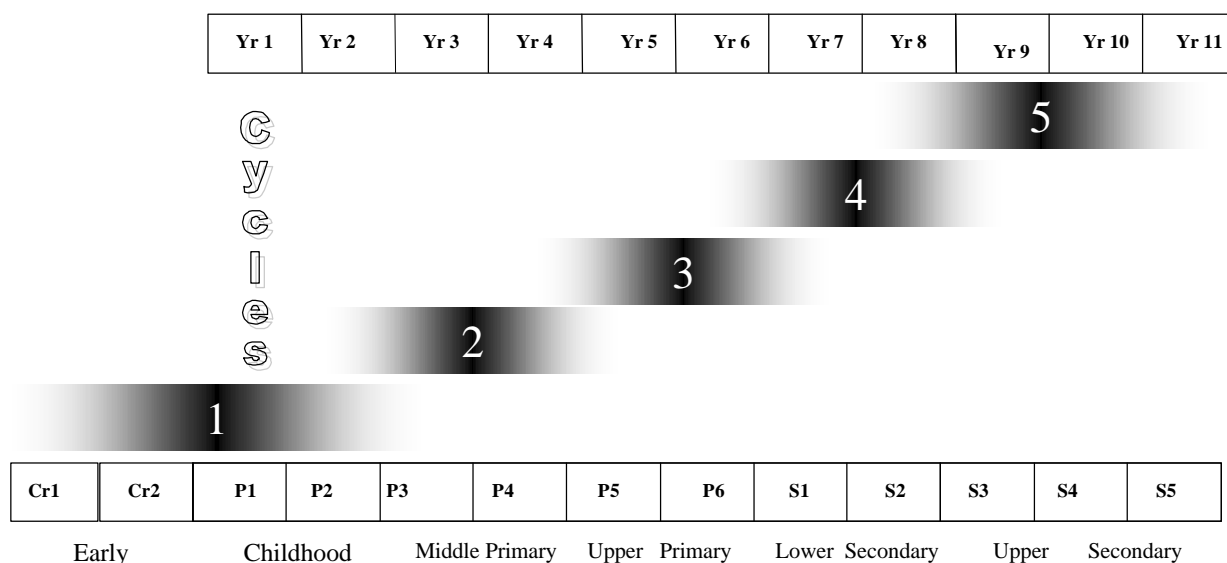
There will be a greater degree of integration of the different learning areas at the primary level with a gradual move towards various subject specialisations in the secondary cycle. For example social studies and the sciences are to be taught in an integrated fashion in the primary cycle whereas in the secondary cycle gradual specialisation into the areas of geography, history, biology, physics and chemistry will occur. Similarly in technology education specialisation at upper secondary level into a number of applied subject areas, including computer education, will take place.

The learning areas are also interrelated; therefore emphasis will be placed on enabling 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.

Each learning area will specify the knowledge and understanding students will need to acquire and provide the context within which skills, attitudes and values will be developed. The expected knowledge, skills and attitudes will be defined in terms of essential achievement objectives at the end of the cycles or the key stages and at the point of graduation from the secondary cycle. Details of achievement objectives are given in the curriculum document of each subject.

The cycles indicate the six progressive levels of achievement students will be expected to attain over the period of their schooling. It is accepted that students will progress at different rates and will not necessarily achieve at the same level in all learning areas at once.

The Structure



The organisation of the achievement objectives into five successive levels, marking the end of each cycle, provides a coherent structure for students' development, emphasizes the continuity of learning and gives guidance to teaching and learning.

Descriptions of Learning Areas

The learning areas describe in broad terms the knowledge and understanding, skills, attitudes and values which all students need to acquire by the end of their schooling. In each description the rationale for the learning area is also outlined, as well as specific subjects which contribute to it. Detailed achievement objectives for each key stage and syllabus content will be provided in separate curriculum documents for each learning area.

All the learning areas are essential for a broad and balanced education and it is therefore important that all students undertake continued study in all the areas for the first ten years of their schooling. The curriculum for the final two years of that period will also take into consideration the diverse educational and training needs of students at that stage and of national training needs.

