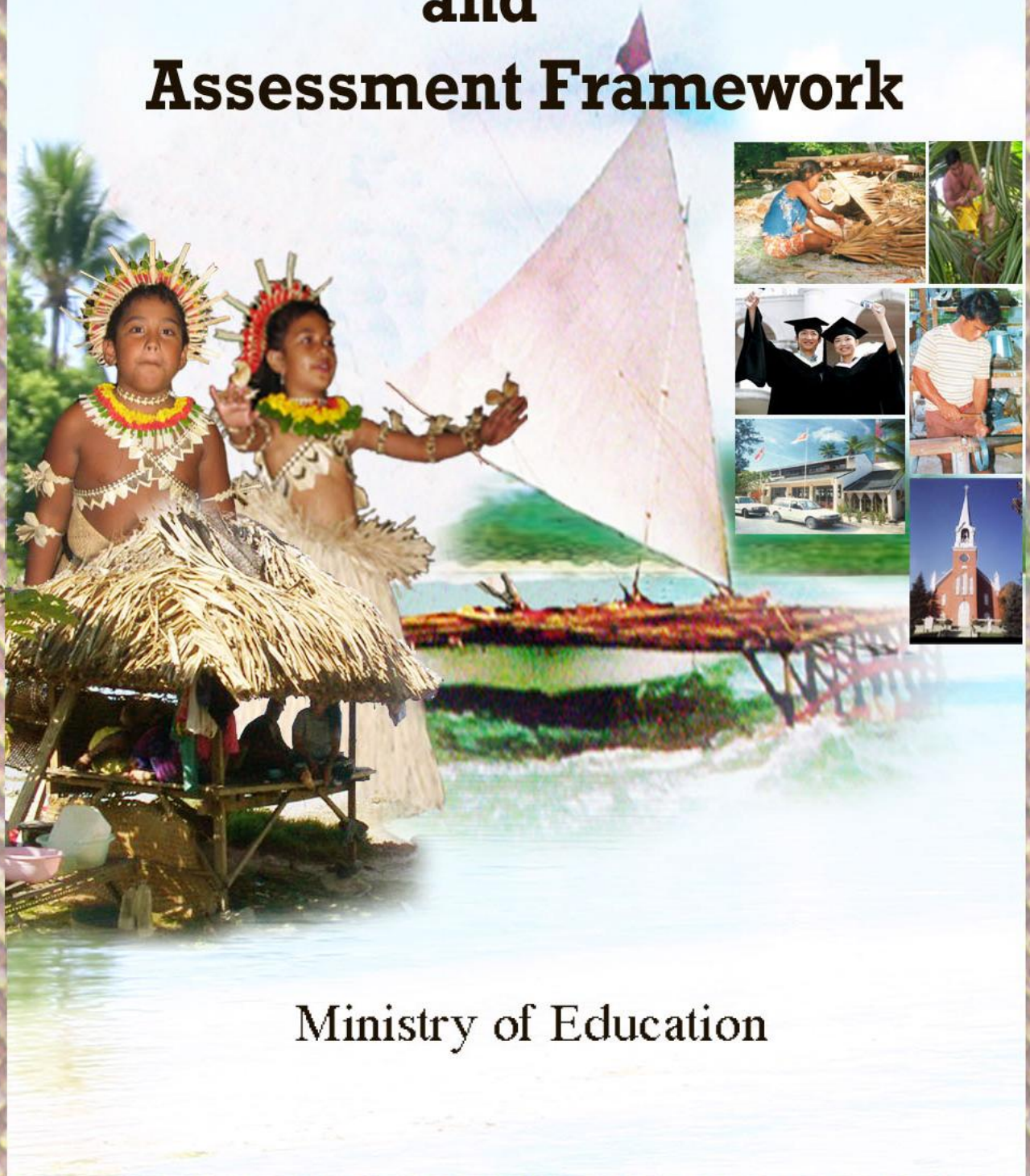


# National Curriculum and Assessment Framework



Ministry of Education

## **The Story of the Cover**

This cover represents the long and challenging journey that Kiribati children take: from the village, along different educational pathways to their destination. In our Kiribati tradition, the canoe is the only means of transportation. This National Curriculum and Assessment Framework is like a canoe that will take our children to their different destinations.

Pathways can lead to many destinations from the village to higher education. One child might be a builder, another a pilot, another a doctor, another an office worker, another a teacher, another a business man/woman and another might choose to stay in his/her village and be self-employed through traditional based life.

The education journey is guided by the National Curriculum and Assessment Framework. It is the basis of a quality curriculum supported by good resources, and well-trained and committed teachers. It highlights the roles of parents and communities in assisting the child on their journey.

Quality education, which encompasses knowledge, skills and attitudes, enables our children to reach their destination - within Kiribati or outside. It enables them to achieve their full potential and become successful and responsible citizens who can contribute to their community, village, island, country, the Pacific and the world.



# **National Curriculum and Assessment Framework**

**Ministry of Education  
Bikenibeu, Republic of Kiribati**

## Foreword

The *National Curriculum and Assessment Framework* (NCAF) contains the policies and guidelines for the content, structure and delivery of the national curriculum for primary and secondary schools in Kiribati.

The NCAF is the first of its kind for Kiribati and represents a major step towards achieving Goal 1 of the *Ministry of Education Strategic Plan 2008-2011* which is to “deliver a high quality, coherent and relevant curriculum for Kiribati children”. It demonstrates that we have a curriculum that truly fosters Kiribati culture and national identity and will give all students the opportunity to acquire the basic knowledge, skills, attitudes and values they need to access pathways beyond school including further study, employment and living in their communities.

Many educators and community representatives from across Kiribati contributed positively to the development of the NCAF. The National Education Summit in January 2008 endorsed the need for an improved national curriculum and the principles underpinning the NCAF strongly reflect the views expressed during the Summit.

The document also received widespread support during consultation with stakeholders from across Kiribati representing national and local government decision makers, policy advisors, teachers, churches, parents, youth, NGOs and community groups.

I would like to thank everyone involved in the development of the framework. The writing process was managed by the Curriculum and Assessment division of the Ministry (CDRC) with technical and financial assistance provided by AusAID. Working groups of teachers, teacher trainers, and representatives from government and non-government agencies provided advice and expertise during the writing of each section of the framework.

The development of curriculum is a national responsibility. The NCAF provides the foundation for curriculum development throughout the nation and it is important that all policy makers at all levels of education support its implementation.

I approve this statement as the guide for the review and revision of the national curriculum for all levels of schooling.



Honorable Maere Tekanene

Minister for Education

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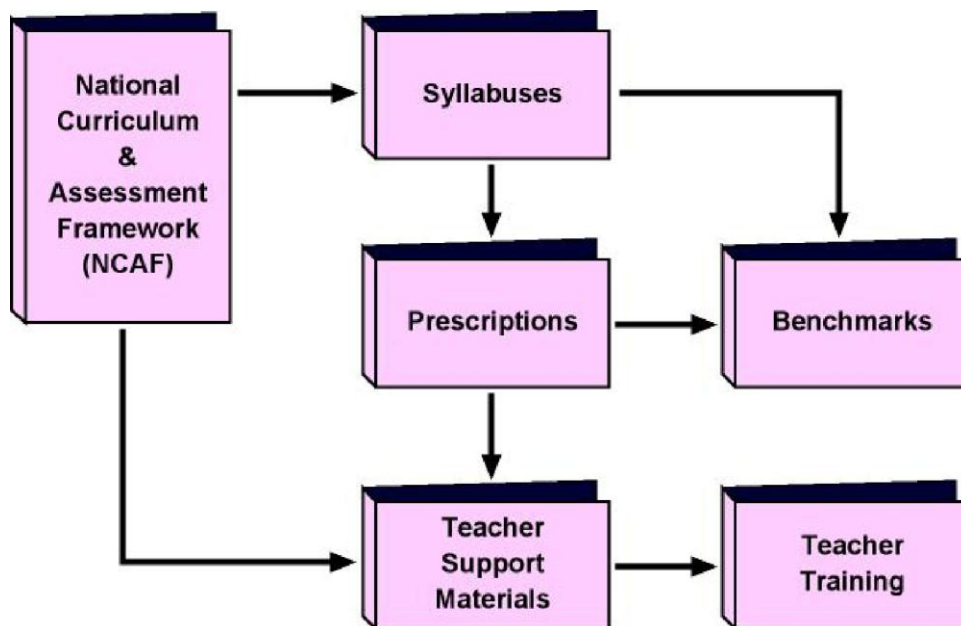
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## 1. The Kiribati National Curriculum

Quality curriculum is a key element of the Government of Kiribati's goal of "equipping our people to manage social and economic change as individuals, communities and as a nation."<sup>1</sup> The Kiribati curriculum sets out directions for providing education programs consistent with the vision of *nurturing our children and young people to become wise and worthwhile citizens able to adapt to, and participate in, their changing world.*<sup>2</sup> It provides the framework for learning and assessment that produces a broad and balanced education so all young people can have a positive experience from school that prepares them for the future they want.

The Kiribati National Curriculum seeks to improve the achievement levels of students through quality learning and teaching programs in Kiribati schools. It provides a structure around which schools can build those educational programs to suit the needs of their students, and to respond to changes in society. It requires the schools to provide learning opportunities that are enriching, enjoyable and challenging. The Kiribati Curriculum recognises and promotes links with the home and the wider community. It builds upon the early childhood learning experiences, and creates pathways to post-secondary education and training opportunities.

The Kiribati National Curriculum is the official policy for learning, teaching, and assessment in Kiribati schools. It is set out in this document, and in a series of supporting policies, syllabuses, and teacher support materials.



The Kiribati Curriculum applies to all schools in the Kiribati, both government and private schools; all students regardless of gender, ethnic group, religion, location, background, ability or disability; all years of formal schooling, from early primary to the completion of secondary school.

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<sup>1</sup> National Development Strategies 2004-7, p 8

<sup>2</sup> Ministry of Education Strategic Plan 2008-2001, page

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## **The National Curriculum and Assessment Framework**

The Kiribati *National Curriculum and Assessment Framework* (NCAF) identifies the elements that are fundamental to quality learning and teaching in all Kiribati schools. The framework establishes the principles that give direction to learning and teaching. It identifies the learning areas and essential skills to be developed by all students. It reinforces the values and attitudes that underpin Kiribati society. It outlines key policies including the Language of Instruction policy and the Assessment policy. It gives directions for the development of national syllabuses that define in greater detail the knowledge, skills, values and attitudes for each learning area. It helps ensure the progressive flow of learning throughout schooling and the alignment of the Kiribati curriculum standards to regional and international benchmarks.

Development of the NCAF has involved extensive consultation with stakeholders from all islands of Kiribati representing national and local government decision makers, policy advisors, teachers, churches, parents, youth, NGOs and community groups. The Ministry of Education has very much appreciated the contribution of so many individuals and groups to help ensure that the curriculum will serve Kiribati well into the future.

The Ministry acknowledges the generous support from Kiribati's development partners in preparing the framework, in particular AusAID, PRIDE and SPBEA. It also recognises the debt to other countries in our region who have paved the way in developing similar frameworks and whose ideas and experiences were invaluable in helping Kiribati develop its own.

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## 2. Curriculum Principles

The principles give direction for achievement of a *high quality, coherent and relevant school curriculum* for Kiribati schools. They are based on the premises that the individual student is at the centre of all teaching and learning and that the curriculum for all students will be of the highest quality. The formal, planned curriculum, however, is only one factor that influences student learning. Learning is also shaped by the experiences, values, and cultural beliefs which students bring from their informal learning. At school learning is influenced by factors such as classroom interaction patterns, access to resources, and the expectations, attitudes, and behaviour of family, teachers, and peers. The principles seek to ensure that the day-to-day practices of schools reinforce the formal curriculum.

### ***Balance***

The school curriculum will give all students the opportunity of a broad and balanced education throughout their years of schooling. It will provide them with opportunities to undertake continuing study in five learning areas, and to develop the skills, attitudes, and values essential to their intellectual, physical, social and moral development. It focuses on the development of essential qualities and skills to be good citizens of the traditional and modern society.

### ***Relevance***

The school curriculum will provide learning which students can see to be relevant, meaningful, and useful to them as well as relevant to the social, economic and resource development needs of Kiribati. It will enable all students to experience and understand the application of knowledge and skills to society, including preparation for work in formal and informal settings and adapting to local and global change.

### ***Inclusive Curriculum***

The school curriculum provides all groups of students, irrespective of education settings and locations, with access to a wide range of knowledge, skills and values. It recognises the different starting points, abilities, gender, interests, religious and socioeconomic backgrounds of an individual student or groups of students. All students, regardless of whether they are on an outer island or in Tarawa, in a small multi-grade school or a large five stream school, should be given the same chance to achieve the curriculum outcomes.

### ***Student centred learning***

The curriculum emphasises the importance of student-centred learning as the basis of teaching methods to be used by teachers in every school. Student-centred learning focuses on developing students to be self-dependent in applying problem solving and creativity to real life situations. It seeks to ensure students become active learners who can think for themselves. These skills will be reflected through their active and productive participation in, and contribution to, the community and national development at large.

### ***High expectations***

The curriculum fosters achievement and success for all students. It sets high but achievable expectations based on the assumption that all students have the potential to achieve the curriculum outcomes though some may take longer than others and



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not all will necessarily achieve at the same level. The important thing is that the standards are made clear through the outcomes and benchmarks in syllabuses. These curriculum standards are aligned to regional and international benchmarks to ensure that Kiribati students are marketable in both Kiribati and internationally

### ***A coherent progression of learning***

The curriculum links the learning experiences within the overall school program in a balanced and coherent way. There is a progressive flow of learning from one grade of schooling to another with the curriculum content and pedagogy recognising the differences in the cognitive or developmental level of the learner at each stage. Curriculum developers also need to ensure that there is coherence across the different learning areas so that what is taught in one learning area or subject complements, reinforces, or buttresses what is done in another. A coherent curriculum recognises the holistic nature of learning and considers aspects such as knowledge (understanding), skills (thinking, practical, etc.), attitudes and values at all levels. Finally, it contains an appropriate balance between the Kiribati and the introduced, between the “academic,” vocational” and “village”.

