



Solomon Islands

Policy Statement and Guidelines for the National Curriculum

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List of abbreviations

ARTTLE	Assessment Resource Tool for Teaching and Learning
CBTC	Community-based Training Centre
CC	Community College
CDC	Curriculum Development Centre
CHS	Community High School
ECC	Early Childhood Centre
ECE	Early Childhood Education
ESP	Education Strategic Plan
FIT	Fiji Institute of Technology
ICT	Information Communication Technology
MEHRD	Ministry of Education and Human resource Development
NCS	National Curriculum Statement
NEAP	National Education Action Plan
NESU	National Educational Standards Unit
NSS	National Secondary School
OBE	Outcomes-based Education
PNG	Papua New Guinea
PSS	Provincial Secondary School
PSSC	Pacific Senior School Certificate
RTC	Rural Training Centre
SC	Senior College
SICHE	Solomon Islands College of Higher Education
SISC	Solomon Islands School Certificate
SISTA	Solomon Islands Standardised Tests of Achievement
TVET	Technical Vocational Education and Training
UNITECH	University of Technology, Lae, Papua New Guinea
UPNG	University of Papua New Guinea
USP	University of South Pacific
VTC	Vocational Training Centre

Glossary of Terms

TERMS	DEFINITION
<ul style="list-style-type: none"> Achievement Levels 	Particular levels in the development of a learner towards a learning outcome; where the top level is the outcome.
<ul style="list-style-type: none"> Aims 	Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes.
<ul style="list-style-type: none"> Assessment 	Judging and describing the learning outcomes that learners have achieved.
<ul style="list-style-type: none"> Assessment event 	An opportunity for a learner to demonstrate achievement on a specific learning indicator, usually recorded to give a record of learner's progress.
<ul style="list-style-type: none"> Attitude 	Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.
<ul style="list-style-type: none"> Basic education 	Education from Early Childhood to Year 9. It is the policy of the government that all children should attend these years of schooling as a minimum.
<ul style="list-style-type: none"> Community based schooling 	Schooling based within the local community with children attending the school closest to their home, often as day students. This should lead to local community support of the school.
<ul style="list-style-type: none"> Competency Levels 	Similar to achievement levels, but usually referring to a stage in the development towards command of a particular skill.
<ul style="list-style-type: none"> Curriculum 	All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in.
<ul style="list-style-type: none"> Early Childhood Education 	The umbrella term that refers to a variety of programmes (e.g. nursery, playschool, kindergarten, day care and preparatory class etc.) that provide educational, social, emotional, moral and physical support for children between birth and 8 years of age.
<ul style="list-style-type: none"> Entrepreneurial thinking 	Considering and planning to start or organize a commercial enterprise involving a financial risk.
<ul style="list-style-type: none"> Improvisation 	The process of making something from whatever resources are available, rather than relying on resources or equipment bought or supplied. Doing something without advanced planning or practice.
<ul style="list-style-type: none"> Indicator 	Statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome.
<ul style="list-style-type: none"> Key Learning Areas 	The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Areas.
<ul style="list-style-type: none"> Learner 	A person who is in the process of learning something, in our case in a school situation. In the outcomes-based syllabuses Learner is used rather than Learner or Learner.
<ul style="list-style-type: none"> Learner - centred 	An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.
<ul style="list-style-type: none"> Learning 	The process of finding, exchanging or being given information

	which leads to changes in, or an increase in, our knowledge, abilities or feelings.
• Learning material;	The core textbooks or other written material that presents the sequenced content for an entire course of study at a given Year level , at a conceptual level appropriate for the learners.
• Learning outcome	A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values expected to have developed as a result of a learning process.
• Lesson	A simple, planned segment of instruction that takes place within a certain time – usually part of a unit of work. The school day in Primary schools is divided into a certain number of Lessons, similar to Periods in Secondary schools.
• Outcomes-based	A curriculum or syllabus based on the setting and achievement of Outcomes, as explained above.
• Period	A unit of time within the school day in a Secondary school, equivalent to a Lesson in Primary schools. The recommended length of a period in Secondary schools is 40 minutes.
• Process skill	An action or reaction which a person performs in a competent way – with four component activities namely; perception, planning, recall of pre–requisite knowledge and execution.
• Programme of study	Detailed plan for teaching a course over a period of time.
• Programme Planner	A tool which gives the overview of the planned course of study – showing the strands and sub strands of the overall course.
• Rationale	Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.
• Scheme of work	Similar to a programme of study – usually linked to the syllabus.
• Scope	The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade level.
• Sequence	The order of the introduction or teaching of concepts and skills with in a subject, which reflect the progression of understanding or competence over a period of time.
• School based assessment	Assessment based on assessment by the teachers within the school rather than on National Examinations, although school based assessment may be included as a component of a National Examination.
• Strand	The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands.
• Strand statement	Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course.
• Strand year statement	Statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand

	during a specific year of study.
<ul style="list-style-type: none"> • Strand theme statement 	An alternative term for Strand Year Statement: statement of understanding, concepts, attitudes and skills intended to be acquired by a learner with in a particular strand during a specific year of study.
<ul style="list-style-type: none"> • Subject 	One of the traditional categories in to which the content of a school curriculum is sub – divided; subjects drive strongly from the range of disciplines of knowledge.
<ul style="list-style-type: none"> • Sub-strand 	A sub-division of a strand dealing with a particular topic within that strand.
<ul style="list-style-type: none"> • Syllabus 	A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, as well as other guidance for teachers.
<ul style="list-style-type: none"> • Teaching material 	Range of teaching materials utilized by teachers to assist with the process of facilitating learning.
<ul style="list-style-type: none"> • Value 	Moral standard of behaviour; principles which govern a persons actions.
<ul style="list-style-type: none"> • Vernacular Language 	Language spoken by a group pf people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin.