THE LANGUAGES

The language curriculum is guided by the country's tri-lingual policy. The three national languages - Seychellois Creole (spelt *Kreol*, and being the mother tongue/first language), English and French - form an integral part of the Seychelles historical and cultural heritage. The curriculum acknowledges the following major concepts:

Language development is essential to intellectual growth. The ability to communicate effectively in the three national languages is a necessary condition for successful learning in school and for effective participation in the Seychellois society.

Learners should be able to use written and spoken Kreol, English and French effectively to read, to listen and to interpret critically messages from the media (television, film, computer, print media..). At the same time it should help them develop a range of higher cognitive processes, for example, generalisation, discrimination, inference, analysis, categorisation and synthesis thus attaining learning autonomy in and out of school.

Throughout their schooling learners will have frequent opportunities to observe, learn and practice oral, written and visual forms of language, to learn about the structures and use of language, and to access and use information.

Learners in the early years should be provided with opportunities to develop basic concepts and skills in Creole and there will be continued emphasis on the importance of literacy learning. The study of English and French should be continuous and parallel with the concepts and skills already laid in the mother tongue/first language.

Language is a vital medium for transmitting values and culture. 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 immature cognitive development, the study of the two other national languages (English and French) will help develop learners' awareness of the nature, functions and effects of language.

The curriculum should provide learners with opportunities to create and respond critically to a wide variety of resources which have regard to gender balance and a range of cultural perspectives.

In addition to their historical relevance English and French are two major world languages involving trade, cultural, scientific and technological links with Seychelles. All learners will need to develop the ability and confidence to communicate competently in English and French both in the spoken and written forms.

The learners' general language abilities should be developed and reinforced through other learning areas. The learning areas are interrelated. This aspect should be reflected in the curriculum and schools need to understand and make use of the connections between the learning areas. Learners should be able to draw on any of the languages to support their learning and the curriculum should give due regard to the role of each of the languages in the pursuit of learning.

MATHEMATICS

Mathematics is an essential element of communication, a powerful tool and a fascinating subject of study in its own right. It involves the ability to calculate, to analyse, to estimate and to reason logically. Problem-solving in mathematics requires the selection and application of a range of skills, including the discovery of patterns, the interpretation of data, the making of models, the recognition and communication of related ideas. Creativity in problem-solving is also instrumental in innovations and inventions. Mathematics is therefore fundamental to effective education.

Mastery of Mathematics provides both a basic preparation for adult life and a wide range of career choices. Since technology continues to dominate work and personal lives, competence in mathematics will continue to be a growing demand in any society. Knowledge of mathematics also assists the study of other subjects in the school curriculum, including science, social sciences, economics and accounting.

The importance of learning mathematics is not only because of its utilitarian purposes but also because it helps to develop the aesthetic and cultural values and positive attitudes necessary for the development of self-competence and self-fulfillment. The study of mathematics helps to train the minds of the learners and assist them in the development of logical thinking and spatial awareness; it provides them with a powerful means of communication - to represent, to explain and to predict - and fosters qualities of perseverance, imagination and flexibility, self-management and working skills as well as positive attitudes to life's challenges.

Tackling a mathematical puzzle or carrying out a mathematical investigation may provide enjoyment and entertainment. Studying geometrical patterns helps people to appreciate the beauty of the nature and stimulate aesthetic judgements. Solving mathematical problems can give the emotional satisfaction inherent in any creative exercise.

Since mathematics is an interrelated subject the school curriculum encourages learners to make connections between mathematics and other learning areas; wherever there is a need for calculation, estimation, measurement, quantitative research or precise communication through symbols and graphs, mathematical principles, knowledge and skills have to be applied. It therefore cannot be taught or learned in isolation.

SCIENCE

Science is a universal discipline through which people investigate matter - living and non-living, energy and the interaction between matter and energy. It comprises a body of knowledge and theory about the natural world as well as a set of principles or methods for investigating and explaining aspects of this world. Science enables us to understand and live in harmony with the natural world and helps us to contribute responsibly to the development of the human-made world.