### ***Lifelong learning***

Going to school should be a satisfying experience for the student so that they leave school with a sense of achievement and feel prepared for life after school. This means having a curriculum that builds on what students already know and enables students to become responsible and independent learners. It means equipping students to access opportunities for further education and training as well as educating them for survival and improving their quality of life

### ***Kiribati core values***

A relevant curriculum stresses the importance of Kiribati culture to enhance a sense of pride and well-being at the individual and community levels that will lead to sustainable national development. It develops positive values in individual students so that they may be able to be accepted in their own community and live cooperatively and harmoniously. This does not mean that different groups in the community cannot hold different values and developing tolerance for the religious, cultural and spiritual beliefs of others is very important. The core values in the curriculum are those that underpin Kiribati national identity and beliefs about good citizenship – moral values, community values, and civic values.

### ***Bilingual Education***

The school curriculum will promote the use of Te Kiribati and English languages for transmission of knowledge, values and culture, and for creating and fostering understanding of self, of others and of the world around us. It will provide students with the opportunity to be proficient and confident in communicating in Te Kiribati and English in a variety of situations. Schools will use a bilingual education approach that is responsive to the language profiles and learning needs of the students.

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### 3. Curriculum Goals

The national curriculum for Kiribati will ensure that students:

- acquire the necessary levels of literacy and numeracy to function effectively within their community and to be able to access post school pathways for employment, further education and training
- acquire the knowledge, skills and attitudes to contribute to the development of a just and prosperous society that builds on a rich cultural heritage and maximizes future local and international opportunities
- develop their local and global knowledge in a bilingual structure that builds on existing knowledge, skills and values
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand the physical, biological and technological world and be able to make responsible and informed decisions about it
- understand and appreciate diverse social, cultural, linguistic, political, geographical and historical contexts
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical, creative and management techniques to solve problems and to meet needs and opportunities
- be creative, discriminating and confident in the use of a range of technologies, understanding the implications of technology for society and the environment
- understand the local and global work environment and have the knowledge, skills and understanding to evaluate potential career options and pathways
- develop healthy self concepts and decision-making skills that will enable them to identify and respond to the value systems of their culture while being appreciative of and respectful of those different from their own.

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## 4. Curriculum Content

The Kiribati Curriculum specifies in broad terms what all students need to learn throughout their schooling.

The components of the curriculum are:

- essential learning areas that describe the knowledge and understandings students will acquire
- essential skills to be developed across all areas of the curriculum
- attitudes and values that underpin the curriculum

### ***4.1 Essential learning areas***

The learning areas are broad, recognisable categories of knowledge and understanding. They provide the context within which the essential skills, attitudes, and values are developed.

The Curriculum specifies five essential learning areas;

***Language***

***Mathematics***

***Science***

***Community and Culture***

***Personal Development***

All five learning areas are essential for a broad and balanced education. All students undertake continuing study in all the learning areas during Years 1-11. Schools must also maintain a balanced curriculum in the final years of schooling (Years 12, and 13), recognising the diverse educational and training needs of students at these levels.

The following pages provide a statement for each of the learning areas. Each statement defines the learning area, gives a rationale for its inclusion in the curriculum, describes the general content (knowledge, skills and values) to be developed through the learning area and describes the type of learning experiences students should have as they progress through their schooling.

The statements are used to guide the development of syllabuses and support materials for specific subjects in the learning area.

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## **Language Learning Area Statement**

Language plays a central role in human life. It provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. An understanding of language and the ability to use it effectively gives students access to knowledge, enables them to play an active part in society and contributes to their personal growth. Language development is essential to intellectual growth. It enables us to make sense of the world around us. The ability to use spoken and written language effectively, to read and to listen, and to discern critically messages from television, film, the computer, and other visual media is fundamental both to learning and to effective participation in society and the work-force. For Kiribati students this means being proficient in both Kiribati and English.

### **Rationale**

Confidence and proficiency in one's first language contribute to self-esteem, a sense of identity and achievement throughout life. The language curriculum enables students to develop the ability and confidence to communicate competently in Kiribati in spoken, written, visual and cultural forms. As well, the first language is the most efficient means of becoming literate. Students only have to learn to read once; when learning to read in a second language, they transfer the skills, strategies and knowledge to learning literacy in the second language.

English is the official language and the international language in modern Kiribati society, particularly in commerce, technology, science and industry. The school curriculum will enable students to be competent users of English in all its forms so that they can participate successfully in a global society and can access opportunities for personal growth and national development. For the majority of students, English is a foreign language: that is, they do not have ready access to spoken or written English in their everyday lives. The school language curriculum enables teachers to develop strategies for making English language and literacy relevant and functional for all students to a level that meets their aspirations and the national educational goals.

### **Language teaching and learning**

Students need opportunity to develop their ability to create and respond critically to an ever-increasing range of texts. Throughout their schooling, they are provided with frequent opportunities to observe, learn, and practise oral, written and visual forms of language, to learn how to interact with the kinds of texts needed in the advanced years of schooling.

For that reason, language teaching and learning in the syllabus focuses on gradually building up students' organizational knowledge of language, that is, how speakers and writers connect up single words and sentences to construct complex spoken and written texts. This includes grammatical and vocabulary knowledge and the sound/symbol systems of language and how texts are constructed.

Language teaching and learning also focuses on developing students' knowledge about how to achieve communicative goals. That is, if they want to get someone to do something or tell them something, they have to ask them in appropriate ways using the structures and vocabulary necessary to achieve their goal. This includes knowing:

- how to express or interpret meaning in terms of knowledge of their world

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- how to use language to affect their world
  - how to use language to create an imaginary world
  - how what is spoken or written relates to the meaning that the language user is trying to get across.

In Kiribati schools this teaching and learning takes place in and through the medium of both languages.

### *Te Kiribati*

Competence in the first language is a prerequisite for learning success. Therefore, students commence learning in and through their first language from the early years of schooling. They use the language of their community as a resource for learning in the content areas. As they progress through the years of schooling they build on and elaborate their competence as language. At the same time they are developing the ability to use more complex thought processes in demonstrating their knowledge of the world and their place in it.

### *English language*

The starting point for English language teaching and learning is different from that of native English speakers. English is not widely used in Kiribati social and commercial domains. Therefore English is treated as a foreign language and is taught as such.

Teaching in English aims to assist students to become sufficiently competent in English to be able to participate in social and educational activities and to provide opportunity for future lifestyle choices.

For both languages, then, teaching and learning the languages of schooling aims to:

- develop students' ability to function effectively in a wide range of learning contexts and in social situations when necessary
- develop students' skills in listening, speaking, reading and writing, and to ensure that these skills are linked to all curriculum areas
- facilitate the development of increasingly higher-order thinking skills as students develop higher levels of language competence
- build on students' language and cultural identities in order to foster their confidence and motivation as learners, and contribute to growth of self-esteem and pride in their culture.

### **Nature of language learning**

The language modes are treated as Strands in the language curriculum for each language. These are: Oral interaction (Listening and Speaking); Reading and Responding; Writing. Learning Outcomes based on approved Benchmarks are provided for each of these strands. A range of strategies, such as the Whole-Language approach (shared-book and Process writing), teaching different text types, using integrated themes, and 'brainstorming', are effective in encouraging students to participate in language learning.

### **Progression of learning**

Students are proficient communicators in their first language by the time they start to learn communicative strategies in the second language. Teachers build on their listening and speaking, competence in Te Kiribati through using strategies that

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encourage students to transfer their knowledge and skills in one language to the new language to be learned.

It is important to identify and plan relevant learning experiences in the spoken mode as the basis for producing different kinds of written texts in any unit of work. In this way, students ‘talk themselves into understanding’ new learning, before being expected to write or read texts on these topics.

Learning to be print and visual text users, that is, to develop skills of reading and writing and viewing, is most effective when based on a language students already know. However, it is to be kept in mind that students may not have had much engagement with print materials and resources in Te Kiribati at the time they commence schooling. Therefore, it is important to lay the foundations of literacy in Te Kiribati very carefully. This can be through recognising that reader’s progress through the stages of Beginning, Emergent and Fluent readers and writers as they graduate through the years of schooling. A fluent reader makes use of the “three cueing systems” to construct meaning from what they read as they read. That is, they use semantic, syntactic and graphophonic cues. It is essential to provide beginning readers with the kinds of literacy learning experiences that will assist them in developing these critical strategies in their initial engagements with print.

The Guidelines for Implementation of the Model for use in Kiribati Schools (Section 6.6) give detailed information on the progression of learning of all instruction and learning experiences in and through the medium of Te Kiribati, covering the four modes of language: listening, speaking, writing and reading.

### **Links with other learning areas**

Language, both spoken and written, facilitates learning and is embedded in all learning areas and at every stage of the learning process. It is the tool for:

- acquiring and generating knowledge through listening, recording information through note-taking and audio-visuals, reading, making graphs, keeping journals
- processing information and making connections through identifying cause and effect relationships, grouping of ideas, representing information in graphs and charts and interpreting them
- hypothesising and drawing conclusions through oral and written reports
- consolidating and applying knowledge through representing ideas in different text types, innovating and creating productions.

For this reason, every teacher is a language teacher, involved in the process of assisting students to acquire knowledge and represent it in different ways appropriate to the purposes and functions of the content of the curriculum.

### **Subjects in the Language Area**

<b>Year 1-2</b>	<b>Year 3-6</b>	<b>Year 7-9</b>	<b>Senior Secondary</b>
Te Kiribati English	Te Kiribati English	Te Kiribati English	Te Kiribati English Other foreign languages

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## **Mathematics Learning Area Statement**

### **Definition**

Mathematics is the study of numbers, patterns and spaces in our daily life. It is also a way of describing relationships between numbers and other measurable quantities. It involves the ability to calculate, to estimate, and to reason out logically and solving problems.

### **Rationale**

Mathematics is developed by people of all cultures in response to practical, aesthetic and spiritual needs. It influences our culture and the way we live. Mathematics is a way of communicating ideas. It helps students to make important connections among physical, pictorial, graphic, symbolic, verbal, descriptive and mental representations of mathematical ideas.

Everyone needs to learn Mathematics. It can enhance our understanding of the world and the quality of our participation in society. It is also essential in most areas of employment. An appreciation of symmetry and patterns will help a person lay out a mat design or arrange a dance. An understanding of measurement and an appreciation of space will help a person plan a house and set out a garden. Basic number skills are needed to manage a family budget.

Students will develop their skills in mathematics in order to deal with the application of mathematics both to the physical world and to the more abstract social, economic, cultural, emotional, intellectual and political contexts in which students have to operate.

### **Focus of the learning**

The Mathematics Learning Area focuses on:

- learning to think mathematically in order to solve problems in a wide variety of relevant and meaningful contexts,
- thinking logically and reasoning skills and communicating mathematical ideas to others in appropriate ways.
- confidence and competence in applying the four operations (addition, subtraction, multiplication, division)
- developing number concepts.
- skills of measurement, construction, and spatial interpretation.
- collecting, organizing, recording and interpreting data.
- using apparatus and technology appropriately for mathematical purposes.
- developing abstract thinking and ability to generalize from or to form patterns and relationships.

### **Numeracy and Mathematics**

The Kiribati curriculum uses the Pacific definition of numeracy that a person is considered to be functionally numerate when they have acquired “the necessary knowledge and skills to be able to use numbers effectively in mathematical processes, as well as the language of mathematics, for a variety of purposes in everyday life not only within the society he/she lives but beyond.”

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Being numerate is about having the competence to use mathematics to solve practical problems outside mathematics and as a tool for learning beyond the mathematics classroom. Students should learn to read, write and speak mathematics in a variety of contexts and forms so that they can interpret and convey mathematical ideas, interpret prose containing mathematical forms, and continue to use and learn mathematics autonomously. Informed numeracy involves knowing what mathematics is and isn't, and what it can and cannot do, in order to judge and question the appropriateness of its use in particular situations.

Mathematics is found in many subjects of the school curriculum, wherever there is a need for calculation or estimation, quantitative research, measurement, decision-making, or precise communication through symbols or graphs. While the major responsibility for developing numeracy skills in students lies with Mathematics, all other essential learning areas contribute to numeracy development by providing a range of contexts within which students apply mathematical skills and concepts.

### **Progression of learning**

As students progress in their study they will see the relevance of mathematics to their lives. Through the school learning and teaching programs, the students will be able to connect new mathematical skills and concepts with existing knowledge and skills, and with previous experiences. They will learn of the relevance and use of mathematics in cultural settings and customs, and in the day-to-day lives and works of their ancestors. They will be able to apply their mathematics learning at home, at work and in every part of their lives.

### **Subjects in the Mathematics Learning Area**

<b>Year 1-2</b>	<b>Year 3-6</b>	<b>Year 7-9</b>	<b>Senior Secondary</b>
Cultural Mathematics	Mathematics	Mathematics	Mathematics, Calculus, Statistics, Algebra



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## Science Learning Area Statement

### Definition

Science is investigating and making sense of how things work in the world around us. It is the study of living and non-living things, how people interact with the environment and of the influencing factors, systems and processes that support life in our world.

### Rationale

The study of Science gives students a better understanding of themselves and how to interact with their environment. By investigating their world systematically, clarifying ideas, asking questions, testing scientific explanations they will be better equipped to make responsible decisions about the use of science in their lives, particularly for the sustainable management of the earth's resources and to lead a healthy and productive lifestyle.

### Focus of the learning

The Science Learning Area focuses on:

- learning about the changing nature of science, and the values and assumptions on which it rests
- exploring the natural environment and investigating why and how things around us happen and interact
- understanding the ways in which people have used scientific knowledge and methods to meet particular needs and that people from different backgrounds and cultures have different ways of experiencing and interpreting their environment
- exploring Kiribati traditional knowledge about the natural and physical worlds
- investigating environmental issues which are important to their community, to Kiribati, to the Pacific, to the wider world, and to future generations
- learning how and why people conserve and modify their environment
- acquiring the knowledge, skills, and attitudes needed to make responsible decisions about the protection and wise use of local, national, and global resources and environments
- examining decisions about the use of resources, considering their effects on different groups, and the ethical questions and values underlying these decisions
- acquiring a range of practical skills and applying them to the students' daily lives
- learning the science processes involving analytical skills, practical skills, communication skills, creating and testing hypotheses
- participating in scientific investigations to develop the ability to think critically, to approach problems systematically and to seek creative solutions.