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Members of Curriculum Subject Advisory Committees

NESU

Education Officers of Provinces and other Education Authorities

New Zealand Government

European Union

I. Preamble

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

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

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

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

II. Purpose of the National Curriculum Statement

The purpose of the Policy Statement and Guidelines for the National Curriculum is:

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

The statement also

- provides details of the knowledge, understanding, skills, attitudes, and values which are prescribed as the outcomes of the school curriculum;
- refers to the policy statements which have led to the adoption of the curriculum;
- describes the aims, content and structure of the subject syllabuses;
- gives recommendations for effective learning and teaching strategies to achieve the desired outcomes;
- gives assessment information and procedures for the evaluation of the curriculum;
- describes resources available for learning and teaching;

- assists in achieving national consistency in curriculum outcomes.
- aims to ensure that educators and schools plan and carry out their teaching and learning programmes to enable all learners to achieve the expected outcomes of the curriculum.

III. Scope of the National Curriculum Statement

This policy statement and guidelines cover all levels of schooling up to Year 11. At present the curriculum for Years 12 and 13 is largely determined by syllabuses and examinations set overseas. This statement also covers Early Childhood and Vocational and Rural Training Centres and Community Learning Centres, but not Tertiary education.

IV. Introduction

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

The aims of the curriculum reform are:

- To enhance the knowledge, understanding, skills and abilities of all learners and to assist all learners develop positive values and attitudes, which will result in the establishment of a solid foundation for life-long learning for the whole person.
- To revise and develop the ECE, Primary, Secondary and TVET curriculum to ensure that its scope is sufficient to meet current and future learning priorities of the nation, and to make it more culturally relevant to the needs of learners in Solomon Islands.
- To shift from a curriculum approach that mainly provides students with a large body of information to one that brings about a deeper understanding of relevant knowledge, and leads to the development of higher order and creative thinking processes and skills, so that these can be applied in everyday life.
- To develop and implement a National School Curriculum that identifies relevant and achievable learning outcomes and provides appropriate learning opportunities at each stage of schooling for each learner, ensuring that there is depth, breadth, continuity and progression of learning.
- To develop culturally relevant and improved curriculum, teaching and learning and assessment resources for ECE, Primary and Secondary schools and TVET to support the revised curriculum.

- To develop and implement learner assessment processes that contribute to improved learning outcomes and provide evidence about learners' knowledge, understanding, skills, attitudes and values.
- To help teachers develop professionally in their teaching and learning and their understanding of the revised curriculum, through initial training, professional development activities at the school level, and teacher networking, in order for them to achieve the vision in the National Education Action Plans, 2007 – 2009, 2010-2012 and implementation of the Policy Statement and Guidelines for the National Curriculum.

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

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

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

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

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

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

Basic Education will be based on the following principles:

- Basic education progressively introduces a child to the information, knowledge and skills necessary for life.

- Basic education is holistic. It encompasses physical, mental, social, cultural and spiritual aspects of life.
- Basic education models and shapes behaviour and attitudes compatible with the wider society in which the child is to live.
- Basic education provides basic skills and competencies required for economic activity and development.
- Basic education prepares a child to become self-reliant and responsible, a resourceful member in the community, and promotes committed and responsible leadership.
- Basic education encourages a child to adhere to and respect religious, traditional and cultural values, beliefs, norms and codes of conduct of the local community and the wider world.
- Basic education provides the basis for a child to recognise and accept the diversity of Solomon Islands' culture, tradition, religion, and ethnicity throughout the Islands.

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

Early Childhood Education

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

Primary Education

- Primary education must develop the essential basic skills of reading, writing, speaking and listening.
- A policy on the use of the vernacular as a medium of instruction in early Primary schooling is being developed.
- Ways to improve performance in English will also be developed.

- Primary education must also help children to develop their ability to numerate: being able to do basic calculations in numbers, measurements and money.
- Encouragement should be given to the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing.
- Basic health and environmental education should be taught in the Primary school curriculum.
- Written materials, especially story books, should be based around the folklore of the Solomon Islands.

Junior Secondary Education

- There is evidence that practical subjects are given very little attention in Junior Secondary schools throughout the country, owing to a lack of curriculum materials and textbooks, a shortage of equipment and tools, as well as a shortage of suitably qualified teachers in the community high schools.
- The current curriculum used by Secondary schools is heavily theory-based, and thus does not prepare learners adequately to apply the skills they have learnt.
- The adoption of the policy on Technical Vocational Education and Training is intended to allow Junior Secondary schools to be able to develop TVET courses relevant to the lives of learners when they leave school.
- The Junior Secondary school curriculum should give equal emphasis to both academic and practical subjects.
- Tools and equipment must be provided in adequate number and in good quality to enable practical subjects to be taught properly in a practical way.