Through the Science Curriculum students will develop an understanding of the changing nature of science, and the values and assumptions on which it rests. They will recognise that scientific accomplishments are the result of the efforts of women and men from diverse races and cultures to meet human needs and to make sense of the world. It will help them to investigate natural phenomena systematically, to clarify hypotheses, to test explanations through measurement, experiment and observation, to use their findings to establish the worth of ideas and explore ways of putting their ideas into practice. Students will also have opportunities to see that scientific study can inspire a sense of wonder and engender respect for life and the environment.

Active involvement in science fosters curiosity. It helps students develop a clearer understanding of aspects of the world around them and beyond; it helps them develop their ability and confidence to approach problems systematically and promotes creative thinking.

The science curriculum will provide students with skills and information about the natural world, with particular reference to our fragile local and regional ecosystems, which should prepare them to participate in a society where science plays an increasingly important part. Studies of the environment are an integral part of this area of learning. Students will have the opportunity to explore environmental issues which are important to their community, to Seychelles, to the wider world and future generations. They will develop the knowledge, skills and attitudes necessary to make responsible decisions about the wise use and protection of local, national and global resources and environments.

The following subjects are included in the science curriculum: integrated science, combined science and the separate science disciplines of biology, chemistry and physics. Other subjects which contribute to this area of learning are technology education including applied studies such as agriculture and social economics, mathematics, personal and social education and geography. At the Primary and Lower Secondary stages, learners are taught the basic concepts of science through an integrated approach with the emphasis on the development of the scientific processes. At Upper Secondary level, the science concepts and skills are taught through specialist subjects and in greater depth.

SOCIAL SCIENCES

A broad understanding of society - its development, the ways in which it functions, its diversity and other characteristics - is essential if people are to play a meaningful role in society. They need to understand themselves and others, respect and value diversity, understand and appreciate the achievements and contributions of women and men from various cultures and racial groups of other times.

Through the social studies curriculum, learners will develop the knowledge and sense of perspective needed to understand and appraise Seychelles' changing society, its economy and environment, as well as that of the wider world. Students will develop their understanding of their own culture and heritage, and those of others and through these gain an awareness of different interpretations of the past. They will examine the ways in which people from different cultures, times and places make decisions and meet their physical, social, emotional and spiritual needs. They will explore the influence of different groups and individuals on society, including the contributions and achievements of both women and men. The curriculum will also help them to understand the events, beliefs and forces which have shaped our world. It will also provide them with the perspective in which to place local, national and international events and thus enable them to function more effectively as individuals and members of society.

Learners will develop an understanding of the nature of the earth's surface and the characteristics of places, the complex nature of people's relationships and interactions with their environment, and the importance in human affairs of location and the spatial organisation of human activities. They will gain an understanding of the many complex and interdependent aspects of our world in a coherent way. They will develop an awareness of the present and future role of work in their lives. They will gain an understanding of economic activities, including those important to Seychelles, such as tourism, agriculture and other industries. Learners will also develop a wide range of general and specific skills, including skills in research, critical and creative thinking, communication and social participation.

To provide balanced learning in the social studies, schools will ensure that all students participate in a wide variety of experiences, drawing on a range of subjects. At primary level social studies will be offered through an integrated programme of history, geography and environmental education whilst at the secondary stage history and geography will be taught as specialist subjects. Other areas of the curriculum contributing to the social studies are science, mathematics, technology education and personal and social education.

TECHNICAL STUDIES

For the purposes of this document the word 'Technology' is taken to mean "the branch of knowledge that deals with the mechanical arts and applied sciences and their collective application".

Technical Studies draws heavily from traditional areas such as the Languages, Mathematics, Science, Craft and Art. A list of possible subjects or themes would prove as endless as the number of practical problems which exist to be solved. Thus, in traditional terms Technical Studies can be regarded as multi-disciplinary and encompasses many subject areas previously regarded as mutually exclusive. It is applicable to and in all contexts of practical, technological human activity. It can be defined as "a creative activity aimed at applying skills and knowledge effectively for the purposes of providing practical solutions to practical problems". More specifically, it seeks to develop products, systems and environments, and aims to:

- give learners the self-confidence and technical competence to identify, examine and solve practical problems involving the production of artifacts, systems or environments using a variety of approaches, materials, tools and methods;
- instill in learners a sense of enjoyment and pride in designing and making;
- encourage flexibility and openness of mind necessary to meet challenges;
- utilise elements of learners' previous learning and experience;
- encourage learners to make informed judgements of the aesthetic, economic, social and technological quality of their work and that of others;
- develop learners' abilities to communicate in practical contexts;
- help develop the social skills and attitudes necessary to work as members of a team as well as the ability to work independently as the situation demands.
- help learners become informed and discriminating consumers.