### Nature of the learning

Science is best understood when it is related to real-life situations. It is important to present science to students with an emphasis on Kiribati settings as well as local contexts and issues. Teaching in a local context allows students to be aware of how science influences their everyday life, how it can inform personal, community, and government decisions. The skills developed through a study of science will prepare

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students for continuing studies or entry into the work force or the community. A practical, student centred science education encourages curiosity and a spirit of inquiry that is valuable in a country undergoing social, environmental and technological change.

### **Progression of learning**

When studying Science during the basic education years (Primary and Junior Secondary), students will investigate their immediate world and build from those understandings to the broader world. The emphasis will be on exploring their world through practical, participative activities such as field trips, role-plays, games, stories and simple investigations involving observation and experiment using locally available materials and resources. For senior secondary students the emphasis will be on practical, hands on activities but they will start to apply more formal scientific investigative techniques for data collection, analysis, interpretation and scientific reporting. All students will study general science courses up to the end of Year 11 with specialisation occurring in Years 12 and 13.

### **Links with other learning areas**

Science has links with and contributes to other learning areas including Language, Mathematics, Culture and Community and Personal Development.

### **Subjects in the Science Learning Area**

<b>Year 1-2</b>	<b>Year 3-6</b>	<b>Year 7-9</b>	<b>Year 10-11</b>	<b>Year 12-13</b>
Integrated program with aspects of Science covered in Community and Culture	Environmental Studies	General Science	General Science	General Science Biology Chemistry Physics Marine Science

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## Community and Culture Learning Area Statement

### Definition

The Community and Culture learning area encompasses four components of the curriculum – Social Studies, Arts, Enterprise and Technology. In this learning area students learn about people and how they live in, and interact with and within their changing environment. They learn how their political institutions and systems are established and how they can participate and become worthwhile citizens of Kiribati (Social Studies). Students learn to recognize the aesthetic and creative elements in their lives and appreciate the richness of their own culture and the impacts of other cultures (Arts). They learn to use and apply their traditional skills and adapt to changes in technology (Technology). They learn to utilize their resources and economy in a manageable and responsible manner for both personal and community livelihood (Enterprise).

### Rationale

The Community and Culture learning area plays a key role in developing the skills, values, attitudes, knowledge and understanding students need to use and apply in their everyday life. They will learn to know, understand, appreciate and practice their own culture in their community. By studying their heritage and that of the wider community they will be able to take their place within the Kiribati island community as confident, informed and responsible citizens. They will:

- know about appropriate technologies to meet their daily needs and to cope with changes and challenges to better their living. By applying some relevant and essential technological aspects of their traditional culture they will cope more easily with the changing technology of the modern world
- know and understand the importance of financial assets and how they can manage them wisely to meet their needs and wants
- develop skills on how they use and manage their physical, social, cultural and economic resources efficiently to meet and satisfy their personal, family, community, national and the global needs and wants.

### Focus of the learning

*Social Studies* focuses on:

- learning about Kiribati community and culture, including accepted cultural traits and aspects, and traditional beliefs and values
- learning about other regional and global communities and cultures
- studying the ways people have adapted and how they interact with and within their environment over time
- exploring appropriate responses for future sustainability of society through effective relationships within Kiribati as members of their own community, and as members of the Pacific region and the global village
- understanding why Kiribati needs to maintain its cultural values and principles and at the same time keep pace with the political, social and economic developments and how these change over time
- appreciating and promoting the place of Kiribati in the region and the global environment

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- reflecting on relevant global issues that affect and influence its people, their setting, system and context.

*Arts* focuses on:

- appreciating the aesthetic, spiritual and entertainment value of the various art forms
- creating and using the various art forms to express and convey their ideas, feelings and experiences
- exploring the arts forms of Kiribati both in traditional and contemporary forms
- exploring aspects of regional and international arts forms and how the traditional art forms of Kiribati have adapted to these influences
- participating in a wide range of experiences in performing arts (dance, music, drama, oratory), visual arts (painting, drawing, handicrafts, computer art) and media (film, photography and video, multi-media).

*Enterprise* focuses on:

- developing an enterprising ethos with the capacity and resourcefulness to use available resources to shape their own future and to fulfill their roles as responsible, caring and productive citizens
- acquiring knowledge and skills in finance, organization and management, and a broad range of enterprise skills
- developing the ability, imagination, and desire to create and carry out new projects and activities, to seek new ways of doing things and to develop new skills of enterprise and business activities
- learning to handle money, make plans, organize and manage time, work on projects, interact with others, and make sound decisions on sustainable basis.

*Technology* focuses on:

- developing the capability to design, make, evaluate and improve product that are appropriate to our systems and environments
- understanding the ways in which technology both transforms and is transformed by society
- learning how technology influences everyday life in Kiribati and how people develop and use technologies to meet present and future human needs and wants
- making informed decisions about appropriate technologies for Kiribati and working effectively with these
- exploring different technologies such as information and communication technology, electronic technology, graphic technology, materials technology, food technology, and textile technology.

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## Skills

By studying subjects in the Community and Culture learning area students will learn to:

- use investigative processes to collect, organize and analyze information for specific purposes
- think clearly and critically about human behaviour, and express their independent/individual viewpoints
- design, make and produce their own artwork for economic and survival purposes
- reason about the impact of change and development and to explore how these impact influence peoples' lives in various time and context
- be self-reliant, problem solvers who are able to tackle real life problems by designing and developing solutions to these problems
- work creatively and produce their own products to meet human needs, by generating and maintaining an income as well as participating in community development
- think critically and creatively while working individually or collaboratively in a team
- communicate information effectively to suit the purpose and using a range of written, oral and graphic forms
- apply mathematical processes and concepts in different contexts.

## Values

Through this learning area students will:

- gain understanding of the relationship or interdependence between people and place
- learn to appreciate, and value their cultural heritage
- develop pride in their own Kiribati identity
- appreciate that social, political, technological, economical and cultural systems differ from place to place, from people to people and from time to time
- recognize that people make decisions about their cultural, social, technological, economical and physical resources to manage everyday life
- explore cultural and physical issues and risks that may impact upon people's life and how they make decisions to reduce and resolve it
- recognize the importance of caring for their system and context and demonstrate their commitment through appropriate activity and behavior
- recognize and practice appropriate/accepted customary behavior, character, attitudes, personality in relation to one another
- gain understanding of their faith, believes and grow religiously throughout their life
- gain an understanding of their religious belief to make Kiribati a strong religious nation.

## Progression of Learning

For the early years (Year 1-2) the focus will be on children's understanding of themselves, their family and their local community. They will be given an integrated program incorporating foundational learning for *Environmental Science, Physical Education, Health, the Arts and Social Studies*. At the Primary Level (Year 3- 6) learning is more advanced but will continue to focus on Kiribati community studies. Students will be given an integrated program, *Kiribati Studies*, incorporating essential learning aspects of Social Studies, Arts, Enterprise, and Technology.

By Junior Secondary Level (Year 7-9) learning becomes broader, in-depth and more concentrated compared to Primary Level with some of the formal subject disciplines being introduced. Students will follow programs of study in two subjects - *Social Studies* (aspects of History, Geography, Civics), and *Kiribati Community Studies* (incorporating Enterprise Studies, Arts and Technology).

In the senior secondary years (Years 10-13) there are subjects in each of the four learning components: Social Studies, Arts, Enterprise, and Technology. In Years 10-11 all students will be required to study some subjects from this learning area but they may be given a choice depending on what is available at their school.

## Subjects in the learning area

Year 1-2	Year 3-6	Year 7-9	Year 10-11	Year 12-13
<p><i>Community &amp; Culture</i></p> <p>Integrated program incorporating foundational learning for Science, PD, Health, Arts, Social Studies</p>	<p><i>Kiribati Community Studies</i> (incorporating aspects of Social Studies, Arts, Enterprise, Technology)</p>	<p><i>Social Studies</i> (incorporating aspects of History, Geography, Commerce, Civics)</p> <p><i>Kiribati Community Studies</i> (incorporating Enterprise Studies, Technology, and Arts)</p>	<p>History Geography Business Studies Accounting Music Visual Arts Home Economics Design and Technology Computing Natural Resources Studies (land &amp; marine studies)</p>	<p>History Geography Business Studies Accounting Economics Music Fine Arts Design and Technology Computing Development. Studies Information Technology Agriculture</p>

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## Personal Development Learning Area Statement

### Definition

This learning area focuses on the development and growth of the child physically, socially, emotionally, culturally, intellectually and spiritually. It has three components – health education, physical education and moral education.

### Rationale

The personal development learning area is vitally important for individual and social well-being and plays a key role in the academic development and achievement of students. Kiribati society is experiencing change in all aspects including work and leisure activities, sports and physical activities, dietary patterns, family lifestyles and structures and roles, health care and health practices. All these either singularly or collectively impact on the well-being of the people and the nation's capacity to build a strong future for Kiribati people.

This area of learning enables students to develop confidence in themselves and their abilities and to approach learning with energy and application. It promotes the development of health enhancing behaviours that enables 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. It empowers students with the knowledge, skills and attitudes to make rational, informed decisions about their own lives and to develop personal responsibility and judgment in matters of values and morals.

### Focus of the learning

*Physical Education* focuses on:

- building confidence in students' physical abilities and capabilities and taking responsibility for achieving and maintaining a healthy lifestyle
- the importance of developing lifelong patterns of physical activities
- enabling students to make decisions to avoid physical injury and to reduce threats to their health and physical well-being
- participation in a range of individual and team activities to improve the students' physical skills and fitness and develop a wide range of motor skills
- the importance of disciplined training, competition, and teamwork. Students will have opportunities to face challenges, and to find satisfaction in recreation, relaxation, and personal fitness.

*Moral Education* focuses on:

- the knowledge, skills and attitudes that students need to make informed decisions about their lifestyles, including the values of the family, culture and religion to which they belong
- promoting the values identified in the Kiribati constitution and the common set of values widely shared by I-Kiribati communities upon which personal values are built
- learning how and why it is important to be spiritually, morally and culturally healthy
- promoting a strong sense of identity and self-respect as well as respect for others
- appreciating the differences in individuals, cultures, religions, situations, contexts and to be able to perform/behave appropriately

- developing interpersonal skills in students to enable them to act responsibly in challenging and conflict situations, and in times of personal stress and social pressure.

*Health Education* focuses on:

- learning about the social, biological and physical environments in which people, families and communities grow and develop and the strategies that enhance this growth and development
- building healthy relationships in such contexts as family, peer, friendships, sexual relationships, sport, community, or work team
- understanding the significance of community values, attitudes and standards of behaviours on personal and community health
- understanding the impact of a sense of personal identity on the health of individuals and communities
- understanding the challenges, risks and safety issues of behaviours that have an impact on personal and community health such as violence, substance abuse, sexual behaviour, and safety in general
- activities designed to promote health and to prevent disease and the contribution of these to the health of individuals and population
- promoting healthy practices for nutrition and food safety, personal hygiene and environmental health.

### **Progression of Learning**

Students will undertake study in this learning area throughout their schooling. It will start with an integrated approach in the early years involving strategies such as modelling, story-telling, drama and games. As students progress through their schooling they will study the specific subjects of Healthy Living at the Primary level and Physical Education and Social Education at the Secondary level. While this area of learning has relevance to the whole school curriculum, these subjects will focus on specific knowledge, understanding, skills, and attitudes related to Health, Physical and Moral Education.

### **Subjects in the learning area**

Other subjects and activities that contribute to this area of learning include Home Economics, Social Studies, Drama, and Science. The PD curriculum includes the study of religion in individual and community life but instruction in specific faiths remains the responsibility of parents, individual churches and their communities. Curriculum authorities will ensure that there is time in the overall program for individual schools to schedule Religious Instruction lessons as determined by their particular community.

<b>Year 1-2</b>	<b>Year 3-6</b>	<b>Year 7-9</b>	<b>Year 10-11</b>	<b>Year 12-13</b>
Aspects of PD covered under Language and C&C	<i>Healthy Living</i> (health, physical and moral education)	<i>Health and Physical Education</i>  <i>Moral Education</i>	<i>Health and Physical Education</i>  <i>Moral Education</i>	<i>Personal Development</i> (including civics)



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## **4.2 Essential skills**

The Kiribati Curriculum specifies nine categories of essential skills to be developed by all students across the whole curriculum throughout the years of schooling. These categories encompass other important groups of skills, such as creative skills, interpersonal skills and practical life skills. The nine essential skills categories are:

- Communication skills
- Numeracy skills
- Information skills
- Social and cooperative skills
- Decision-making and critical thinking skills
- Coping and self-management skills
- Physical skills
- Work and study skills.

All the essential skills are important if students are to achieve their potential and to participate fully in society, including the world of work. In planning learning programs, schools need to ensure that all students have the opportunity to develop the full range of the essential skills to the best of their ability. The categories are simply convenient labels for grouping the essential skills which all students need to develop. These skills cannot be developed in isolation. They will be developed through the essential learning areas and in different contexts across the curriculum. By relating the development of skills to the contexts in which they are used, both in the classroom and in the wider world, school programs will provide learning which students can see to be relevant, meaningful, and useful to them.

### **1. Communication 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
- discuss issues and argue a case clearly, logically, and convincingly
- become competent in using a range of new information and communication technologies.

### **2. 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 information to support logic and reasoning
  - recognise and use numerical patterns and relationships.

### **3. 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 and competently

### **4. Social and cooperative skills**

Students will:

- interact verbally/nonverbally with others through active listening and by expressing feelings and feedback constructively
- use negotiation/refusal skills to deal effectively with conflict they encounter in their daily lives, firmly, decisively and confidently
- empathise with others by anticipating and predicting their likely thoughts, feelings and perceptions, seeing things from another's point of view and modifying one's own response, if appropriate, in light of this understanding
- work cooperatively with others and in teams, showing respect for each other's ideas abilities, values, contributions and different styles when working together
- use advocacy skills to champion ideas while actively working with others. They use these skills to influence and persuade others to investigate/consider different ideas, strategies, solutions and values and share ideas openly.