Senior Secondary education

- Subject specialisation should start in Year 10 (Form 4) by developing Technical and Academic streams in all Senior Secondary schools.
- There is a need to bridge the perceived gap between Year 11 and Year 12 curriculum i.e. between the Solomon Islands School Certificate curriculum and the South Pacific Board for Educational Assessment (SPBEA) recommended curriculum for Year 12.
- The variety of curriculum offered at the senior level (for example, the national curriculum, curriculum examined by the South Pacific Board for Educational Assessment, and the University of the South Pacific curriculum) poses a concern for Solomon Islands, since there is a desire to develop the local curriculum to meet the needs of local learners.

Training Centres (Rural, Vocational and Technical Training Centres)

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

- It is also intended that Centres will be able to introduce a variety of subjects into their curriculum which are suited to the learners, communities and to their Province.
- New programmes such as computing studies for which there is a clear and increasing demand must be developed.

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

VI. Structure of the Education System

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

There will be 6 levels within the education system:

- 1. Early Childhood Education** will last up to three years before Primary school.
- 2. Primary Education** will last for 6 years, to be called Years 1 to 6 and will be part of the Basic Education for All.
- 3. Junior Secondary Education** will last for 3 years, to be called Years 7 to 9, and will also be part of Basic Education for all, with the aim for all children to complete a total of at least 10 years of schooling.
- 4. Senior Secondary Education** will last at least 3 years, to be called Years 10 to 12. Entry to Senior Secondary education will be selective, by National Assessment and Examination procedures at the end of Year 9, and will depend on the number of places available. All learners entering Year 10 will complete Year 11, but due to a limited number of places further selection will take place for Year 12. The senior secondary policy to be developed soon will give more detailed guidelines and will also include a decision on year 13. Senior Secondary schools will offer a choice between mainly academic and mainly technical courses.
- 5. Vocational or Technical Education (TVET)** will be available throughout the system, but will be specialised within Rural or Vocational Training Centres (RTCs/ VTCs), Technical Schools, Community Learning Centres (CLC's) or similar institutions for learners leaving Year 9, or Years 11 or 12 in some cases. These will offer courses in practical and vocational skills aimed at giving learners skills which they can use to improve the lives of their home communities, develop self-employment, gain paid employment or proceed to Tertiary education.

6. Tertiary Education will be available at a wide variety of institutions including SICHE, University of South Pacific (USP), Fiji Institute of Technology (FIT), University of Papua New Guinea (UPNG), University of Technology (UNITECH), Goroka University and other institutions in PNG and elsewhere. Selection for these will be from Year 12 and 13.

Normally the education structure will be based on six types of institutions, as shown on the diagram on the next page:

1. Early Childhood Centres will cater for Early Childhood Education for up to three years before entry to Primary school.

2. Primary Schools will cater for Years 1 to 6 only. They will mainly be located in rural areas where there are insufficient numbers of children for the creation of a Community Schools.

3. Community Schools will include *Early Childhood Centres, Primary Schools* and *Junior Secondary Schools* in one institution under one administration. Thus children will attend for 10 or more years from Early Childhood to Year 9 in one place.

4. Senior Secondary Schools will include Year 10 to Year 12 or 13. Learners will enter these schools through selection after Year 9 as described above.

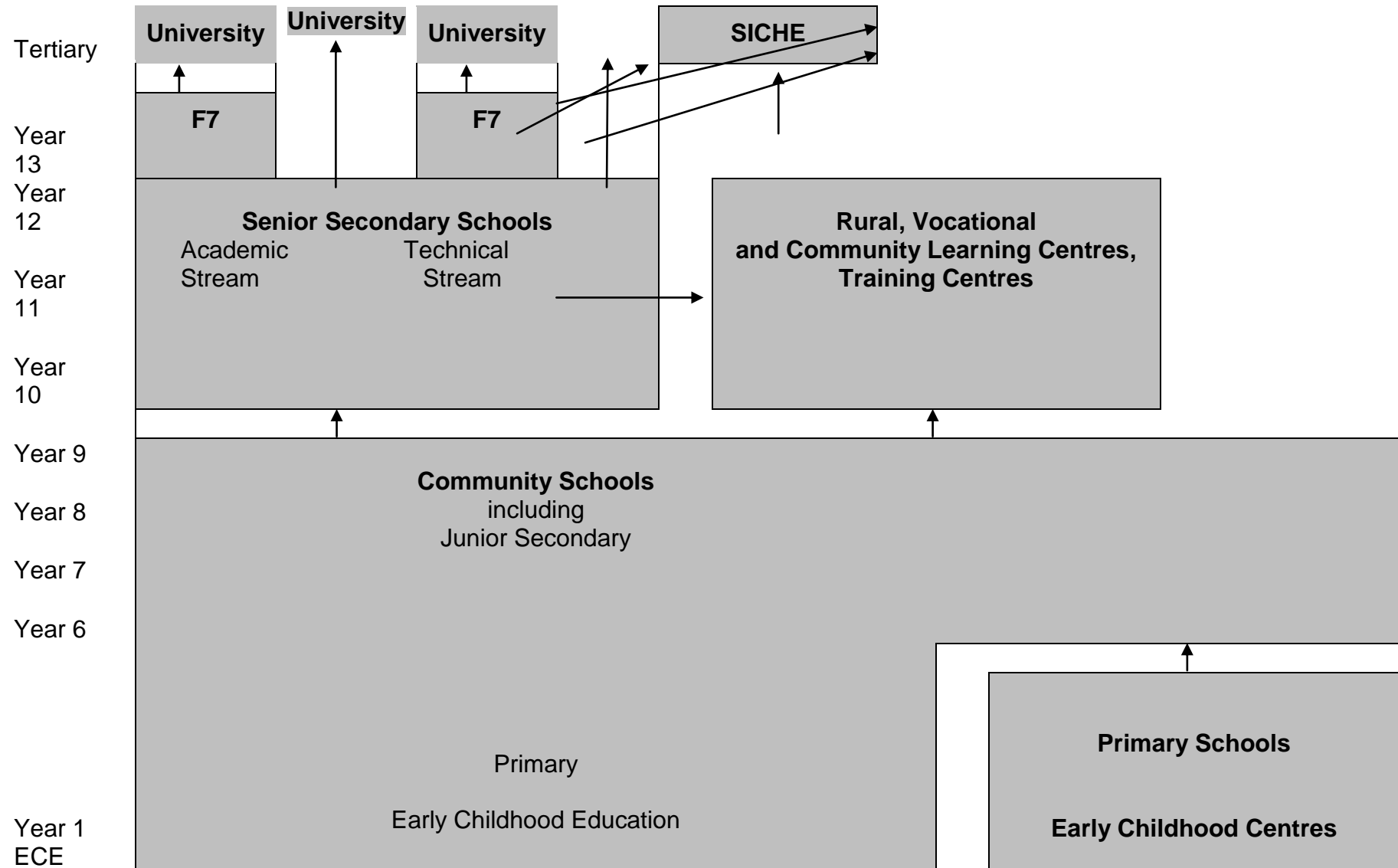
5. Training Centres will include *Rural Training Centres, Vocational Training Centres, Community Learning Centres* and similar institutions, including privately funded institutions. In some cases they may be attached to Community Schools.