The Technical Studies curriculum is divided into the following 4 areas of learning which are linked and are often interdependent:

- 1) **Designing** - the ability to use and to complete the design process from brief to solution;
- 2) **Skills/Technological Capability** - the efficient and safe use of tools and materials, also the communication skills necessary to work safely, positively and productively with others;
- 3) **Knowledge & Understanding**, - basic technical facts, principles, processes, theories, ideas, concepts necessary for designing and producing, and strategies for the evaluation of technological outcomes;
- 4) **Critical Studies/Technology and Society** - the ways, the beliefs, values and ethics of other individuals, groups, peoples and nations vis-à-vis both the current and the historical impact and implications (moral, environmental and economic) of technological change on society.

The Technical Studies curriculum is underpinned by design, drawing and the graphic media. Effective solutions need an efficient planning strategy. This is called the design process, a step-by-step approach to problem-solving which is applicable to **any** situation in **any** context in which a practical problem has been revealed. It is a valuable strategy for promoting the self-confidence necessary to begin to solve practical problems.

Technical Studies does **not** attempt to imitate the work place but **refers** to good vocational attitudes and practices; it can be regarded as a major educational tool for assisting in the elimination of occupational gender bias.

INFORMATION TECHNOLOGY

Information Technology is defined as the applications of informatics in combination with other related technologies (e.g. telecommunications). This consists mainly of the acquisition, processing, storage and communication of information in an electronic form. Informatics is the science dealing with the design, realisation, evaluation, use and maintenance of information processing systems, including hardware, software, organisational and human aspects, as well as their industrial, commercial, governmental and political implications.

Information Technology permeates all levels of modern societies. It is present in the business environment and underpins the success of many modern corporations. It also contributes to cost-efficient civil service systems. Furthermore Information Technology is of value in the processes of learning and in the organisation and management of learning institutions.

Considering the pivotal position of Information Technology (IT) in modern societies and increasingly so in Seychelles, the National Curriculum acknowledges IT in the following roles:

IT as an object of the learning process - Computer awareness and literacy:

In order for learners to participate effectively in a modern society as full citizens, it is imperative that they are aware of the impact of IT on society and are also able to use it appropriately and competently. Learners need to be aware of the historical evolution of computer technology and the social and economic impact of information systems in the present world. They must explore the present and potential role of IT in the different sectors of Seychellois society, and acquire notions of the function of different software and hardware components. Hands-on experience reinforces the understanding of the way computers work.

IT as an aspect of the learning process – a productivity tool in other subject areas: The combined power of computers and telecommunications has had a major impact on professional work practices in different sectors (e.g. secretarial, design & manufacturing, accounting etc.). Learners have to develop the capacity to adapt themselves continuously to new working environments. The use of productivity tools (e.g. word-processors, spreadsheets etc.) and resource tools (e.g. specialised database systems) enable learners to be better prepared for evolving work practices. In IT education, learners will acquire the skills in these standard applications, perceive how they enhance the quality of work tasks and continuously gain confidence in the use of these tools. Learners must also be able to use methods and techniques from informatics with information technology tools to find solutions to routine problems in other subject areas (mathematics) and to solve professional-like problems from business and industry.

IT as a medium for the learning process – a pedagogical means:

The use of educational software can assist and support learners in achieving pre-determined learning objectives. Learners can use educational software to reinforce pedagogical objectives present in different learning areas of the curriculum, become involved in a wide range of intellectual activities, progress according to their own pace and style of learning in a highly interactive learning environment.

IT also has the function of expanding and enriching the learning environment of the learners. This can be in terms of increasing the scope, efficiency and effectiveness of information seeking. It can also be through communication and

collaboration with other educational institutions (local and foreign) or other participants. IT can thus be the medium in which the pedagogical relationship is undertaken.