### **5. Decision-making and critical thinking skills**

Students will:

- apply decision making skills by gathering, evaluating and analyzing information and determining solutions to the problems
- apply problem solving skills by gathering, evaluating and analyzing information and determining solutions to the problems
- apply critical thinking skills in analyzing influential factors and how they impact on their lives.

### **6. Coping and self-management skills**

Students will:

- develop self awareness and use this understanding to organize themselves, set goals and manage time effectively to meet everyday challenges.
- develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure
- develop the skills of self-appraisal and self-advocacy
- achieve self-discipline and take responsibility for their own actions and decisions

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- take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse
  - use a range of strategies to recognize and cope with their feelings, to know when, where and how to get help and to demonstrate resilience in the face of difficulties.
  - use a range of strategies to cope with demands/expectations placed on them from their parents, schools, peers and external pressures.

### **7. 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 specialised skills related to sporting, recreational, and cultural activities
- learn to use tools and materials efficiently and safely
- develop relaxation skills.

### **8. Practical/livelihood skills**

Students will:

- acquire specific and practical knowledge and needed skills, which are appropriate and relevant for their competent use in their daily lives such as parenting, budgeting, consumer, transport, and household maintenance skills
- appreciate and understand their values, knowledge and skills learnt from previous generations and use these as a basis for survival in their own changing environment
- show initiative, commitment and perseverance when undertaking an enterprise
- adapt to new ideas, technologies, and situations.

### **9. Work and study skills**

Students will:

- work effectively, both independently and in groups
- build on their own learning experiences, cultural background, and preferred learning styles
- time management
- 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

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### 4.3 Attitudes and values

Attitudes and values, along with knowledge and skills, are an integral part of the Kiribati curriculum. Attitudes are the feelings we have towards things, ideas, or people that make us lean towards certain types of action. Students' motivation, teachers' expectations, the support of parents and the community are all significant factors influencing how successfully students learn. The school curriculum will encourage positive attitudes towards all areas of learning. It will provide challenging learning activities that are relevant to students' experiences and appropriate to their levels of achievement. Schools will give students ongoing constructive feedback about their learning and progress.

Values are sets of beliefs or principles of behaviour held by individuals or groups. They are expressed in the ways in which people think and act. No schooling is value-free. Values are mostly learned through students' experience of the total environment, rather than through direct instruction. The content of a school's curriculum reflects what is valued by a society and a school community. Although the values held both by individuals and by various groups in society may vary greatly, those that are reflected in the Kiribati Curriculum are supported by most people in most communities.

The school curriculum, through its practices and procedures, will reinforce the commonly held values of individual and collective responsibility, which underpin Kiribati's democratic society.

These values include

*cultural identity* - appreciation of the importance of retaining Kiribati's unique culture

*personal integrity* - honesty, reliability

*respect* - for self, others, respect for the law, respect for the environment, responsible use of resources

*community life* - tolerance, fairness, compassion, non-sexism, non-racism.

The school curriculum will help students to develop and clarify their own values and beliefs, and to respect and be sensitive to the rights of individuals, families, and groups to hold values and attitudes which are different from their own.

## 5. Curriculum structure

### 5.1 Organisation of learning areas and subjects

The National Curriculum for Kiribati is organised around the five learning areas: Language, Mathematics, Science, Community and Culture and Personal Development. All subjects from Primary to Senior Secondary are assigned to one of these learning areas. The table below shows the overall organisation of learning areas and subjects for each level of schooling.

Learning Area	Year 1-2	Year 3-6	Year 7-9	Year 10-11	Year 12-13
<b>Language</b>	Kiribati, English Printing	Kiribati English Handwriting	Kiribati English	Kiribati English Other languages e.g. Japanese	English Kiribati Other languages e.g. Japanese
<b>Mathematics</b>	Cultural Mathematics	Mathematics	Mathematics	Mathematics	Mathematics Calculus Statistics Algebra
<b>Community &amp; Culture (C&amp;C)</b>	<i>Community &amp; Culture</i>  Integrated program incorporating foundational learning for Science, PD, Health, Arts, Social Studies	<i>Kiribati Studies</i> (incorporating aspects of Social Studies, Arts, Enterprise, Technology)	<i>Social Studies</i> (incorporating aspects of History, Geography, Commerce, Civics)  <i>Kiribati Community Studies</i> incorporating Enterprise Studies, Technology and Arts	<i>Social Studies</i> (incorporating aspects of History, Geography, Civics) Plus optional subjects: Business Studies Accounting Music Visual Arts Home Economics Design and Technology Computing Natural Resources Studies (land & marine)	History Geography Business Studies Accounting Economics Music Fine Arts Design and Technology Computing Development Studies Information Technology Agriculture
<b>Science</b>	Aspects of Science covered in Community and Culture	Environmental Studies	General Science.	General Science	Gen Science Biology Chemistry Physics Marine Sci.
<b>Personal Development (PD)</b>	Aspects of PD covered under Language and C&C	<i>Healthy Living</i> (Health, Physical and Moral Education)	<i>Health and Physical Education</i>  <i>Moral Education</i>	<i>Health and Physical Education</i>  <i>Moral Education</i>	<i>Personal Development</i> (including Civics)

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## **5.2 Guidelines for subject provision at each level of schooling**

The following guidelines for subject provision take account of the teaching practice that best meets the principles and goals of the national curriculum as well as allowing best classroom practice to be achieved. All schools are required to offer students the opportunity to study all learning areas and to develop the essential knowledge, skills, values and attitudes however arrangements may differ from school to school in order to meet the needs of students and the community.

In order to plan teaching approaches schooling is considered at various stages of development. For all stages and year levels the times are provided as a guide. Schools have the flexibility to create their own curriculum program within the guidelines provided. Details of subjects provided and the time allocated will be found in each school's Curriculum Plan developed by the principal and staff.

### **Early Years**

#### **Year 1-2**

In these foundation years the development of the foundation skills in literacy and numeracy will occur within an integrated curriculum that allows the student to link growing knowledge with their own world by using a theme or topic where a number of learning area outcomes will be realised through integrated activities. It requires sufficient time being allocated for literacy and numeracy to be effectively taught. Through the development of these foundation skills aspects of the physical, social and cultural world of children can be explored. The minimum hours of instruction for students in Years 1 to 2 are 25 hours a week.

Kiribati (writing, reading, speaking and listening)	7.5 hours
English (mainly oral with reading & writing introduced in the later part of Yr )	2.5 hours
Cultural Mathematics	5 hours
Culture and Community – aspects of Social Studies, creative activities, Environmental Science, Health	5 hours
Physical Education	2.5 hours
Other (assemblies, RI)	2.5 hours

### **Primary/Junior Secondary**

As students progress beyond the Early Years the skills of literacy and numeracy remain the principal focus but increasing emphasis is placed on developing important concepts across the disciplines. For many students this is a critical time in which to consolidate the foundation skills developed through literacy and numeracy programs. The minimum hours of instruction for primary students in Years 3 to 6 are 25 hours per week. The minimum hours of instruction for primary students in Years 7 to 9 are 30 hours per week however school management can elect to increase the hours.

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### **Years 3-4**

Kiribati (including writing, reading, listening & speaking)	6 hours
English (including writing, reading, listening & speaking)	4 hours
Mathematics	5 hours
Kiribati Studies (incorporating aspects of Social Studies, Enterprise, Technology)	3 hours
Environmental Science	2 hours
Healthy Living	2.5 hours
School-based activities (e.g.. assemblies/RI/sports)	2.5 hours

### **Years 5- 6**

Kiribati	5 hours
English	5 hours
Mathematics	5 hours
Kiribati Community Studies	2.5 hours
Environmental Science	2.5 hours
Healthy Living	2.5 hours
School-based activities (e.g.. assemblies/RI/sports)	2.5 hours

### **Years 7-9**

Kiribati Language and Community Studies	4 hours
English	5 hours
Mathematics	4 hours
Social Studies	4 hours
General Science	4 hours
Kiribati Community Studies	3 hours
Health and Physical Education	2.5 hours
Moral Education	1.5 hours
School-based activities (e.g.. assemblies/RI/sports)	2 hours

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## Senior Secondary

### Year 10-11

To ensure a balanced education, students will continue to study subjects from all learning areas with students able to choose subjects from a range of options in some learning areas. The minimum hours of instruction for secondary students in years 10 to 11 is 30 hours per week however school management can elect to increase the hours.

The suggested allocation of hours per week subjects is:

Kiribati	3 hours
English	5 hours
Mathematics	4 hours
Science	4 hours
Social Studies	4 hours
Personal Development	3 hours
School-based activities (e.g. assemblies/RI/sports/Careers)	3 hours
Optional subject from Community & Culture learning area	4 hours.

Students will study one option from the Community and Culture subject learning area offered by the school.

### Years 12-13

In Year 12 (KSSC) all students must undertake the study of English, Kiribati, Mathematics and at least three other subjects from the options available. All subjects shall be allocated a minimum time of instruction of 4 hours per week.

In Year 13 (SPFSC) all students must undertake the study of English, Mathematics and at least two other subjects from the options available. All subjects shall be allocated a minimum time of instruction of 5 hours per week.

In Years 12 and 13 schools must also provide timetabled hours for Personal Development and for students to undertake Research and Study Works.



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## 6. Language in Education Policy

Approximately 100,000 people, speaking one common language, live on the scattered islands of the Republic of Kiribati. Some of the inhabited islands are quite remote from the central island of Tarawa that presents some degree of difficulty in provision of services such as schooling. The language, Te Kiribati, shows no relationship to any other language family or group in Micronesia, Polynesia or Melanesia. It is unique in the world. There are three dialects spoken: the Northern, Central and Southern dialects but these are similar enough for speakers of each dialect to understand one another. Te Kiribati is widely used in most domains of daily life including Parliament, where it is used as the language of debate.

English, the other official language, is used for written communications during the conduct of government business and commerce in and around Tarawa. On the outer islands very little English is used, and is thus realistically described as a foreign language rather than a second language for learners. Even the impact of the money economy on traditional subsistence lifestyles has not had a noticeable effect on the use of English.

The Ministry of Education Strategic Plan 2008-2011 is designed to achieve a renewed vision for the future of Kiribati schools. The Plan's Goal 4 addresses the need to have clear policies to guide effective educational improvement. One of these policies is the Language in Education Policy

The following section provides details of the Language in Education Policy to be implemented in all Kiribati schools. It gives clear directions to teachers on the "how", "when", "what" and "why" of teaching and learning in two languages across the curriculum.

### 6.1 Goal

The goal of the policy is linked to the Vision Statement in the Ministry's Strategic Plan 2008-2011: "Nurturing our children and young people to become wise and worthwhile citizens able to adapt to and participate in, their changing world". The goal is to enable students to become bilingual and bicultural throughout schooling so that they recognise the value of:

- protecting I-Kiribati traditional knowledge - science, law, environment, customs
- being proud of being Kiribati and following its way of life
- developing the whole person, cognitively, socially, physically and spiritually
- making gains in academic achievement and having every opportunity for full participation as citizens of Kiribati in the global environment and knowledge economy.

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## 6.2 Objectives

The Objectives of the Language Policy are

- a) to achieve uniformity of language teaching, learning and assessment practices across the school system
- b) to achieve clarity of direction for programming and planning in two languages across the curriculum.

## 6.3 Key Principles of the Policy (underlying assumptions)

- a) **The shared way of life** of I-Kiribati is of great national value and is to be maintained, and Te Kiribati is central to its well-being.
- b) It is the **responsibility and function** of the nation's schooling system to nurture I-Kiribati children and youth to become wise and worthwhile citizens able to adapt to and participate in their changing world.
- c) All children in the Republic of Kiribati have the **right to the same basic and relevant education**, including:
  - positive experiences in school
  - understanding possible future options
  - access to different pathways after schooling is completed.
- d) **Schooling is not solely about learning a language** it is about encouraging children to actively engage their thought processes and behaviours to understand and change their world for the better. Encouraging children to be active participants in the educational process involves having a child-centred, well-balanced curriculum based on sound pedagogy sourced in Kiribati and global culture. Language is a tool in this process.
- e) The **language and literacy routines** and processes of the classroom are different from the language of the home and community. This is why some students who can speak their language fluently and confidently, may not progress academically until they have learned these new ways of interacting in and through language.
- f) **Children learn most effectively** when, on commencing schooling, they are able to use the language through which all of their cultural, social, emotional, cognitive and spiritual development has taken place in their out of school lives. In this way they can actively engage in enquiry with their teachers and peers, and develop the thinking skills so vital to academic achievement.
- g) **Children only learn to read and write once.** Having learned the "how" of literacy in a first language, they transfer the skills, knowledge and strategies of literacy to learning in and through a second language.
- h) **Children make significant progress in learning a second language** when they are highly competent and fluent speakers, readers and writers of their first language.

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- i) Students in the Republic of Kiribati require English to be participants in the politics, economics and cultures of other Pacific nations, and of the wider global community.

## **6.4 Outcomes**

### **Students**

- 1) Achieve a level of proficiency in both Te Kiribati and English that corresponds with the appropriate benchmarks set out in the curriculum for each language for each class level.

### **The Ministry – in relation to:**

#### **a). Curriculum**

- 1) Generates and distributes to all schools the syllabuses and support materials consistent with the language policy.
- 2) Sets benchmarks in language learning in both languages for each level of schooling.
- 3) Establishes assessment policies for school-based and external assessment that are consistent with the language policy.

#### **b). Teachers College**

- 4) Provides appropriate training to increase knowledge base for teacher trainers in courses relevant to language, literacy and bilingual education.
- 5) Draws up benchmarks for proficiency in language and literacy in both languages for pre-service and in-service teachers.
- 6) Creates pre-service courses that include specific training in programming, planning, teaching and assessing in two languages that reflect the language policy.
- 7) Puts in place a teacher in-service plan that includes specific strategies for supporting teaching and learning in two languages.

#### **c). Monitoring and Evaluation**

- 8) Develops a process for monitoring and evaluating the progress of the language in education policy against the established benchmarks.
- 9) Provides appropriate training for all education officers with responsibilities for implementation of the policy.
- 10) Supports and reinforces the policy through its school inspection process.