6. Tertiary institutions as above.

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

STRUCTURE OF EDUCATION SYSTEM

(U = University level education at USP, UPNG, FIT, UNITECH etc.)



VII. The Education Act 1978 and Curriculum Policy

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

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

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

Part V: Curricula and examinations

Clause 23.

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

Clause 24

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

Clause 25

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

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

VIII. The Process of Curriculum Development and dissemination

Although the process of curriculum development in Solomon Islands is centralised, its actual development is based on a highly participatory model. The curriculum, syllabuses and teaching and learning materials are developed by the Curriculum Development Centre, which employs Curriculum Development Officers in each major subject for both Primary and

Secondary School curriculum. In the near future also the development of ECE and TVET-curriculum will be encouraged by specialist ECE-and TVET-Curriculum Development Officers.

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

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

IX. Solomon Islands curriculum principles

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

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

Literacy and numeracy

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

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

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

Cultural and Social Values, Traditions and Beliefs

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

Controversial issues

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

Environmental and Health education

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

Practical skills

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

Inclusive Curriculum

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

Safety

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

Learning and Teaching with a practical focus.

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

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

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

The following statement summarises this philosophy:

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

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

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

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

The rationale involves :

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

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

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

- catering for individual needs and differences, so that all learners have every opportunity to achieve the exit outcomes;
- having expectations of learner success;
- linking curriculum planning, teaching and assessment to the expected outcomes

This approach helps to address the needs of the majority of school leavers, thus contributing to the goals of the curriculum review and reform programme, as expressed in the National Education Action Plans, 2007-2009, 2010-2012 and the Education Strategic Framework, 2007–2015. It tries to ensure appropriate learning for all, rather than to provide an over-academic learning process for the minority.

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

The main features of the outcomes approach are:

Content and skills

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

Links between subjects and links with real life

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

Designing backwards

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

Success or failure?

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

majority of learners who will leave Community Schools after Year 9, as well as the needs of the minority who will go on to Senior Secondary Schools later.

Assessment by competency

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

Critical Thinking and Problem Solving

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

Link with traditional education

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

XI. Outcomes for the whole curriculum

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

Key Learning Outcomes

11.1. Culture promotion

Awareness of the Solomon Islands culture; in particular, the promotion of the concept of 'unity in diversity', the need for equity, and inclusiveness.

11.2. Lifelong learning

Realisation that learning is a lifelong experience; encouragement of innovation, creativity, and a positive view of learning after school.

11.3. Ethics and good citizenship

Development of positive, moral and ethical values, with respect to others, based on personal integrity and social responsibility, focused on values education, civics and citizenship.

11.4. Peace and Reconciliation

Development of positive attitudes with the mind and heart to create peace, reconciliation and be able to live in harmony in a multi-ethnic diverse community.

11.5. Technology

Use of appropriate traditional and modern technology to improve community standards of living.

11.6. Entrepreneurship

The development of entrepreneurial skills for making a living through initiative and creativity.

11.7. Development of the whole person

Development of the whole person including social, physical, mental and spiritual life of the individual, environmental and health awareness and good health practices.

XII Outcomes for each educational level

Early Childhood Education

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

In the area of *Physical Development*:

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

in the area of *Cognitive Development*:

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

In the area of *Social Development*:

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

In the early years, children will be assisted to;

- Develop the ability to eat independently and appropriately
- Develop skills in managing dressing and undressing
- Develop a healthy self- concept
- Show respect for property and rights of others
- Develop the ability to discuss needs, wants and problems
- Recognize and appropriate own uniqueness.
- Accept other's personal and cultural difference.

