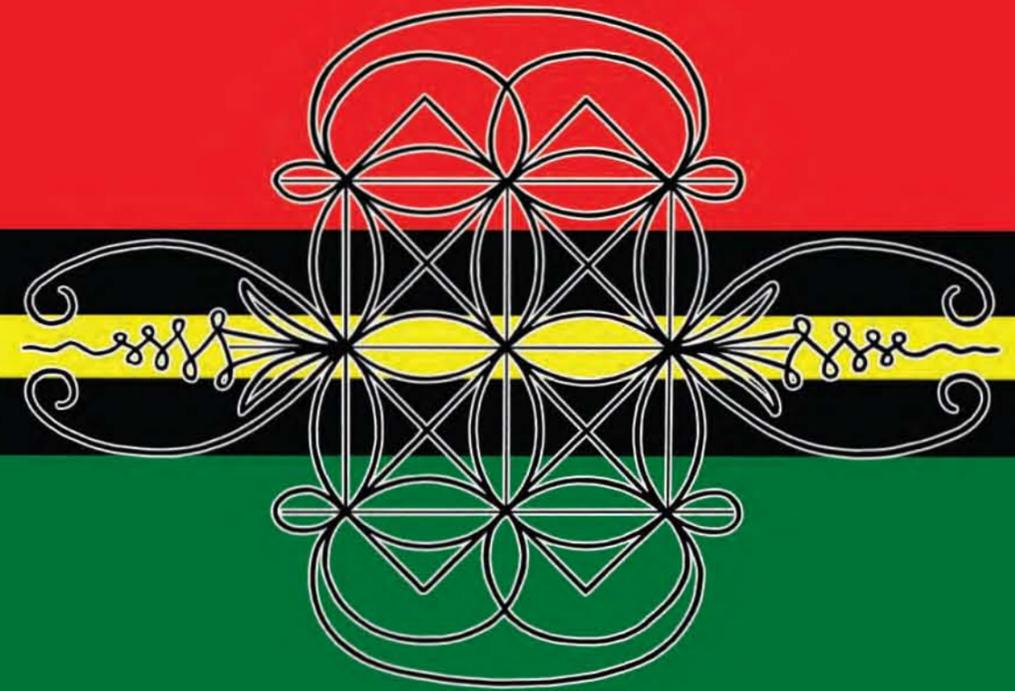


Vanuatu National Curriculum Statement



Ministry of Education
Republic of Vanuatu
2010



Vanuatu National Curriculum Statement

Working Together for a Better Future

The story behind the drawing on the cover

Twin Brothers

Vanuatu is multicultural with many amazing stories. Many of these stories are illustrated using drawings and patterns passed on from one generation to the next.

The design on the front cover is a sand drawing; a well known drawing from the eastern part of Vanuatu. The design of the sand drawing describes a legend of twin brothers. The drawing describes what happened when one brother was on his way to hunt. He came across a clean sandy area and decided to draw a design on the sand. However, he did not complete the drawing and went on his way. The next day when he came back to the same spot, he found that his sand drawing had been completed by someone else. He returned home and told his brother about what had happened and his brother told him that he came across the uncompleted drawing and decided to complete it.

The twin's sand drawing on the cover represents Vanuatu's dual system of Francophone and Anglophone schools that are being harmonised and becoming one system. Just like the twins sand drawing, the two parts are being drawn together to form one system. The curriculum will be harmonised and will enhance students' and children's knowledge to create thinkers and problem solvers. Just as the drawing was completed by the brothers, creating one education system will assist us to be one Nation, working and living together in harmony.

USP Library Cataloguing-in-Publication Data

Vanuatu national curriculum statement / Ministry of Education Vanuatu. – [Port Vila: Ministry of Education, 2010].

110 p. ; 30 cm.

ISBN 978-982-9126-01-6

1. Curriculum planning—Vanuatu
2. Competency-based education—Vanuatu
3. Curriculum change—Vanuatu I. Vanuatu. Ministry of Education.