THE ARTS

All art is concerned with form and with the shaping of materials. 'The Arts' are, and always have been, part of our life and culture; they provide us with pleasure and unique ways of seeing, thinking and knowing about ourselves and the world. They allow us to explore and express our feelings and ideas and to appreciate the cultural diversity of other individuals, groups, peoples and nations. The Arts are an important means of preserving cultural traditions and of extending them.

For the purposes of this document, 'The Arts' consist of the following individual, but closely linked, areas:

- the visual arts (including 'craft')
- dance, drama & music
- graphic communication & media education

'The Arts' have long been considered essential for the holistic development of the learner. Though the major benefits of learning in the Arts are **aesthetic** and **expressive**, sustained engagement in the Arts offers unique experiences which cannot be provided through other curriculum areas. All learners can and should be engaged in Arts learning no matter how much or how little previous knowledge and skills they have in the Arts. They bring to the Arts learning process their individual experiences and a range of innate and learned abilities.

Learning in the Arts is learner-centered and values the differences in perception, insight, knowledge, needs and capacities of each learner; it is a complex interactive process which involves learners in:

- **Perceiving** - absorbing experiences through the senses.
- **Transforming/Creating** - the internal creative process of thinking, feeling, and of intuition and the imagination. Transforming changes experiences into artistic ideas.
- **Expressing/Communicating** - revealing thoughts, feelings and understanding in an artistic form. This may involve a learner in the process of making, creating, designing, remaking, refining, producing and performing.
- **Appreciating** - reflecting, analysing, criticising and valuing art. Through appreciating a learner can acquire artistic values and an increased awareness of the social and cultural context in which art forms are made, designed, performed, produced and consumed.

For learners to become effective practitioners in the Arts it is clear that they will acquire proficiency in the technical skills demanded by those areas. The objectives of learning in the Arts are broad: emphasis is placed on collaboration rather than competition, on experiential and practical learning through discovery and enquiry, and on the belief that learners *and* teachers need to be valued, and seen to be valued, as individuals.

The Arts relate to **all** other areas of the curriculum but in particular to Social & Personal Education, Social Studies, Physical Education, Technology Education and the Languages. Themes or subjects in the Arts can derive or be adapted from **any** other area of the curriculum in order to support and extend particular learning programmes through the more diverse and appropriate media available in Arts education.

PERSONAL AND SOCIAL EDUCATION

The personal and social education of young people is one of the major aims of education and therefore the development of this component of the national curriculum is of vital importance to the success of education generally. This area of learning encompasses the physical, social, emotional, intellectual, moral and spiritual dimensions of a person's growth.

Personal and Social Education (PSE) seeks to nurture whole and well-balanced persons with secure moral values, who are able to develop confidence in themselves and to learn about their own abilities, interests and needs. It helps learners to take responsibility for their own health and physical well-being and to acknowledge their roles in ensuring the well-being and safety of others. It also helps them to develop an understanding of their rights and responsibilities; of their society and their possible roles in it, now and in the future; of their personal values and the value of human rights, tolerance and social justice. It encourages individuals to develop the skills and attitudes necessary to live and work with others and to live successfully in a continually changing world.

The PSE curriculum acknowledges that personal and social education takes place in the home as well as in school and within the community. It must therefore be incorporated into and supported by in- and out-of-school activities and other subjects in the school curriculum.

PSE is organised around four main themes: the Individual, the Family, the Community and Society, the Nation and the International Community. Through these themes a wide range of issues, attitudes and values are explored, including self-awareness, self-evaluation, positive and responsible behaviour, moral values, decision-making, growth and development, sexuality education, gender and roles, family roles and responsibilities, personal well-being and safety, health promotion and hygiene, illness and diseases, substance abuse, community and environment issues, careers education and guidance, citizenship education and education for international understanding.

In PSE learners are encouraged to take responsibility for monitoring their personal growth and development, abilities, strengths and weaknesses, and to draw up a personal plan of action for self-improvement. Teachers act as facilitators to help learners think, communicate, make decisions, solve problems and adopt positive behaviours.