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

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

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

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

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

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

Primary Education

By the end of Primary Education learners should:

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

Junior Secondary Education

By the end of Junior Secondary education learners should:

- acquire the information, knowledge and skills necessary for life and be able to apply these skills in new situations
- develop in all aspects of life: physical, mental, social and spiritual and be able to apply themselves well in each situation in life
- develop and display behaviour and attitudes which are compatible with the norms of the wider society in which they are to live
- acquire and apply basic skills and competencies required for economic activity and development
- appreciate and learn the need to become self-reliant and responsible and a resourceful member in the community
- be able to become a committed and responsible leader
- appreciate that they are related to others, therefore should adhere to and respect religious, traditional and cultural values, beliefs, norms and codes of conduct of the local community and the wider world
- be able to recognize, appreciate and accept the diversity of Solomon Islands' culture, tradition, religion, and ethnicity throughout the Islands
- Acquire appropriate knowledge, understanding and skills to benefit from further education or training

Senior Secondary Education

By the end of Senior Secondary education learners should:

- build and expand on the outcomes achieved at Junior Secondary level
- use language skills to understand, develop and communicate ideas and information which are required to enable them to gain employment or to progress further into higher level of education
- develop higher order cognitive skills

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

Training Centres

After attending a Training or Community Learning Centre learners should

- be able to become a responsible leader of their community
- have acquired the skills and attitudes to contribute to the improvement of the lives of the people in their communities
- have acquired the skills and attitudes to improve their own lives and those of their families
- have developed the values of self discipline and self reliance
- have developed themselves to their full potential socially, morally, spiritually, culturally and physically as well as acquiring practical skills
- have the traditional skills to enable them to be self reliant
- be able to create self- employment.
- have acquired the entrepreneurial skills and attitudes to successfully make a living through self-employment
- be able to create employment for others and be a successful employer
- be able to find paid employment in the rural or urban areas if appropriate
- have developed a work ethic which enables them to make a success of self employment or working for others
- have acquired the skills and knowledge to proceed for further training in practical fields
- have developed self esteem and a pride in the skills they learn
- be able to assist in the development of the country
- become a useful and respected citizen of the country

- be able to live in harmony and co-existence with other people both from their own community and from other communities.

XIII. Subjects, and Outcomes for each subject

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

Early Childhood Education

Early Childhood Education is not divided into subjects. The outcomes are those specified above.

Primary Education

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

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

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

English Language

Oracy

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

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

Literacy

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

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

Mathematics

Learners should

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

Science

Learners should

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

Social Studies

Learners should

- become informed, confident and responsible citizens who contribute in positive ways to their communities
- develop positive attitudes of pride, respect, acceptance, responsibility, honesty, caring, sharing and stewardship
- develop skills that promote good relationships in their lives
- develop skills of problem-solving, critical thinking, initiative and curiosity

- develop an appreciation of the importance of relationships between people and events through time, and interpretations of these relationships
- develop an understanding of people's allocation and management of resources and people's participation in economic activities
- develop the skills of gathering and analyzing information and acting on the new information
- develop an understanding of the importance of goods and services in their everyday living

Health Education

Learners should:

- learn and develop a core concept of health literacy
- develop and accept personal responsibility
- develop and practice health skills and positive attitudes and behaviours towards health
- develop respect for and promotion of their health and others
- understand the process of physical, cognitive, mental, emotional and social growth and development
- use quality health- related information, products and services
- prevent and control risk behaviours, substance abuse and diseases
- understand the importance of physical activity and making wise healthy food choices for a healthy lifestyle
- establish and develop good positive health habits and safety practices
- develop positive attitudes towards creating a healthy community and environment.

Junior Secondary education

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

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

The outcomes for each Junior Secondary subject are as follows:

Academic subjects

English

Learners should:

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

Mathematics

Learners should develop

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

Science

Learners should develop:-

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

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

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

Social Studies

Learners should:

- be well informed about their own history and origins, and changes that have occurred in the past and are now occurring in the social, political and economic life of Solomon Islands.
- develop an understanding and appreciation of the preservation of people's identity in a culturally diverse society in the process of building nationhood.
- develop the skills and attitudes needed for them to participate in an active, useful and responsible role in the life of their own communities and the nation as a whole.
- develop an awareness of their social and physical environment, the use of resources to improve the quality of life, and the importance of conserving these resources and the environment in which they live.
- develop the skills to be critical and form constructive opinions about the social and environmental changes that are taking place and how they should respond to these changes.
- develop an understanding about other countries' history and social, political, and economic life, as well as the achievements and challenges due to the developmental changes that are taking place in their countries compared to Solomon Islands.

- Acquire an informed knowledge about social issues and conflicts that cause divisions and disunity in our society, and participate in finding solutions for the sake of upholding peace, reconciliation and unity between peoples and societies.