### **School administrators**

- 1) Take a leadership role in planning for the implementation of the language policy in their school.
- 2) Put strategies in place for ensuring that the local school committee, parents and community members understand and support the language policy.
- 3) Draw up strategies for ensuring that teachers are planning, programming, teaching and assessing in line with the language policy.

## Teachers

- 1) Demonstrate understanding of the language policy through their planning, programming, teaching and assessment.
- 2) Monitor student progress using the benchmarks and use the outcomes to improve student learning and the quality of their language learning through appropriate programmes.
- 3) Use a range of strategies in teaching in two languages.

### 6.5 The Two Languages Interaction Model for schools in Kiribati.

The following time allocations are to be used for teaching in the two languages across all Years in Kiribati schools.

#### TE KIRIBATI

Class	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Preschool										
Year 1										
Year 2										
Year 3										
Year 4										
Year 5										
Year 6										
Year 7,8,9 (Fm 1,2,3)										
Years 10, 11,12,13 (Fm4,5,6,7)										

#### ENGLISH

Preschool:	95% Te Kiribati	5% English
Year 1	90% Te Kiribati	10% English
Year 2	80% Te Kiribati	20% English
Year 3	70% Te Kiribati	30% English
Year 4	50% Te Kiribati	50% English
Year 5	40% Te Kiribati	60% English
Year 6	40% Te Kiribati	60% English
Years 7, 8, 9	30% Te Kiribati	70% English
Years 10, 11, 12, 13	20% Te Kiribati	80% English

This is a ‘maintenance model’ of bilingual education. It ensures that students continue to strengthen their knowledge of their first language and culture as they learn about their world then build on their knowledge and understanding as they achieve high levels of proficiency in the second language.

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## Rationale for the model

Beginning strongly in the first language first and then transferring to the second language has positive consequences for students.

- a) Te Kiribati is the first language of most I-Kiribati people, in the urban setting and in more remote islands of the nation. Development of high levels of ability in Te Kiribati is essential for the maintenance, further development and preservation of the I-Kiribati language and way of life. The I-Kiribati life-style is defined by the language, and it carries within it the Kiribati traditional culture, skills and identity.
- b) The transition from home to school becomes a more positive experience for the students when the language of the home is the language of the classroom and they can understand instructions and learning tasks..
- c) Children learn through Te-Kiribati at home. Using Te Kiribati in the early years of schooling lays the foundation for the development of cognitive, problem solving and decision-making abilities. It is essential that students develop these skills so that they are active learners who can achieve at higher academic levels without loss to their Kiribati cultural identity.
- d) Teachers can build on students' prior knowledge and introduce quite abstract concepts because the students can ask for explanations and clarifications when they share a language with the teacher.
- e) In the home, students develop strong oral language and listening skills. When they come to school they are taught reading and writing in order to be able to access print materials and to take part in the literate community. They learn to develop higher level thinking skills when they understand what they are reading.
- f) Children only have to learn to read and write once. The skills they learn in Te Kiribati literacy can be transferred to English literacy once they are fluent readers and writers of Te Kiribati. Learning to read and write and discuss issues in a language they understand means they can become literate quite quickly.
- g) Immersing students in Te Kiribati in the early years of schooling and continuing their learning up through the senior years will help them to fully master their first language.
- h) Students develop proficiency in the first language as the foundation for second language and learning. As they progress up the grades and learn more English, they transfer their learning strategies to learning in and through English. The cognitive processes fostering intellectual growth, such as comprehension, use of abstractions, analysis, synthesis and evaluation that assist students to make progress academically are learned in and through the first language and transferred to the second language.

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The formal study of Te Kiribati continues throughout the Senior Secondary years of schooling so that students continue to bridge between the two languages at the higher cognitive levels. This process of learning enables students to reach higher levels of academic achievement without loss to their first language and culture. It supports their development into well-informed, analytical thinkers who can make a positive contribution to their nation.

- i) At the conclusion of their formal schooling, they are strong in their identity as I-Kiribati people and able to exercise more options in accessing what the English-speaking world has to offer.

## **6.6 Implementing the Model through progressive stages of schooling**

### **Year 1**

<b>Lessons in Te Kiribati</b>	<b>Lessons in English</b>
<b>90%</b>	<b>10%</b>
<b>4½ hours per day</b>	<b>½ hour per day</b>
<b>22½ hours per week</b>	<b>2½ hours per week</b>

At Year 1 level all instruction and learning experiences for students is in and through the medium of Te Kiribati, including the teaching and learning of integrated content. Students learn to carry out special classroom tasks in a language they understand. They develop initial literacy skills and competence in Te Kiribati in the first two years in school before being introduced to print texts in English. Teachers plan to engage students in learning experiences that move from the oral mode to the written mode in the same well-planned unit of work.

At this stage, students are at the Beginners literacy level. The four modes of language: speaking, listening, reading and writing are introduced through the strategy of shared-book reading, which is the preferred methodology for teaching initial literacy. This methodology includes a range of strategies that introduce children to concepts of print and literacy so that meaning is retained as they learn to read. Teachers scribe texts from student contributions and develop them into “big books” that can be used for further literacy teaching and learning.

Aspects of grammar, vocabulary and phonics are embedded in planning. Recognition and spelling of sight words is taught along with the phonics of Te Kiribati. Students also learn the Kiribati words to talk about print, e.g. sentence, word, sound, letter and some words for punctuation, e.g. full stop, comma, capital letter, quotation marks. For writing, students are introduced to the Process Writing approach for constructing their own texts. They also learn how to form the letters of their alphabet.

Programming and planning for first language follows the Te Kiribati syllabus. Programming and planning for English follows the English syllabus.

Kiribati cultural mathematics is taught in Te Kiribati as is other Kiribati cultural content.

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English teaching and learning is oral only. Students who have little experience of the English language will be introduced to the sounds and rhythms of English through stories, poems, songs, rhymes and musical games for 20 minutes each day. They can also learn some English greetings and responses.

## Year 2

<b>Lessons in Te Kiribati</b>	<b>Lessons in English</b>
<b>80%</b>	<b>20%</b>
<b>4 hours per day</b> <b>20 hours per week</b>	<b>1 hour per day</b> <b>5 hours per week</b>

Teachers build on students' cognitive skills and strategies by providing them with tasks and learning experiences that challenge their language abilities and thinking in Te Kiribati. This lays the foundation for later conceptual development in and through English.

Toward the end of Year 2, some students are approaching the 'emergent literacy' level in Te Kiribati. Teachers continue to use Te Kiribati to build on students' knowledge of and interaction with curriculum content, and with their language and literacy skills in the four modes. Reading fluency is encouraged by teaching students the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, increasing vocabulary knowledge and how to use prior knowledge in understanding meaning in texts. Teachers use literal, inferential and critical questions to encourage students to 'think beyond the text'. Aspects of Kiribati grammar, vocabulary and phonics continue to be taught in shared-book sessions.

The strategy of negotiating text with students assists them to increase their competence in producing different Te Kiribati language text types in the oral and written mode. Teachers introduce students to the notion that different kinds of reading and writing suit different real-life purposes. They teach the characteristics of different kinds of text for demonstrating different kinds of knowledge, taking into account purpose, audience, subject matter and text structure.

Teachers use benchmarks to assess student progress and to increase the complexity of the concepts dealt with. As well, the literacy and speaking and listening skills and knowledge to be used in expressing those concepts also increases in complexity.

Cultural mathematics is taught in Te Kiribati, with the western mathematics system introduced gradually through the year.

The teaching of English is gradually phased in. Students continue their production of and listening to the sounds of English through stories, poems, songs, rhyme and musical games for 30 minutes each day. Teachers tell or read stories with repetitive patterns, such as *The Hungry Caterpillar*, *The Gingerbread Man*, *The Giant Yam*, and encourage students to 'read' along with them in the repetitions. In addition, teachers tell or read simple English stories, which the children can dramatise, taking the speaking parts of the characters in the stories. Their attention is drawn to English print only incidentally, depending on their interest in and familiarity with spoken

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English. In the later stages of Class 2, and depending on the literacy knowledge and confidence in Te Kiribati, the teacher can introduce simple, enriching English texts to start 'bridging' students from Te Kiribati literacy, to English literacy using the shared-book strategy since by this stage students are familiar with the routines involved and are able to concentrate on learning the new language.

Again, the recommended methodology is that of shared-book reading, since students by now will be familiar with the routines practised in Te Kiribati literacy and will therefore be able to concentrate on learning the new language. At this stage, teachers can introduce students to the sound/symbol relationships of English. However, beginning instruction in English literacy before students are secure in their own language's sound/symbol system may cause cognitive confusion and is best left until they are competent and confidently literate in Te Kiribati literacy.

### Year 3

<b>Lessons in Te Kiribati</b>	<b>Lessons in English</b>
<b>70%</b>	<b>30%</b>
<b>3½ hours per day</b>	<b>1½ hours per day</b>
<b>17½ hours per week</b>	<b>7½ hours per week</b>

By Year 3, students are competent and fluent speakers, readers and writers of Te Kiribati, able to express knowledge through reading and writing a variety of text types. They are confident and competent in presenting material orally to their class and some adults. They are learning to become critical thinkers through expressing opinions, presenting reasons for opinions taken, arguing a case on the basis of evidence, analysing and synthesizing new knowledge. They are continuing to develop as fluent readers and writers of different text types in Te Kiribati through which such thinking is expressed.

At this stage English teaching and learning builds on previous knowledge of English. Students are introduced to English print texts through shared reading strategies. Using the whole text as the foundation for literacy learning, teachers draw attention to simple text structure, some simple grammar items such as comparatives, simple sentence structure, vocabulary and the sounds that make up some words of the stories, songs and poems previously learned orally and some new stories. Stories songs and poems that students have learned orally can be written down and also used as reading resources.

Starting from a shared experience, teachers demonstrate through negotiating text with students how to write the kinds of texts specific to certain subject areas: recipes, instructions, descriptions, reports, etc. Students pay attention to the structure, grammar, and vocabulary through which such texts are constructed. Some grammar items may need to be emphasised in separate lessons. Writing sessions involve the strategy of process writing to assist students develop the concepts of first, second and final drafts.



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## Year 4

<b>Lessons in Te Kiribati</b>	<b>Lessons in English</b>
<b>50%</b>	<b>50%</b>
<b>2½ hours per day</b>	<b>2½ hours per day</b>
<b>12½ hours per week</b>	<b>12½ hours per week</b>

The foundation for students' ongoing academic achievement in both languages has now been laid. At all class levels throughout their schooling, students are encouraged to express themselves in Te Kiribati.

For half of the school week students' conceptual development in Te Kiribati is continuing to be built up and enriched through curriculum content that reflects real-life tasks. Teachers create opportunities for students to demonstrate their competence by inviting them to display their knowledge and skills in various ways – performing a play or reciting a poem at Assembly or Open Day, writing up their favourite stories as 'big books' for the lower classes and following the 'buddy' system of reading along with younger children at some stage of the week.

Te Kiribati is used for explanations of new concepts and for instructions where necessary. Relevant Kiribati cultural content is taught through Te Kiribati. Content can be taught in Te Kiribati then repeated in English with a different focus or emphasis.

Increasingly, students are expected to demonstrate their knowledge and learning of curriculum content in and through English language. Students engage in speaking and listening for exchanging information, sharing and exploring ideas, giving opinions, getting things done and entertaining one another. They use strategies to make meaning such as identifying purpose, calling on prior knowledge, questioning others, identifying main ideas, summarising and reflecting.

Teachers build on students' cognitive skills and strategies by providing them with tasks and learning experiences matching their ability levels, that challenge their language use and thinking in and through English. Teaching of oral English is built into a balanced English literacy approach, with spoken language integrated with reading and writing for carrying out academic tasks requiring students to develop the cognitive and academic skills and knowledge required for further learning. Teachers use a range of question types to encourage reading for meaning.

As students develop confidence and competence with English, teachers can model for them in a supportive manner how to express new language and concepts in English. Positive strategies are used to encourage students' use of English such as an English Corner, and "English-only" time during part of the school day. Students develop positive attitudes toward English through teachers praising their efforts and encouraging them to be supportive of each other's efforts to use English.

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## Year 5

<b>Lessons in Te Kiribati</b>	<b>Lessons in English</b>
<b>40%</b>	<b>60%</b>
<b>2 hours per day</b>	<b>3 hours per day</b>
<b>10 hours per week</b>	<b>15 hours per week</b>

Language ability continues to increase in complexity as students engage in learning tasks with greater difficulty levels across the curriculum. Students use Te Kiribati in a variety of informal and formal situations with different audiences in and out of the classroom. They are capable of reading, writing, understanding and responding to, more complex texts in Te Kiribati. Lower-order thinking skills of comprehension and application are well developed. Teachers use a range of semantic maps and text types to encourage student use of higher-order thinking skills of analysis, synthesis and evaluation. Students are confident in using a range of academic language functions such as seeking information, informing, comparing and contrasting, ordering and classifying, justifying and persuading, evaluating and synthesising ideas to form a whole.

English language progress builds from Te Kiribati language competence. Students transfer their firmly-based academic and cognitive skills and knowledge to English as their schooling is continued through the medium of English. However, in English, they are still several levels behind their fluency in Te Kiribati across speaking, listening, reading and writing. Oral English fluency is promoted through creating learning tasks that allow students to speak for a variety of purposes and being encouraged to participate in both formal and informal conversations with different audiences and situations.

English reading texts at this level are still simpler than the Te Kiribati texts because students have not been learning English for as long as they have learned Te Kiribati. Teaching focuses on reading for meaning, using strategies in the first language previously taught in the lower classes.

Texts of different types are taught in reading and writing activities that arise from the curriculum content. Teachers model the writing process and negotiate the texts with students when introducing new text types, discussing the process with them as the text proceeds. In this way, students learn about the most important criteria for constructing the texts, taking into account purpose, audience, topic and the grammar that achieves the communicative purpose of the text.