PHYSICAL EDUCATION

In our rapidly changing society, there is an increasing awareness of the importance of healthy life styles and a growing recognition of the need for young people to be physically fit, active, responsible, respectful and disciplined. Physical Education is concerned with the development of a wide range of skills, knowledge and positive attitudes which should enable learners to achieve their potential in physical growth and development. It is therefore a very important part of the educational process.

Through physical education, learners are given opportunities to participate in a variety of individual and team activities. These activities are gender-inclusive and are designed to enable learners to improve their health and fitness, to develop a wide range of motor skills, and to learn the importance of disciplined training, competition and team work. They will have opportunities to face challenges, and to find satisfaction in recreation, relaxation and personal fitness. It also enhances their creativity and aesthetic awareness.

The Physical Education Curriculum aims to create in the learners a love of healthy physical activity, which should lead in later life to a more creative and purposeful use of leisure time. It encourages learners to enjoy and experience success in such activities. It also helps them to take responsibility for their own health and physical fitness and to acknowledge their part in ensuring the well-being and safety of others.

Physical Education also encourages an understanding of self and others. The Curriculum helps learners to explore and form positive attitudes about themselves and others, to communicate effectively, work co-operatively and maintain positive relationships.

All students should have the opportunity to develop the full range of essential skills specified in the National Curriculum, across the whole curriculum and throughout their schooling. It is expected that individual students will develop the essential skills to different degrees and at different rates, but it is important that they do so in order to achieve their potential and to participate fully in society.

The skills have been grouped in eight categories mainly for convenience, but it is necessary to point out that they cannot be developed in isolation; they will be developed through the different subject areas and in different contexts across the curriculum and in and outside schools. The categories of essential skills are:

- Communication Skills
- Numeracy Skills
- Information Skills
- Problem-solving Skills
- Self-management and Competitive Skills
- Social and Co-operative Skills
- Physical Skills
- Work and Study Skills

The categories below also encompass other important groups of skills, such as creative skills, valuing skills and practical life skills.

Communications Skills

Students will:

- communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate;
- convey and receive information, instruction, ideas and feelings appropriately and effectively in a range of different cultural, language, and social contexts;
- develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources;
- argue a case clearly, logically, and convincingly;
- become competent in using new information and communication technologies.

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Numeracy Skills

Students will:

- calculate accurately;
- estimate proficiently and with confidence;
- use calculators and a range of measuring instruments confidently and competently;
- recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages;

- organise and use numerical patterns and relationships.

Information Skills

Students will:

- identify, locate, gather, store, retrieve, and process information from a range of sources;
- organise, analyse, synthesize, evaluate, and use information;
- present information clearly, logically, concisely, and accurately
- identify, describe, and interpret different points of view, and distinguish fact from opinion;
- use a range of information-retrieval and information-processing technologies confidently.

Problem-solving Skills

Students will:

- think critically, creatively, reflectively, and logically;
- exercise imagination, initiative, and flexibility;
- identify, describe, and redefine problems;
- analyse problems from a variety of different perspectives;
- make connections and establish relationships;
- inquire and research, and explore, generate, and develop ideas;
- try out innovative and original ideas;
- design and make;
- test ideas and solutions, and make decisions on the basis of experience and supporting evidence;
- evaluate process and solutions.

Self-management and Competitive Skills

Students will:

- set, evaluate, and achieve realistic personal goals;
- manage time effectively;
- show initiative, commitment, perseverance, courage, and enterprise;
- adapt new ideas, technology, and situations;
- develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure;
- achieve self-discipline and take responsibility for their own actions and decisions
- develop self-esteem and personal integrity;
- take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;

- develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills.

Social and Co-operative Skills

Students will:

- develop good relationships with others, and work in co-operative ways to achieve common goals;
- take responsibility as a member of a group for jointly decided actions and decisions;
- participate appropriately in a range of social and cultural settings;
- learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
- acknowledge individual differences and demonstrate respect for the rights of all people;
- demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring and compassion, fairness, diligence, tolerance, and hospitality and generosity;
- develop a sense of responsibility for the well-being of others and for the environment;
- participate effectively as responsible citizens in a democratic society;
- develop the ability to negotiate and reach consensus.