Practical / Vocational Subjects

Agricultural Science

Learners should develop

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

Business Studies

Learners should be able to:

- investigate types of business organization and systems that regulate economic activities and analyse the impacts on economic activities
- use decision making and problem solving strategies to acquire quality goods and services to become informed and responsible consumers
- investigate complexities and interrelationships when goods and services are produced and distributed on local, national and global level
- identify, investigate and propose solutions to economic challenges
- complete, analyse, store, and retrieve information and documentation needed for individuals, businesses and non profit organizations to operate efficiently
- use principles of record keeping and reporting relevant to needs of particular individuals and/or organizations
- use information and communication technologies to generate, manipulate, store, present and access information in business contexts for different users
- generate enterprising ideas, develop business proposals and plans, undertake ventures (small income generating business) and evaluate their outcomes
- use understanding of enterprises to propose solutions to business, economic, political or legal issues to produce positive outcomes

Home Economics

Learners should

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

Technology

Learners should

- be able to use tools, machines and materials comfortably
- understand how to venture into self-reliance and paid employment with the use of basic technologies to improve their livelihoods and standard of living
- develop skills and techniques in problem solving and, in particular, the ability to design solutions and apply technological knowledge and skills in solving problems
- use appropriate skills to repair and maintain existing technologies
- develop the ability and confidence to apply their technological knowledge and skills in the utilization of materials and resources for practical, aesthetic and other constructive purposes
- understand the key principles that govern the technological processes which could be applied to help solve practical problems in real life situations, within both the urban and rural contexts in the Solomon Islands
- assess the effects and impacts of technology on individuals, societies, and environments in Solomon Islands.

Thus learning in technology will enable learners to develop

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

Personal Development Subjects

Arts and Culture

Learners should acquire:

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

The development of such understanding and skills will enable learners to

- think logically and satisfy their curiosity about the world around them
- complete tasks and solve problems in a creative manner
- learn more about fellow Solomon Islanders and the outside world and thus brings an understanding of other people through out the world
- appreciate similarities and differences between traditional customs, values and observations and culturally appropriate artistic views, values and assumptions
- use their Secondary Arts and Culture learning to prepare for tertiary education and direct employment
- use Arts and Culture as a tool for understanding their natural environment and persuade others to protect and preserve their environment
- fully utilized their immediate resources and environment in a sustainable manner for the benefit of all.
- develop their skills in playing musical instruments, creating visual art and improvising and performing drama.

Christian Education

Learners should

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

Health Education

Learners should

- develop feelings of personal responsibility towards their own health, and the health of the community, and recognise their ability to make healthy decisions
- gain the skills and knowledge required to maintain and promote personal health throughout their life span

- value and have respect for their health and others
- have an understanding of the processes and changes that occur to the human body throughout the lifespan
- be informed of quality health information, products and services
- be aware of behaviours that are harmful to themselves and others
- be empowered to promote health-supportive behaviours and structures within their families, communities and the nation

Physical education

Learners should

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

ICT: (Information and Communications technology)

Syllabuses are yet to be developed.

Senior Secondary Education

In Years 10 to 12, and possibly 13, schools will offer two streams: an Academic Stream and a Technical stream. English and Mathematics will be compulsory for both streams, and learners will then choose four or five more subjects from a range of subjects, concentrating mainly on **either** academic subjects **or** technical subjects. However academic learners may choose one technical option and technical learners may choose one academic option. It may not be possible for all schools to offer a complete range of subjects, so there may be some specialisation of subjects in individual schools, especially in technical subjects.

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

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

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

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

The following suggestions have been made for additional subjects:

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

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

Vocational education

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

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

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

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

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

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

XIV. School Curriculum Profiles: Time Allocation

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

Primary Schools: Time Allocation

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

Primary Years 1 to 3

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

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

Primary Years 4 to 6

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

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

Junior Secondary Schools: Time Allocation

Subject	Periods per week (all periods 40 minutes)	Total time in minutes per week	% of total timetable (1600 mins)
Academic subjects			
English	5	200	12.5
Mathematics	5	200	12.5
Science	4	160	10.0
Social Studies	4	160	10.0
Total Academic	18	720	45.0
Practical, vocational subjects			
Agriculture	4	160	10.0
Business Studies	4	160	10.0
Home Economics/ Technology	2 core each (=4) Plus 2 extension, either H.E. or Tech.	160 80	10.0 5.0
Total Practical/vocational	14	560	35.0

Subject	Periods per week (all periods 40 minutes)	Total time in minutes per week	% of total timetable (1600 mins)
Personal development subjects: Christian Education Arts and Culture Physical Education Health ICT (optional)	8	320	20.0
Total	40	1600	100

Notes:

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

Senior Secondary schools: Time Allocation

It is not possible to produce a full curriculum profile or time allocation for Senior Secondary schools as there will be choices of subjects and therefore considerable flexibility.

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

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

Training Centres time allocation

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

XV. Learning and Teaching approaches for the curriculum

The result of the philosophy and principles underlying this curriculum is that learning and teaching should be based on a learner-centred, problem-posing approach. As far as possible, learners should be actively involved in the learning process. Situations should be presented so that they can learn or find out information or develop skills for themselves, rather than passively attending to a teacher. The teacher should be seen as a facilitator of learning, rather than as someone who merely passes on knowledge. Professional preparation of teachers during pre-or in-service training in this new learner-centred and problem-posing approach is therefore very important.

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

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

As far as possible, however, these should be learnt through an inter-active process involving discovery of information and ideas, and understanding concepts for themselves. Learners should work through planned learning experiences involving experimentation, investigation, observation, discussion, practice of skills and independent study rather than listening and note taking. Some of the methods by which these ideas can be achieved include the following:

Problem posing means setting up a situation which encourages learners to find out something for themselves, or giving them a problem for which they have to work out the answer.