LB2806.15.V26 2010

375.001

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Acknowledgements

Ministry of Education officers from the Curriculum Development Unit (CDU), supported by officers of the Inspection Unit within the Ministry of Education developed The Vanuatu National Curriculum Statement (VNCS) with assistance and advice from the National Reference Group (NRG). Four National Forums of the NRG were conducted in Port Vila and Luganville in 2009 and 2010. There were over 200 members of the NRG broadly representing the many stakeholders in education, including the University of the South Pacific (USP), l' Agence Universitaire de la Francophonie (AUF), Vanuatu Maritime College, Vanuatu Agriculture College, Chiefs from all Provinces, Provincial Secretary-Generals, members of the Vanuatu Christian Council, Non-Government Organizations (NGOs), Church organizations, Business representatives, Education Authorities, senior officers of the Department of Education, the Teaching Service Commission, the National Education Commission, lecturers of the Vanuatu Institute of Teacher Education (VITE), Provincial Education Officers, Zone Curriculum Advisers, Principals, Head Teachers, Teachers and Student representatives.

The VNCS was initiated during the Education Summit 2006 which gave rise to the Vanuatu Education Sector Action Plan (VESAP) which identified the need to develop this statement and a national curriculum framework for Vanuatu. Many stakeholders contributed at this important summit.

The Ministry of Education acknowledges the co-operation, support and advice of all of these groups and individuals.

The Ministry of Education acknowledges the support of the New Zealand Government's Agency for International Development (NZAID) and the Australian Government's Agency for International Development (AusAID) who in cooperation with the Government of the Republic of Vanuatu supported the development of this statement.

Foreword - Minister for Education

The Republic of Vanuatu's education system is at a crossroads. Since the colonial era, Vanuatu has enjoyed 29 years of independence but the education system has continued to operate a dual system, one for Francophones and one for Anglophones. There are consequent disparities from Preschool to Year 13 in curriculum content, training and examinations. This will now change.

The development of the Vanuatu National Curriculum Statement (VNCS) will harmonize languages and curriculum content. Achieving harmonization will impact on all aspects of education including evaluation and assessment practices, the training of teachers and students' achievements at all levels including tertiary studies.

This curriculum statement is the first of its kind for Vanuatu. It is developed with respect to the views and opinions of the people of the Republic of Vanuatu. It offers a more relevant curriculum for all education stakeholders. It provides the foundation, framework and pathway for curriculum developers and policy makers and provides directions for future curriculum changes and development.

Major concepts that informed the development of this curriculum statement are those basic to Vanuatu's Constitution. Current educational advances, data collected from forums, from various reports and from Ministry databases represent a national consensus, which has informed the development of the VNCS. These concepts will be used to prepare Vanuatu's citizens to meet the socio-economic, cultural and political challenges that face our country. Most importantly, the Vanuatu National Curriculum Statement outlines educational pathways, recommends teaching and learning principles and outlines a philosophy of education appropriate for Vanuatu.

Educationalists in all schools and academic institutions must understand the concepts and philosophies prescribed in this document because they apply to all levels of schooling and empower students to meet the Millennium Development Goals as well as promote the independence of Vanuatu.

The Ministry of Education thanks the representatives of different organizations including UNDP, UNESCO, UNICEF, NZAID, AusAID, France and UK under bilateral programmes that have supported the development of the curriculum since independence.

I also thank all officers responsible for the development of the Vanuatu National Curriculum Statement and all members of the community who have contributed to its development – working together for a better future.