Physical Skills

Students will:

- develop personal fitness and health through regular exercise, good hygiene, and healthy diet;
- develop locomotor, non-locomotor, and manipulative skills;
- develop basic first aid skills;
- develop specialised skills related to sporting, recreational, and cultural activities;
- learn to use tools and materials efficiently and safely;
- develop relaxation skills.

Work and Study Skills

Students will:

- work effectively, both independently and in groups;
- build on their own learning experiences, cultural backgrounds, and preferred learning styles;
- develop sound work habits;
- take increasing responsibility for their own learning and work;
- develop the desire and skills to continue learning throughout life;

- make career choices on the basis of realistic information and self-appraisal.

The National Curriculum acknowledges that learning involves developing certain values and attitudes, along with knowledge and skills, and that the curriculum cannot be neutral about them.

The process, quality and outcomes of learning strongly influence students' and parents' attitudes towards learning. Teachers' expectations, the influence of peers, the support of parents and the community as well as students' motivation are all significant factors in the development of attitudes towards learning.

The National Curriculum encourages positive attitudes towards all areas of learning. It seeks to provide opportunities for the development of challenging learning activities which are relevant to students' experiences and interests, and are appropriate to their levels of achievement. It promotes assessment methods and procedures which give students frequent opportunities to demonstrate their level of performance and provide constructive feedback about their progress.

Teachers are also expected to remember that they are role models for students, and that they can have great influence on their attitudes and behaviour.

The National Curriculum is underpinned by certain basic values shared by our society. They are based on a fundamental belief in the worth of all persons, the importance of a cohesive and inclusive society, a recognition of the interdependence of all human beings and the environment, a healthy democracy, a productive economy, and a belief in the inherent value of all forms of life in nature. It is felt that, although the values held by individuals and groups in our society may vary to a certain extent, the values reflected in the national curriculum are commonly held by all.

Schools, through its practices and procedures, are expected to reinforce these commonly held values.

Assessment of Students' Learning

Assessment is an integral part of the national curriculum and an essential component of the teaching and learning process. It encompasses all the different methods used to evaluate and record students' achievements against clearly stated learning objectives and performance criteria.

Assessment is a complicated process, concerned with the gathering of information related to students' acquisition of knowledge and understanding, skills and attitudes in a range of subject areas; it also involves the professional judgement, knowledge and skills of teachers. Therefore 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.

Purposes of Assessment

In the Seychelles national curriculum assessment is carried out for a number of purposes, the main ones being to improve students' learning and the quality of learning programmes. More specifically we assess in order to:

- provide students with opportunities to demonstrate their level of performance and so encourage them to achieve.
- provide feedback to students so that they may participate in decisions and plans to ensure their continuous progress towards achievement of specified curriculum objectives.
- guide teachers in evaluating the effectiveness of their teaching and help them make ongoing changes to enable students to achieve the expected objectives.
- inform parents of their children's progress and involve them in making decisions about their progress.
- award nationally recognised qualifications at the end of schooling.
- evaluate the effectiveness of learning programmes.

To satisfy these different purposes, a range of assessment methods is required, school-based as well as nationally.

Principles of Assessment

Assessment of students' learning in the National Curriculum is guided by the following principles:

- Assessment practices will promote students' self esteem and the wish to succeed by taking into account individual needs and learning styles.
- Assessment practices will acknowledge the differences in gender, background and experience that students bring to their learning.
- Assessment will relate to students' achievements in terms of knowledge, skills, attitudes and values.

- Assessment practices will ensure a greater balance between formative and summative procedures.
- Assessment processes will provide students with more opportunities to demonstrate their progress on a continuous basis.
- Reporting will describe students' progress towards achieving the learning objectives and must include plans for improving students' performance.
- Assessment should lead to improvements in the learning programmes through regular school-based and national reviews.

School-based Assessment

Assessment of individual students' progress at classroom level is integral to the teaching and learning programmes. It is guided by assessment procedures proposed in the curriculum documents for each subject and in the programmes of study. The purpose of such assessment is to measure students' progress against defined learning objectives, to diagnose their learning strengths and weaknesses, and to review the effectiveness of individual learning programmes and teaching strategies.