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## Year 6

<b>Lessons in Te Kiribati</b>	<b>Lessons in English</b>
<b>40%</b>	<b>60%</b>
<b>2 hours per day</b>	<b>3 hours per day</b>
<b>10 hours per week</b>	<b>15 hours per week</b>

Students make use of their first language to express their imagination and creativity to interpret and construct texts that communicate their experience and knowledge of their world, to explore new ideas and information and to make sense of topics and issues that extend into the world beyond their immediate experience. They can identify how particular texts communicate subject-specific information and how to construct such texts. They are able to identify how people, characters, places, events and things are represented in particular ways. They are able to express, defend and argue for a particular position based on all the available evidence. They can talk about how being highly literate in Te Kiribati builds their capacity to participate or work effectively, in culturally appropriate ways, in their community. They are able to express their thoughts about being I-Kiribati in a changing world.

Students are still developing academic competence as they transfer to English as the medium of instruction. In spoken English they use a number of strategies to make meaning which includes identifying the purpose of someone's talking, calling on their own prior knowledge to make sense of something said, responding to and asking relevant questions, identifying and summarising the main ideas of someone's speech. Their knowledge of English grammar and spelling is improved by analysing texts for grammar and vocabulary and through ongoing study of prefixes and suffixes and other parts of speech.

Students are developing the ability to read texts in different ways to meet different needs: they skim, scan or read for detail depending on their purposes. They demonstrate transfer of knowledge of the three-cueing systems from Te Kiribati reading to English to improve their fluency in reading. Their comprehension of new material gives evidence of drawing on prior knowledge of subject matter and contextual cues to interpret, infer from and evaluate a range of texts, particularly those sourced from the learning areas.

Teachers can encourage fluent, comprehensible writing in English by having students write for different purposes, encouraging them to plan before writing, and reminding them to edit their drafts. Teachers bring to students' attention the organizational aspects of writing. For example, stories have an orientation, a complication, a climax and a resolution. Expository and persuasive texts have an introduction, supporting details and conclusion. Particular texts are used to display specialised knowledge of a topic.

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### Junior Secondary Years 7, 8, 9 (Forms 1, 2 and 3)

<b>Lessons in Te Kiribati</b>	<b>Lessons in English</b>
<b>30%</b>	<b>70%</b>
<b>1½ hours per day</b>	<b>4½ hours per day</b>
<b>7½ hours per week</b>	<b>17½ hours per week</b>

Students are fluent and confident speakers, readers and writers in their first language. They have developed the capacity to think and reason at high levels on reasonably complex issues at their age and interest level. They further extend their language and cultural knowledge as they engage in ongoing teaching and learning in and through Te Kiribati. They participate in writers' workshops, public debates and school-to-work experiences with ever-increasing confidence.

English becomes the medium of instruction for most of the curriculum content at this level and students are introduced to increasingly intensive informational books and reference materials in English from which to gather information and ideas for tasks. However, it is to be borne in mind that student competence with spoken and print texts is still not as advanced in English as that of Te Kiribati, although they are closing the gap in attainment levels. For that reason, a range of strategies for assisting students to learn how to learn in the content areas is used whenever new reading materials are introduced.

### Senior Secondary Years 10, 11, 12, 13 (Forms 4, 5, 6 and 7)

<b>Lessons in Te Kiribati</b>	<b>Lessons in English</b>
<b>20%</b>	<b>80%</b>
<b>1 hour per day</b>	<b>4 hours per day</b>
<b>5 hours per week</b>	<b>20 hours per week</b>

Te Kiribati is continued as a subject integrated with Kiribati Studies in Junior and Senior Secondary classes. This provides for a language in which to talk about cultural topic and confirms students in the maintenance of their first language and culture. Te Kiribati is also used to assist students with understanding new concepts, with the appropriate English language modelled for them.

At the beginning of this stage, students are grounded in Te Kiribati and have been studying in and through the medium of English for eight years. Their proficiency in English is beginning to approximate that of Te Kiribati. Further, their cognitive competence has been enhanced throughout the years of schooling in their first language and their role as text users, text participants and text analysts over the years of their schooling has enhanced their ability to express and challenge world views of their own and others' and to contribute to the knowledge economy in positive ways.

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## 7. Teaching and learning

This section describes the principles which should guide teaching and learning for students to achieve the curriculum outcomes. The focus is on providing a school and classroom environment, which is intellectually, socially and physically supportive of learning. These principles assist whole-school planning and individual classroom practice. It will be essential, therefore, to ensure that there is a shared understanding of them within particular school communities and a collaborative effort to implement these principles in ways appropriate to individual schools.

### *A supportive learning environment*

The school will provide a positive learning and teaching environment that is supportive, safe, stimulating, stable and satisfying, having regard for the different learning needs of the students according to age, readiness to learn, ability or disability.

The school will promote high expectations of success and recognition of academic achievement and progress as well as social ability and adaptability.

The classroom environment will present high standards of tidiness, cleanliness and safety. It will be conducive to learning, encouraging creativity and interaction, displaying appropriate resources particularly in literacy and numeracy, celebrating and reinforcing achievement, in order to develop positive attitudes towards learning.

The school will engage parental and community support to build and maintain safe school environments within which students will have meaningful education

Students will be provided with learning experiences that:

- encourage them to learn both independently and with others
- enable them to observe and practise the actual processes, products, skills and values which are expected of them
- connect existing knowledge, skills and values and new experiences to what they already know and can do
- are meaningful and involve students in both doing and reflecting
- are motivating and the purpose is clear to the students
- respect and accommodate differences between learners

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## 8. Curriculum standards

### **8.1 The standards framework for the National Curriculum.**

The Kiribati curriculum is based on standards that clearly describe what students are expected to achieve at each stage of their learning. For the Kiribati national curriculum the standards will be established through the syllabuses, benchmarks and performance levels for each subject of the curriculum.

**Syllabuses** give the continuity and developmental sequence of learning in a subject. They state the aims and objectives of the course and link these to the syllabus outcomes and content. The knowledge, skills and understanding that students are expected to acquire at each stage of learning in the subject constitute the syllabus standards.

**Benchmarks** constitute the performance standards. They are broad statements that summarise what students are expected to achieve as a result of studying a course. They provide the focus and direction for teaching and learning by highlighting essential knowledge, skills and understanding that students are expected to acquire in particular subjects as they progress through the different stages of their schooling. They help schools and teachers to assess and report on the extent and quality of student learning.

**Performance levels** describe how well students are performing in relation to the benchmarks. Not all students achieve the outcomes to the same extent and performance levels are used to show these different level achievement. The levels can be described as grades (e.g. A-E), as bands of marks (e.g. 90-100, 80-89 etc), as descriptors (excellent achievement, satisfactory achievement etc). Whatever the chosen method the performance levels must have meaning in relation to the standard of a student's achievement of the learning outcomes.

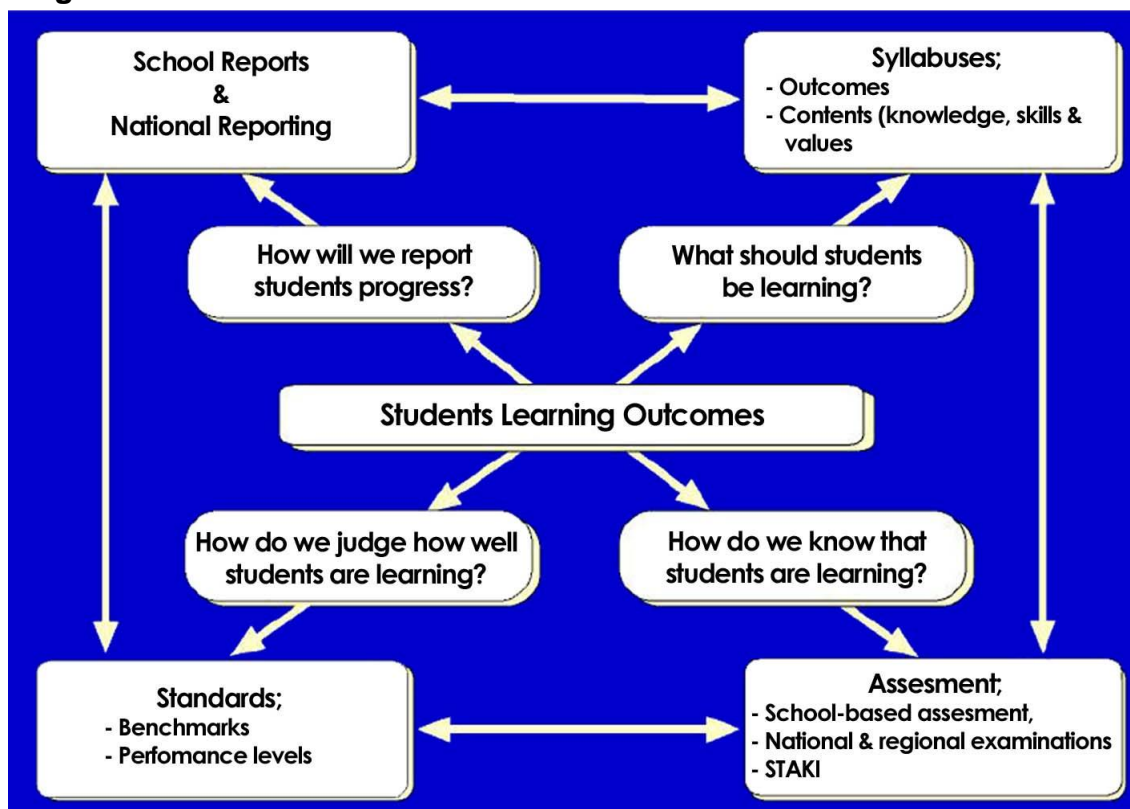
The standards framework helps to ensure consistency of teacher judgement and the comparability within and across schools about the achievement of the learning outcomes by students. The framework will also help ensure comparability between the Kiribati standards and regional and international standards.

Assessment advice in syllabuses will help teachers to link the syllabus standards and performance standards. In this way, teaching, learning, assessment and reporting are clearly aligned.

Sample assessment tasks, work samples and performance descriptions will assist teachers to make overall judgements about each student's level of performance. They will assist teachers to determine the level of achievement that each student has attained.

The following diagram illustrates the links between standards and the learning process.

**Diagram 2: Standards Framework for the Kiribati National Curriculum**



## **8.2 Use of the standards**

### *Effective teaching and learning*

Clearly articulated standards help teachers to plan effectively and to integrate their teaching, learning and assessment. Standards let students know what is expected of them, helping them to reflect on their achievements and to set goals for further learning. Teachers are able to give students feedback based on standards that will help students gain insight into their learning and understanding, and enable them to map their progress.

### *A common language for reporting*

Standards give a clear basis for reporting to parents and the wider community. Schools use the standards to check that the necessary knowledge skills and understanding for successful future learning are being achieved. They can use the framework as a means to report to students and parents. The standards provide a common language to do this. The language of standards will be jargon free. It will be as accessible as possible to all users, including students. A common language will provide schools with the basis for consistent and meaningful reporting when they

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communicate student achievement of standards to other teachers and to their communities.

### *Continuity of learning*

Decisions about what, when and how students learn will be driven by information gained from assessment and reporting of their achievement of standards, rather than relying solely on time spent. The standards framework will make it easier to identify the standards that all students are expected to achieve by the end of the compulsory years of schooling. It will also make it easier to acknowledge students' achievement at the transition points between Years 6 and 7, Years 9 and 10 and Years 11 and 12, maximising opportunities for continuity in learning.

Teachers will be able to set realistic yet challenging expectations for students as they progress through their schooling. Teachers will be able to identify levels of student achievement of the standards and adjust their time allocation or teaching methods accordingly. Students who achieve a standard ahead of other students will be encouraged and supported to work towards further achievement in some or all of their subjects. Other students may require more time or support to achieve the standard.



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## 9. Assessment and reporting policy

The assessment and reporting policy is based on the firm belief that assessment is an integral part of the curriculum and good assessment practice can improve educational standards. It recognises the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning. It emphasizes the importance ensuring active involvement of students in their own learning and providing effective feedback about how they are progressing and how they can improve their performance. It recognizes the importance of having clear expectations about what students should be learning at each stage of their schooling and the importance of using the results of assessment to adjust teaching. It is about *assessment for learning* as well as *assessment of learning*.

The Kiribati Government is committed to assessment principles and practices that:

- support and inform broader educational goals
- support and improve learning by providing learners with meaningful feedback which relates directly to transparent achievement objectives
- highlight learners' strengths and demonstrate mastery and expertise
- provide reliable and consistent evidence for the purposes of certification
- provide evaluative and diagnostic evidence about the success of education initiatives at individual, school, system, national and regional levels.

The components of the assessment and reporting policy are:

- the purposes of assessment
- principles of assessment
- types of assessment
- school-based assessment and reporting
- external assessment
- roles and responsibilities in assessment and reporting.

### 9.1 Purposes of assessment

Assessment in the Kiribati Curriculum is carried out for a number of purposes. The primary purpose of school-based assessment is to improve students' learning and the quality of learning programs. Other purposes of assessment include

- providing feedback to parents and students
- awarding qualifications at the senior secondary school level
- monitoring overall national educational standards
- selection of students for progression.

Assessment also identifies learning needs so that resources and training can be effectively targeted.

To meet these different purposes, a range of assessment procedures is required. All assessment activities must have a clear purpose.

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## **9.2 Assessment Principles**

### ***Assessment will support and improve learning***

Assessment is an integral part of teaching and should be used to promote further learning. In order to support and improve learning, assessment will:

- be integrated within all subject areas from ECE to Upper Secondary levels.
- expectations will be clearly established through the curriculum learning outcomes and be consistently observed in the assessment activities and schedules
- involve formative and summative assessment at all levels taking into account the context in which learning take place
- take into account both academic and life long skills
- include timely and meaningful feedback to students, teachers and the wider community
- include both Languages in line with the Language in Education Policy (NCAF Section 6)
- contribute useful information that can be readily interpreted by learners, teachers and the community.

### ***Assessment will engage learners and communities***

In order to engage learners and communities, assessment will:

- clearly relate to the syllabus learning outcomes
- encourage and reward learners and promote self and peer assessment and further learning
- provide timely, ongoing and meaningful feedback and guidance to learners as to their learning achievements and future needs
- report achievement of educational outcomes to learners and communities in terms that enhance understandings of progress against learning outcomes and clarify what is required to attain further success
- have regard for the individual needs, circumstances, cultures and aspirations of individual learners
- take into account the wishes and views of communities at the local, national and regional level
- inform the wider community about the processes, procedures, systems and activities of assessment (external and internal).