Experiments are particularly important in Science. Learners are asked to do an activity, observe the results and draw their own conclusions.

Discovery learning may be linked to experiments, problem posing, field work or research. The teacher sets up a situation where learners can discover things for themselves. This may

be guided discovery, where the teacher knows what the learners will discover, or more open ended discovery leading to finding out things the teacher does not know.

Personal or group research is when learners are asked to find out information and ideas about a topic for themselves, either by research in a library, or by original research 'in the field' i.e. outside the classroom.

Demonstration involves teachers showing learners how to do something or perform a skill, but must be followed by opportunities for the learners to do the activity or practice the skill themselves.

Practical activity means giving learners the opportunity to practice a skill for themselves. This is a necessary part of skills teaching.

Questioning of learners is a very important part of all teaching. Questions may be either about the learners' own knowledge and experiences, or based on information given, from which learners can find the answers. However, **open questions**, which have more than one possible answer and lead learners to think for themselves and form their own opinions, are as important as closed questions, which involve testing the learners prior knowledge.

Discussion involves learners talking to each other as well as the teacher, sharing information or ideas, or jointly seeking evidence or solutions. It gives each person a chance to ask questions, to share information and personal experiences, to analyse a topic and develop deeper meanings.

Group work is valuable as it develops skills in decision making; problem solving; planning together to achieve a goal; listening and communicating; helping learners to share knowledge, ideas, values and attitudes; developing a sense of responsibility towards others; and developing organisational ability.

Role play and drama has a tremendous impact on learners. By learners taking the role of another person and pretending to feel like, think like and act like another person, learners can act out their own hidden feelings without being blamed for them. Through role play learners can also develop insight, explore values, attitudes and understanding of others. They are also given the opportunity to make decisions and consider the consequences. This is particularly important in achieving the Outcomes concerned with values and attitudes.

Excursions outside the school help to relate school learning with real life.

Field work outside the classroom helps to bring reality to the learning and to connect it to real life.

Peer teaching is when one learner or group of learners is asked to teach other learners. This can often benefit both groups.

Brainstorming is when a group of learners is asked to throw out ideas on a topic and later collect them together and order them.

More types of teaching strategies are shown in Annex 2.

XVI. Assessment

Assessment is a continuous planned process of gathering analysing and interpreting information about learner's knowledge, understanding, skills and attitudes in the various subjects. Assessment judges whether the Learning Outcomes have been achieved, and enables learner progress to be reported.

16.1 Principles of Assessments

To ensure that assessment is effective assessment practices

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

16.2 Purpose of Assessment

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

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

16.3 Types Assessment

Assessment helps to

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

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

16.4 Assessment System

A good system for learner assessment incorporates:

- Planning for assessment
- Using a variety of assessment techniques
- Providing opportunities for learners to demonstrate performance using the Indicators given in the syllabus

- Diagnosing, analyzing and feedback
- Gathering and recording evidence of learners' performance and keeping records of the evidence
- Observing learners demonstrating a certain skill and assessing their competence. This is competence-based assessment or performance assessment..
- Providing feedback to learners
- Making judgments on learner's achievement.
- Using a meaningful system of Grading achievement
- Reporting on learners' achievements by referring to the learning outcomes.

16.5 What should be assessed?

We must assess all aspects of the Outcomes, both the Key Learning Outcomes and the outcomes of individual syllabuses. We must assess knowledge, understanding, *skills and attitudes* we aim to develop. This means devising many types of assessment, often based on criteria-based or competency-based assessment, as well as the more traditional written assessment of knowledge and understanding. Teachers must acquire knowledge and skills in many different types of assessment techniques.

16.6 Reporting

The syllabuses assist with reporting. Every sub-strand has Indicators for assessment. These show whether the learner has achieved the Outcome. Each sub-strand of a syllabus also presents at least one example of an Assessment Event. These Assessment Events can be used to build a report on a learner's achievement over time. An example of a competence-based assessment record is included in each subject syllabus as shown in Annex 3

16.7 National Assessment and Reporting

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

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

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

Assessment Resource Tool for teaching and Learning (ARTTLE) is a tool to assist teachers in devising activities to test whether their learners have achieved what they aim for them to achieve. It has suggested activities for each level. At present it is being trialled. It may be used more widely when SISE is phased out.

Year 9 (Form 3) National Assessment: At the end of Year 9 all learners are assessed, at present in four subjects: English, Mathematics, Science and Social Studies. This is at present done by a National Examination. This assessment is used for selection into Year 10. It is

planned to extend this to the assessment of all subjects and use results in English, Maths and the best 4 or 5 subjects for entry to year 10. If practical subjects are to be assessed some school-based assessment will have to be included as well.

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

Pacific Senior School Certificate is taken by learners in Year 12. It is set, marked and administered by the South Pacific Board of Educational assessment in Suva, Fiji. Learners sit for five subjects, including English, The aggregate of English and the best three other subjects is used for entry to Year 13.

University of South Pacific (USP) Foundation Year Examinations are taken by learners in Year 13. They are set, marked and administered by USP. Learners take seven or eight one-semester courses, specialising in either Arts or Science subjects. The results are used to qualify for entry to the first year of USP or for other tertiary institutions.

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

Annex 1. Syllabus Structure

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

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

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

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

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

For each sub-strand the syllabus shows Learning Outcomes, Indicators and Suggested Assessment Events related to that sub-strand. These are shown in three columns.