Teachers should keep records of all such assessment which will build a clear profile of each student's achievements. Together with cumulative reports of work done and progress achieved over time, these records will make up the students' *Records of Achievement*. Students as well as teachers, parents and other people in a position to comment on work done and progress made, may contribute to the Records of Achievement. They will provide teachers with information about each student's learning as well as form the basis for feedback to students and parents.

When reporting, teachers must ensure that students and parents (and others who may be involved) understand the purpose of the assessment, the assessment criteria and methods that have been used. They must also explain the follow-up measures that will be taken to improve the student's performance and the effectiveness of the learning programmes.

All schools must have, as part of their development plans, a description of their system of assessment which should specify the purposes and procedures for assessment, and the process for reporting the results to students and parents.

Assessment at Key Transition Points

Assessment at two key transition points will take place in all academic subject areas nationally, every year. These transition points are the end of year 6 -Primary 6 - and the end of year 11 - Secondary 5. The purpose of such assessments are to:

- identify the needs of groups of students as they move to a new stage in their schooling and guide their placement in appropriate groups;
- evaluate the effectiveness of the primary and secondary curricula;
- evaluate teaching effectiveness;
- inform decisions with regard to careers guidance and counseling, and further education and training.

In addition, assessment at other key transition points in the system - that is, at the end of Primary 2, end of Primary 4 and end of Secondary 3 will be carried out nationally in certain specific areas and for a number of purposes. The tables below outline the types and purposes of assessment at each key transition point:

Assessment at Primary level

	Type of Assessment	Purpose	Comments
Level			
P2	continuous	formative	Focus on Kreol and Maths. National sample used to evaluate curriculum*
P4	nationally set but administered at school level (mandatory)	formative/possible guide for student grouping	Tests in English and Maths only; evidence for Records of Achievement, national evaluation of first two cycles.
P6	national test (mandatory)	evaluative, baseline measures, guide for streaming/setting at S1	Tests in all subject areas, nationally set and administered; evidence for Records of Achievement

* to include orals for languages and mental tests for mathematics.

The emphasis of the assessments in primary should be on the key skills or domains in the key subject areas, namely the three national languages, Mathematics and Science.

Assessment at Secondary level

	Type of Assessment	Purpose	Comments
Level			
S3	Nationally set but administered at school level (mandatory)	Formative pre-selection for options or International exams predictors for S5	School based , externally moderated, results issued immediately for guidance purposes and Records of Achievement
S5	Summative nationally set and administered (mandatory)	Evaluation of system post secondary selection effectiveness of studies	Examinations at end of schooling.

Assessment for Qualifications

The Ministry of Education is responsible for the award of the Secondary School-leaving Certificate. Examinations set for the purposes of awarding this certificate is the responsibility of the Assessment, Testing and Accreditation Section of the Ministry of Education. The examinations are set according to standards based on the learning objectives specified in the national curriculum documents for the relevant subjects.

Appropriate international examinations are offered to students who qualify to sit for such examinations.

Curriculum Implementation, Monitoring and Evaluation

Detailed achievement objectives are given in the subject curriculum document 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 (Studies Co-ordinators, Deputy Heads for Curriculum, Heads of Subjects) and teachers will design detailed weekly and termly schemes of work that are relevant to the learning needs of their students. Such a process must also be linked to the development of school-based policies specific to the various subject areas of the curriculum.

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. Schools' curriculum leaders and teachers must, therefore, establish appropriate systems for curriculum management, monitoring and evaluation - including effective recording and reporting systems - based on guidelines to be devised in consultation with schools.

The implementation of the National Curriculum will also be monitored nationally, through the education support services of the Schools Division, the research, curriculum planning, assessment, testing and accreditation services of the Education Planning Division and the Quality Assurance service of the Ministry of Education. The work of these sections will be guided by the recommendations of the National Curriculum Committee of the Ministry of Education, which oversees the planning, development and implementation of the National curriculum for state schools in the Seychelles.

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.

It is expected that there will be general reviews of the National Curriculum at six-yearly intervals.