### ***Assessment will be fair***

In order to be fair, assessment will, insofar as it is practicable:

- be valid. That is, assessment will give regard to the intended learning outcomes and effectively measure student achievement of them
- be undertaken at such time as learners are most likely to enjoy success in the assessment

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- be contextualised. That is, assessment will reflect the learning environments of learners and the content covered by programs of learning while encouraging a breadth of capability within the discipline(s) concerned
  - be accessible. That is, barriers to participation in assessment arising from cost, isolation, language, gender, age, background, disability, availability of resources and similar factors are reduced and minimised
  - be inclusive. Assessment must not by its nature disadvantage individuals or groups. It will be bias-free. Assessment activities will recognise the diversity of learners and provide all with meaningful and realistic opportunities
  - be reliable. That is, assessment will be capable of repeatedly measuring achievement of the same intended outcomes accurately.

*Assessment will be **relevant***

In order to be relevant, assessment will, insofar as it is practicable:

- gather evidence by a variety of means that take account of the intended outcomes, the aspect(s) of learning involved and the contexts of learners. The collection of evidence may be achieved by one of the following, by a combination of them, or by other valid and reliable means:
  - tests
  - examinations
  - project work, field work and portfolios
  - submissions
  - presentations and demonstrations
  - teacher/learner interactions and discussions
- be carried out by suitably qualified, trained and supported individuals and agencies, subject to quality assurance systems and processes that are agreed, rigorous and appropriately resourced.

*Assessment will be **manageable***

In order to be manageable, assessment will:

- be justified in providing appropriate, accurate and timely measurement of achievement of learning outcomes
- be integrated with, and contribute positively to, the teaching/learning process and to institutional programs
- take place in an environment of support and guidance for teachers and learners
- value the participation of learners and teachers and the partnership between them
- recognise the pressures on learners, teachers, school managers and other stakeholders.

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### **9.3 Types of assessment**

Assessment is a continuous process that includes both assessment *for* learning and assessment *of* learning.

Assessment *for* learning (diagnostic and formative assessment) involves using assessment in the classroom to raise students' achievement. It is a continuous process that occurs as a regular part of teaching and learning and is used to support the learner developmentally and to provide feedback into teaching and learning.

Assessment *for* learning is based on the idea that students will improve most if they understand the purpose of their learning, where they are in relation to achieving the learning outcome/s and how they can achieve the learning outcome/s or close gaps in their skills and knowledge.

The practice of continuous formative assessment means moving away from the practice of making decisions based on the results of a single test or examination to the ongoing formative assessment of the learner which is associated with feedback to monitor the strengths and weaknesses of learners' performance.

Summative (assessment *of* learning) is assessment carried out at the end of a learning period and is used to confirm that learners have met all the competence requirements. It requires the collection of sufficient, appropriate evidence on which to base a judgment about achievement against the relevant national standard. The results of the formative assessment process should be taken into account in making this final judgment.

### **9.4 School-based assessment and reporting**

Assessment and reporting are key elements of teaching and learning and the capacity of teachers to provide fair and accurate assessments of student achievement is central to effective classroom practice and in the reporting of the achievement of students. Assessment is undertaken in order to gather information from a variety of sources using different assessment tools that together build an accurate picture of each student's educational progress. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome and where assessment tasks are explicitly linked to the curriculum and classroom program. Teachers need to ensure that students receive timely feedback on areas that need improvement for assessment to achieve its full potential.

#### **Assessment**

The purpose of classroom assessment is to:

- Identify what individual students and groups of students know and what they still need to know to achieve the stated learning outcomes.
- Provide the basis for future teaching plans.
- Inform teachers of areas where additional support is needed.
- Provide a basis for evaluating program effectiveness.
- Develop a sense of partnership between parents, teachers and students.
- Enable students to be selected to undertake particular programs

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In order to undertake assessment effectively teachers need to know how students learn, the standards sought and how to make judgments concerning the achievement of those standards including the learning growth that has occurred. The provision of *performance standards* is central to this process as they indicate how well a student has performed against established expectations.

In forming judgments about student progress, teachers should use a range of assessment techniques including:

- *National examinations and assessment against performance standards*: In key areas these provide evidence of the comparative quality of student achievement at a point in time as well as diagnostic information.
- *School Tests*: assess student knowledge and skills at the end of a learning period (unit, term, and year).
- *Class exercises and activities*: provide regular opportunities for teachers to observe and note achievements.
- *Projects and portfolios*: present evidence of inquiry, of writing reports and of quality of work produced over time.
- *Observations*: allow individual and group performance to be assessed e.g. in areas of music, dance and drama and speaking.
- *Products*: includes objects constructed from various materials, food or visual art and models.

### **Recording student attainment**

In making judgements teachers need to collect evidence and build a picture of what each student knows and is able to do that accurately define achievement levels. Outcomes based assessment allows comparisons to be drawn and achievement analysed that enable teachers to report on progress over time to show the improvements made by each student and by groups of students.

Records must describe the students' achievement of the learning outcomes for the purposes of:

- checking students' progress
- planning and programming future learning
- reporting students' progress or achievement to parents, guardians and others
- informing students about their progress.

Teachers will use a range of appropriate recording methods to gather evidence of students' achievements of the outcomes.

Schools will maintain a formal record of attainment for each student for each year of attendance at the school. When students change schools the record should be provided to the new school.

### **Reporting**

Schools are responsible for reporting on student progress to students, parents, other teachers in the school, the school committee and community and to the

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Ministry of Education.

*Reporting to students*

- Monitoring and assessment that is continuous and informative will lead to opportunities for teachers to discuss with students the results of different assessment tasks.
- Students need to understand the purpose of all assessments and have the opportunity of receiving constructive and helpful feedback.
- When assessments techniques such as the use of portfolios, projects and performance are used, these provide an opportunity to provide constructive comments including future directions.

*Reporting to parents*

- Reporting to parents is concerned with teachers sharing their knowledge about what each student has achieved and how that compares with the learning of others.
- Reports should indicate the improvements made and areas that require further development.
- Reports needs to be clear and regular and may take the form of informal meetings with parents to explain new approaches and programs being adopted by the school to formal written reports provided at least twice a year.
- Reports should outline key activities and show the achievement of key outcomes across all subjects.
- Comment should also be made in relation to the student's social development and indicate areas of strength and concern.

*Reporting to the school committee and school community*

- Each School Committee is responsible for developing a School Annual Plan that includes a Curriculum Plan and a report on progress in relation to implementing the plan.
- Other key members of the community including church leaders play an important role in supporting students and need access to general information about student progress.

*Reporting to other educational institutions and employers*

- Primary schools need to provide comprehensive reports on each student's achievement to secondary schools so that programs build on what each student knows and is able to do.
- Secondary schools have an obligation to pass on to tertiary institutions and employers, details of each student's achievements.

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### *Reporting to the Ministry of Education*

- Through the Annual Report, schools report to the Ministry of Education on the achievement against their school Curriculum Plan and School Improvement Plan as part of their Annual Report.
- The Ministry will use the information to monitor and improve local and system performance.

### **9.5 External assessment**

National examinations assess whether a student has met the performance standards for a particular year level. Students are asked to apply the skills and concepts they have learned to complete complex, realistic tasks in order for teachers, parents and students to compare student performance with national standards. They provide an independent indication of what each student has learned and achieved.

The following principles underpin the national examinations program.

- Examinations must be valid and test the Kiribati curriculum taught in schools and reflect the expected outcomes or content standards of the published curriculum
- Examinations must be reliable and provide consistent results across various groups and locations and are viewed as not containing bias.
- Examinations must be fair and conducted in a way that allows students to demonstrate what they know and are able to do.

National examinations serve a number of purposes including:

#### *Individual reports on student achievement*

These reports provide a profile of individual student's performance against established standards and expected outcomes. The information allows individual achievement to be monitored against other students' performance at school, district and national level. It provides information to validate assessments that have occurred locally. Reports will indicate the success of students in achieving officially recognised certificate levels and be the basis of the awarding educational credentials such as the Pacific Secondary School Certificate.

#### *Classroom reports*

By looking to reports that provide information on the performance of each class, teachers and principals are able to look to the effectiveness of teaching methods and approaches. For teachers it allows them to reflect on the outcomes of their own classroom assessments to see if their judgements are consistent with those provided through examinations. It also allows them to look to the performance of their class, to reflect on the effectiveness of their teaching and discuss with colleagues ways of improving performance across the school. It allows principals to have highly focused discussions with staff and to develop professional development programs that address areas of concern.

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### *School reports*

By providing whole of school data principals are able to discuss with teachers and their School Committees, areas of success and areas of concern. By comparing performance against district and national norms, informed comparative judgements are able to be made and new performance targets established for schools. DEOs are able to note the performance of schools and provide strategic support where needed.

### *National reports*

By collating performance across all schools the Ministry of Education is able to monitor performance annually and note changes. It also allows the Ministry to evaluate the effectiveness of new approaches and materials provided to schools. In addition it allows resourcing decisions to be made that address areas of concern.

### *International reports*

Where students' results are compared internationally, assessment can be made on the quality of the national education provided and help to celebrate success and identify areas that need further development. Through this process the Ministry can act strategically and efficiently to improve performance.

## **Schedule of examinations**

### *National examinations*

#### Primary:

Curriculum Monitoring through STAKI (every two years)

#### Junior Secondary:

Year 9: Kiribati Junior Secondary Certificate (KJSC)

#### Senior Secondary:

Year 11: Kiribati Intermediate Secondary Certificate (KISC)

Year 12: Kiribati Senior Secondary Certificate (KSSC)

#### Regional examinations

Year 13: South Pacific Form 7 Secondary Certificate (SPFSC)



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## **9.6 Roles and responsibilities in assessment and reporting**

Many stakeholders have roles and responsibilities relating to assessment and reporting. Some of these people will be heavily involved in the process of assessment and reporting while others will use the information as a basis to make decisions.

The groups referred to below have common roles and responsibilities for a number of aspects of the assessment and reporting policy. They should ensure that:

- all assessment and reporting is valid and reliable
- the national assessment and reporting policy is fully implemented
- certification awarded reflects students' knowledge, skills, attitudes, values and other relevant achievements
- assessment records are used to help students' progression to the next level of education and/or training
- they contribute to the ongoing monitoring, evaluation and review of the national assessment and report policy.

*Teachers* have a responsibility to:

- develop and implement effective school assessment and reporting practices within school assessment and reporting programs
- discuss with students the assessment, recording and reporting procedures that meet the learning needs of individuals and groups of students
- develop students' knowledge, skills and understanding of effective assessment and reporting methods
- maintain and share relevant records of student progress whilst maintaining confidentiality where appropriate
- plan tasks and activities, which provide sufficient evidence to show that particular learning outcomes have been achieved
- report students' progress and achievements to students, parents, guardians, teachers and others
- use assessment information to inform and enhance their teaching and learning practices
- use assessment information to guide students to career paths
- make valid reports on students' achievement of outcomes, attitudes and values using the appropriate reporting or certification systems.

*Head Teachers and Principals* have a responsibility to:

- plan and manage the implementation of the national assessment and reporting policy in their schools
- allocate responsibility to senior assessment coordinators for developing and implementing the school assessment and reporting policy
- ensure that all members of the school community have a good knowledge and understanding of the school assessment and reporting policy
- ensure that all teachers are supported to effectively implement the school assessment and reporting policy
- ensure that their schools meet examination and certification requirements
- maintain records of student results.

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*Boards of Management /School Committees* have a responsibility to:

- ensure that parent, guardian and teacher interviews and student and teacher conferences are carried out
- ensure that parents and guardians are correctly informed about students' progress.

*The Curriculum and Assessment Division (MOE)* has a responsibility to:

- ensure that the expected learning outcomes, curriculum content and assessment requirements are clearly articulated in syllabuses
- develop curriculum and assessment support materials
- ensure that all national examinations are a valid, fair and reliable assessment of the outcomes in the national curriculum
- assist with training and in-service to implement assessment and reporting policies and procedures
- assist with monitoring and implementation of the National Assessment and Reporting Policy in schools
- implement the national examination system according to the policies approved by the NCC at appropriate levels
- develop support materials to ensure that examination and certification requirements are met
- ensure that all students awarded national certificates meet the requirements laid down by the NCAF
- ensure that, over time, standards are monitored and reported on at appropriate levels
- maintain an archive of national examination records

*Education Officers and District Education Officers* have a responsibility to:

- work with head teachers to ensure that the national assessment and reporting policy is implemented
- coordinate and administer support to schools as they implement their school assessment and reporting policies
- assist schools to monitor the implementation of their school assessment and reporting policies ensure that examination and certification requirements are met
- provide support through training and in-service on assessment and reporting policy, programs and procedures
- monitor the implementation of school assessment and reporting policies in schools.

*The National Curriculum Board* has a responsibility to:

- advise the Secretary for Education about the curriculum content, standards and examinations within the national education system.

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*Subject committees* have a responsibility to:

- make recommendations about draft syllabuses and support materials that guide assessment and reporting
- make recommendations about appropriate assessment and reporting procedures to assess and report learning outcomes achieved by students
- recommend specifications, weightings and special conditions for national examinations in the relevant subjects.

*Teacher trainers* have a responsibility to:

- ensure that pre-service and in-service teacher training programs reflect nationally approved learning outcomes and the related assessment and reporting requirements
- ensure that trainee teachers have the knowledge, skills and understanding to effectively implement this National Assessment and Reporting Policy.

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## 10. Certification

The Ministry of Education has responsibility for developing the curriculum for all schools in Kiribati from Year 1 to Year 12 and for the development and conduct of examinations leading to the award of the Kiribati Junior Secondary Certificate (Year 9), the Kiribati Intermediate Secondary Certificate (Year 11) and the Kiribati Senior Secondary Certificate (Year 12).

For students in Year 13 the Ministry acts as an agent for candidates undertaking programs of study set by the Educational Quality Assessment Programme (EQAP) leading to the award of regional certificates.

The Ministry of Education is empowered under the Education Ordinance to set down the rules and procedures as may be necessary to carry out these functions.