Learning Outcomes

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

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

Indicators

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

- Indicators are, therefore, expressed as verbs of action such as define, describe, list, write about, compare, summarise, relate, justify, make, sew, assemble, choose, select, initiate and many others.
- Indicators must be observable, measurable and based on an activity done by the learners.
- The purpose of indicators is to assess performance, monitor progress and provide stakeholders with evidence that learning has taken place.

- Indicators lead directly to assessment.
- Indicators referring to knowledge and understanding do not normally use only verbs like list or define. These actions can often be achieved successfully even if the knowledge has not been understood. They are lower level cognitive skills. Syllabuses also use verbs connected to higher levels of cognitive skills such as compare, contrast, justify, appraise, analyse and synthesise. These involve thought and understanding.
- Indicators suggest that learners can apply the knowledge of what they have learnt in a useful or practical way, in a context they are likely to find during the learning period and after they leave school. This means that teachers should use the indicators to plan activities which help learners to make use of what they learn e.g. not just to learn about an aspect of history or current affairs but to be able to listen intelligently to the news or read a newspaper with understanding, or even take part in political activity in a local community.

Suggested Assessment Events

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

- The results of these assessment events can be recorded to build up a profile of the learner's progress.
- Results need not be in terms of marks. Teachers may use a competence approach . They can record whether the learner has achieved the Outcome or not ; either in the form of Yes/No, or by registering degrees of achievement e.g.
A = Achieved;
P/A = Partially achieved;
N/A = Not Achieved
- In practical subjects the record may be based on a list of criteria against which the learner is judged.

Format of Syllabuses

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

Introductory

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

Main sections of syllabus

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

Subject: title: Science Year no		
<p>Strand: Title A strand is the term for the main areas of study into which the subject is divided: in Science, there are six strands (Life and Living, Earth and Beyond, Energy and Change, Natural and Processed Materials, Farming, and Working Scientifically). This section contains the Strand statement for the Year</p>		
<p>Term: Sub-strand: Title (lessons) A strand is sub-divided into sub-strands. For example, within the Primary Science 'Earth and Beyond' strand, there are sub-strands for each year : for Year 1, Sun and Moon, for Year 2, Shadows, for Year 3, Day and Night and Influence on Life , For year 4, Rotation of the earth, for Year 5, Earth's orbit and the Seasons, for Year 6, The Solar System and Internal Structure of Earth. This section contains the title of the Sub-strand.</p>		
Learning Outcomes	Indicators	Suggested Assessment Event
<p><i>Learners should :</i></p> <p>(u) (k) (s) (a) (h) (p)</p> <p><i>Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity. Outcomes are usually expressed as understandings, knowledge, skills, values or attitudes, practices, habits</i></p>	<p><i>Learners should be able to :</i></p> <p><i>Indicators are examples of things students can do, demonstrate or understand if they have achieved an outcome.</i></p>	<p>For selected learning outcomes there is <i>an assessment event</i>. Section 10 presents the detailed syllabus with assessment events at the appropriate places. The learner textbook has other assessment events.</p>

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

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

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

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

7. **Learning, Teaching and Assessment**

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

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

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

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

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

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

10. **Syllabus Structure :** The detailed subject syllabus is presented in Section 10. It is a series of Strand and Sub-strand sheets; each sheet has the same structure, detailing the Learning Outcomes, Indicators and Assessment Events for the sub-strand, as shown in section 3 above.

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

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

13. **Tools and equipment:** Lists of tools, equipment and consumable materials needed for teaching the subject.

Annex 2. Teaching Strategies

A range of strategies for helping learners to achieve the overall learning outcomes are shown here; They are in 8 categories

Problem solving

- Brief design
- Model building
- Whole group extended
- Decision making process
- Testing solutions

Ideas

- Concept mapping
- Brainstorming
- Inquiry and curiosity
- Predict, observe, explain
- Open minded experiments

Research

- Small group research
- Library assignments
- Analysis of hand data
- Collection of material

People

- Peer teaching
- Cooperative learning
- Interviews
- Visits and visitors

**LEARNING
OUTCOMES
MAY BE
ACHIEVED
THROUGH**

Skills and processes

- Investigative processes
- Practices
- Mastery learning
- Skills development
- Values clarification
- Process writing

Media

- Debates
- Story- telling
- Small- group discussion
- Class discussions
- Creative writing
- Quality questioning

Personal experience

- Learners personal experiences
- Investigations
- Hands-on activities
- Interactive learning
- Excursions, field trips

Presentations

- Role play
- Drama and dance
- Talks and reports
- Demonstration
- Posters
- Story shells
- Simulation

Annex 3. Sample Report Record Year 7

	Semester 1						Semester 2					
Strand	1	2	3	4	5		1	2	3	4	5	
Assessment Event**						End of Term Test						End of Term Test
Name												
Judy	A	PA	NA	A	A	65	A	A	A	A	NA	79
Martin	NA	PA	A	A	A	42	NA	PA	PA	PA	NA	35

**Assessment events should be described in this column.

A = achieved
 PA = partially achieved
 NA = not achieved

A continuous record of achievement like this acts as a report card for an individual learner. It also evaluates the effectiveness of the teaching programme.

Annex 4. Learning and teaching materials and tools and equipment

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

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

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

Annex 5. References

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