### 10.1 National certificates

#### Kiribati Junior Secondary Certificate (Year 9)

The Kiribati Junior Secondary Certificate recognizes student achievement at the completion of the nine years of basic education. The Kiribati Junior Secondary Certificate consists of:

- a testamur saying that the student has met all the requirements for the award of the certificate
- a record of achievement giving the standard of achievement in each of the courses completed by the student.

To be eligible for a Kiribati Junior Secondary Certificate, a student must:

- have attended a government school or a registered non-government school or have attended a school outside Kiribati recognised by the Ministry
- have participated, to the Ministry's satisfaction, in all the required courses of study set by Ministry
- have been accepted by the Ministry as having satisfactorily completed those courses of study
- have undertaken, to the Board's satisfaction, the required examinations or other forms of assessment
- have completed Year 9.

To qualify for the award of the Kiribati Junior Secondary Certificate, a student must:

- satisfactorily completed the mandatory courses of study set by the Ministry (see Section 5.2)
- attend school until the final day of Year 9 as determined by the Ministry
- make a serious attempt at all the required KJSC examinations.

Where a principal determines that a student is in danger of not satisfactorily completing any course over Years 7–9 that is part of the mandatory curriculum requirements, the student must be given warning of the consequences in sufficient time for the student to meet the mandatory course requirements to retain KJSC

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eligibility.

Where a student has not met all mandatory requirements by the end of Year 9, the student will not receive a Certificate in that year. The student will receive a Record of Achievement showing all grades awarded, including non-completion determinations, for any courses studied in Year 9, and results in the examinations.

### **Kiribati Intermediate Secondary Certificate (Year 11)**

The Kiribati Intermediate Secondary Certificate recognizes student achievement at the completion of senior secondary Years 10-11. The KISC consists of:

- a record of achievement giving the standard of achievement in each of the courses completed by the student.

To be eligible for a Kiribati Intermediate Secondary Certificate, a student must:

- have attended a government school or a registered non-government school or have attended a school outside Kiribati recognised by the Ministry
- have participated, to the Ministry's satisfaction, in all the required courses of study set by Ministry
- have been accepted by the Ministry as having satisfactorily completed those courses of student
- have undertaken, to the Board's satisfaction, the required examinations or other forms of assessment
- have completed Year 11.

To qualify for the award of the Kiribati Intermediate Secondary Certificate, a student must:

- satisfactorily completed all required courses of study set by the Ministry (see Section 5.2)
- attend school until the final day of Year 11 as determined by the Ministry
- make a serious attempt at all the required KISC examinations.

Where a principal determines that a student is in danger of not satisfactorily completing any required course over Years 10-11 the student must be given warning of the consequences in sufficient time for the student to meet the mandatory course requirements to retain KISC eligibility.

Where a student has not met all mandatory requirements by the end of Year 11, the student will not receive a Certificate in that year. The student will receive a Record of Achievement showing all grades awarded, including non-completion determinations, for any courses studied in Year 11, and results in the examinations.

### **Kiribati Senior Secondary Certificate (Year 12)**

The Kiribati Senior Secondary Certificate recognizes student achievement at the completion of senior secondary Year 12. The KSSC consists of:

- a record of achievement giving the standard of achievement in each of the courses completed by the student.

To be eligible for a Kiribati Senior Secondary Certificate, a student must:

- 
- have attended a government school or a registered non-government school or have attended a school outside Kiribati recognised by the Ministry
  - have participated, to the Ministry's satisfaction, in all the required courses of study set by Ministry
  - have been accepted by the Ministry as having satisfactorily completed those courses of student
  - have undertaken, to the Board's satisfaction, the required examinations or other forms of assessment
  - have completed Year 12.

To qualify for the award of the Kiribati Senior Secondary Certificate, a student must:

- satisfactorily completed all required courses of study set by the Ministry (see Section 5.2)
- attend school until the final day of Year 12 as determined by the Ministry
- make a serious attempt at all the required KSSC examinations.

Where a principal determines that a student is in danger of not satisfactorily completing any required course in Year 12, the student must be given warning of the consequences in sufficient time for the student to meet the mandatory course requirements to retain KSSC eligibility.

Where a student has not met all mandatory requirements by the end of Year 12, the student will not receive a Certificate in that year. The student will receive a Record of Achievement showing all grades awarded, including non-completion determinations, for any courses studied in Year 12, and results in the examinations.

## **10.2 Regional certificates**

### **South Pacific Form Seven Certificate (Year 13)**

## **10.3 Student progression**

Progression refers to the promotion of students from one year level to the next year level. The following section outlines the general policies related to student progression.

The Ministry of Education is responsible for developing the rules and guidelines for implementing the policies.

### *Basic education progression policy (Years 1-9)*

- It is normal practice that students progress from one year to the next with their age group.
- The outcomes-based curriculum will assist schools and parents to keep a closer eye on student performance and provide early intervention where necessary.
- In some cases, especially in primary where children are experiencing serious developmental delays it may be appropriate to give them further experience in

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the primary program. Such a decision will require consultation with the parents, the teacher and school management.

- Head teachers may authorize a student to repeat a year once only during their basic education years and must keep a documented record of how and why the decision was made.
- Before allowing a student to repeat more than once the Head Teacher must seek approval from the Basic Education division of the Ministry
- For students who have achieved the outcomes, opportunity is available to them to be accelerated to the next appropriate level. But this must be in consultation with the school management with approval from the Ministry.

*Secondary education progression policy (Years 10-13)*

Students who have been awarded a Kiribati Junior Secondary Certificate or equivalent recognized by the Ministry are eligible to progress into Year 10.

Students who satisfactorily complete all study requirements for Year 10 are eligible to progress into Year 11.

Students who have been awarded a Kiribati Intermediate Secondary Certificate or equivalent recognized by the Ministry are eligible to progress into Year 12.

Students who have been awarded a Kiribati Senior Secondary Certificate or equivalent recognized by the Ministry are eligible to progress into Year 13.

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## 11. Guidelines for Curriculum Developers

Subject syllabuses are the base documents that schools use to develop teaching and learning programs to enable students to meet the requirements of the Kiribati Curriculum. A syllabus “package” is developed for each subject in the curriculum consisting of the syllabus, benchmarks, a teacher’s guide and student books (or published text books). For secondary subjects with an external examination component the package will include a prescription and sample paper.

### 11.1 *Syllabus content*

All syllabuses will include:

- a clear rationale for including the subject in the curriculum
- aims and objective outlining the broad purpose of the subject and the general knowledge and skills students will acquire
- an overview showing how the learning is organized into grades, strands and, where appropriate, specific topics
- clear specification of what students are required to learn including
  - the learning outcomes
  - the specific knowledge and skills students will need in order to achieve the outcomes
- a statement about any teaching methodologies or pedagogy that is specific to learning in subject
- a statement about how the subject contributes to the development of the essential skills and core values
- guidelines for assessment including
  - any internal or external assessment requirements
  - suggested assessment procedures, with examples
  - benchmarks to indicate the progression of learning and assist assessment and reporting of student achievement
- guidelines specific to the subject, such as workshop or laboratory management and organisation, safety considerations, etc.
- general guidelines for planning and programming the syllabus content.

### 11.2 *Criteria for quality syllabuses*

All syllabuses for Kiribati must meet the criteria established in this Curriculum Framework. This ensures that syllabuses are relevant, contemporary and of the highest quality. All existing syllabuses will be reviewed according to the criteria. When new or revised syllabuses are submitted for approval they will be accompanied by advice on how they meet the criteria.

The criteria for judging the quality of a syllabus are:

- the extent to which it meets the requirements of the national curriculum and assessment framework
- how well it compares with contemporary regional and international curriculum for the equivalent stage/s of schooling



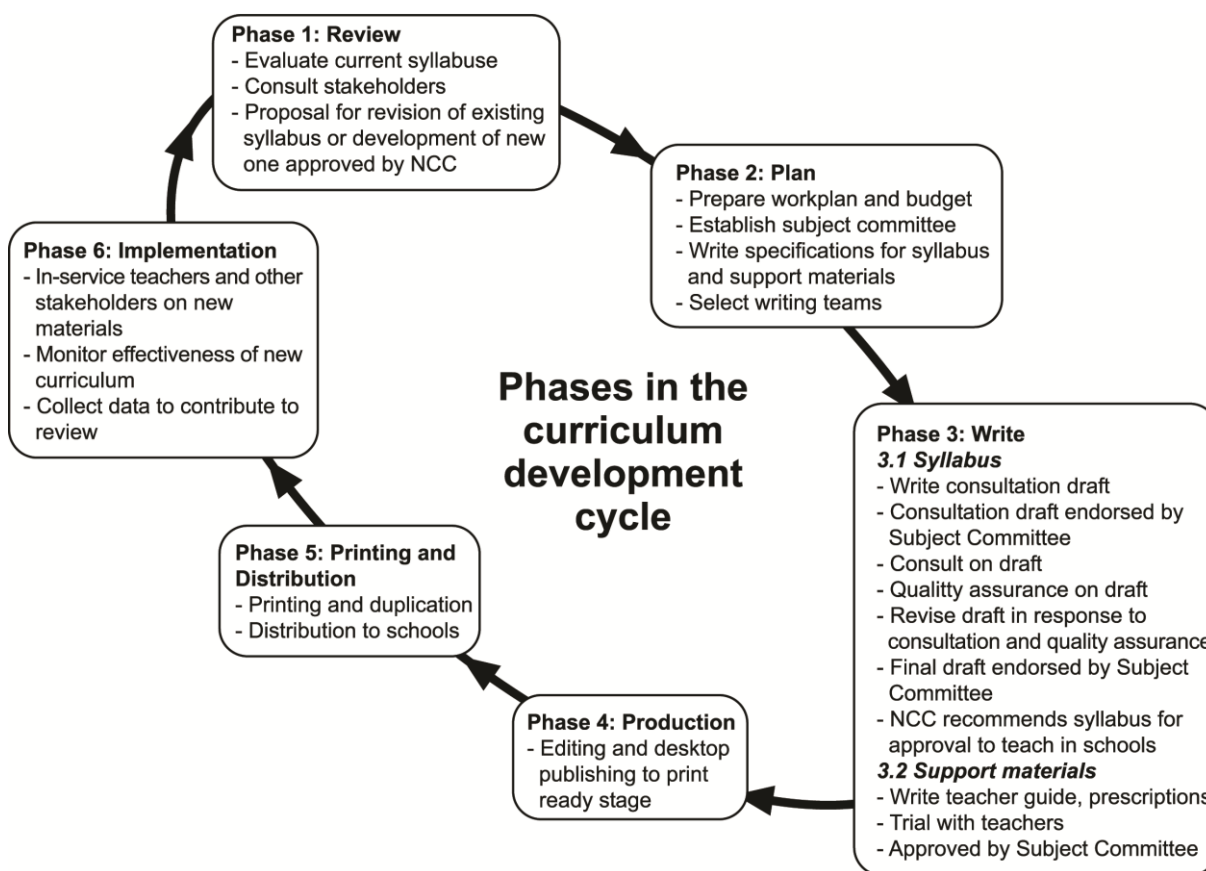
- whether it fits in to a clear continuum of learning from Year 1-13
- the extent to which the aim, objectives, outcomes and content are linked and clearly expressed
- how clearly it describes what students need to learn about and learn to do in order to achieve the syllabus outcomes
- how clearly it gives benchmarks against which student progress can be assessed and reported
- evidence that the syllabus can be taught within the time and resources available

### 11.3 Syllabus development cycle

The Ministry of Education writes the national syllabuses using a development process involving:

- *extensive consultation* with teachers and other stakeholders throughout the process to ensure awareness and ownership of change
- *approval processes* to ensure that the curriculum meets national policies and agreed quality criteria.
- *a project management* approach with a Curriculum Development Officer (CDO) appointed to manage the development of a syllabus through all its phases so that it is implemented in schools on time and within budget.

There are six phases in the syllabus development cycle:



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## **11.4 Roles and responsibilities in the curriculum development process**

### **National Curriculum Committee**

This body has responsibility for the oversight of the national curriculum and for guidance and endorsement of new syllabuses. The NCC represents a wide range of national stakeholders. Its role is to add coherence, consistency and sustainability to the curriculum development process. The NCC reports to the Minister's Education Advisory Committee as required.

### **Subject Committees**

Representative Subject Committees are set up as needed to assist with the development of new curriculum for specific subjects or learning areas. These committees monitor the quality of material produced by project teams and ensure the integrity of the process as a whole. They report to the National Curriculum Committee on whether the agreed processes have been followed; whether due attention has been given to the views identified during consultation; whether the syllabus design processes have been observed; and they advise on the quality of the syllabus package. Membership of Subject Committees includes representatives of key groups involved in education in Kiribati. They are appointed during the Syllabus Review Phase for the duration of a project. Committees may have responsibility for more than one syllabus in a learning area.

*Director of Curriculum and Assessment (DCA)* heads the curriculum and assessment division of MEYS (CDRC). The Director has ultimate responsibility for coordinating activities under the CMP and reporting on progress to senior management. As Chair of the Curriculum Committee, the DCA approves all curriculum documents for movement through each phase of the CD cycle and submits draft syllabuses and policy proposals to DE/PS for recommendation to the EAC.

*Curriculum Development Officers (CDOs)* manage the process of developing particular syllabuses and support material. The CDO directs the writing team, conducts consultation, prepares reports and final draft documents for handover to production. The CDO has the responsibility for making sure the document is developed on time and within budget, meets set specifications and is of the required quality.

Writing teams consist of 3 or 4 teachers seconded for short periods with a "principal writer" who may be a CDO or an officer contracted specifically for the purpose. The full writing team prepares the first draft of a document but as the drafts go through the consultation and quality assurance process most of the revisions would be done by the principal writer.

*Curriculum Management Group* is an in-house group of managers that monitors the quality of all documents and approves them before they move to the next phase. The management group ensures all documents are consistent with the NCAF and meet the criteria for quality documents. Core membership of the CMG is the CDRC executive (DCA, SCDOs, SAO, OIC Production) with other ME managers called in as necessary.

The *CDRC Curriculum Development Handbook* provides the detailed procedural guidelines for the development of all curriculum materials produced by the Ministry.