Honourable Charlot Salwai Tabimasmias
Minister for Education



May 2010

Message from the Director General of Education

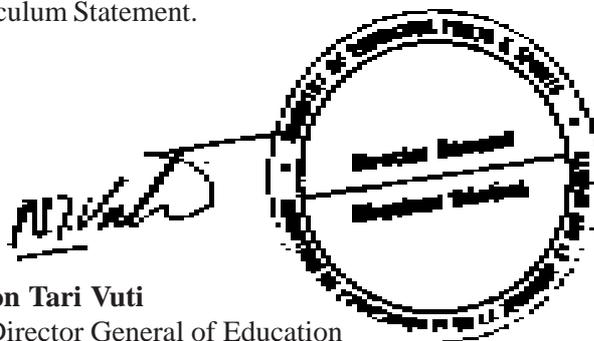
The Vanuatu Education Sector Strategy (VESS) (20017-2016) is achieving major reforms to the Vanuatu Education System. VESS is a home-grown programme and one of its priorities is to complete the unification of curriculum content and produce a ni-Vanuatu curriculum whatever the language of instruction (French, English, Bislama or a vernacular language). The National Education Council has endorsed the directions discussed in this statement after consultations at a number of summits and forums. When implemented, this statement will provide the government with the means of achieving a quality education for all.

VESS anticipated a set of policies would be drafted. VESS identified the need for a Vanuatu National Curriculum Statement (VNCS) to direct national curriculum development and its implementation.

The VNCS will assist the Vanuatu education system, and guide the development of the national curriculum from Kindergarten to Year 13. It sets boundaries and provides a framework for relevant curriculum content for schools in Vanuatu to be developed for students and teachers in French, English, Bislama and the vernacular languages from Kindergarten to Year 13. We acknowledge that we are part of a global community but this document also makes it clear that we need to be self-reliant and must develop a curriculum relevant to Vanuatu, based on values derived from Vanuatu's cultures and beliefs. The VNCS is a statement written by Ni-Vanuatu for Ni-Vanuatu.

The disparities and gaps which exist in various sectors of the academic domain of our curriculum will now cease. The VNCS provides a clear structure for the curriculum, organized for all year levels of school, making connections within subjects and between subjects as students move from Kindergarten to Year 13. The VNCS emphasizes harmonization of the curriculum for all students irrespective of their language background and is inclusive of the high percentage of students in Vanuatu who live in rural communities. These students need to have a better chance to be able to alleviate their isolation and poverty and meet relevant standards for employment.

I acknowledge the inputs of education officers, CDU staff, donors and all the members of the communities in Vanuatu who have contributed to the development of this National Curriculum Statement.



Wilson Tari Vuti
The Director General of Education

May 2010

Acronyms and Terminology

Acronyms

AAMT	Australian Association of Mathematics Teachers
AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
AUF	Agence Universitaire de la Francophonie
AUSAID	Australian Agency for International Development
CDU	Curriculum Development Unit
CONFEMEN	Conférence de Ministres de l'Éducation des pays ayant le français en partage
DAEU	Diplôme d'Accès aux Etudes Universitaires
EAU	Examination and Assessment Unit
EUVED	European Union Vanuatu Education Development
GCE	General Certificate of Education
ICT	Information and Communication Technology
MoE	Ministry of Education
NEC	National Education Commission
NGO	Non-Government Organization
NRG	National Reference Group
NZAID	New Zealand Agency for International Development
PASEP	Primary and Secondary Education Project
PE	Physical Education
PSSC	Pacific Senior Secondary Certificate
SPBEA	South Pacific Board for Educational Assessment
STIs	Sexually Transmitted Infections
UK	United Kingdom
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USP	University of the South Pacific

VANSTA	Vanuatu Standardized Test of Achievement
VE	Vocational Education
VELP	Vanuatu Education Language Policy
VESS	Vanuatu Education Sector Strategy
VERM	Vanuatu Education Road Map
VITE	Vanuatu Institute of Teacher Education
VNCS	Vanuatu National Curriculum Statement
VNSC	Vanuatu National Secondary Certificate
VNTC	VNTC Vanuatu National Training Council
VSCE	Vanuatu Senior Certificate of Education

Terminology

These are the terminologies used in the content of the Vanuatu National Curriculum Statement. French and English readers may find it helpful to refer to this list of terms. There is also a Glossary (Page 104) which provides further explanations for some of these terms.

Terminology	
English term	French term
Assessment and Evaluation	Contrôle et évaluation
Assessment as learning	Evaluation comme apprentissage
Assessment for learning	Evaluation pour l'apprentissage
Assessment of learning	Evaluation de l'apprentissage
Child centered approach	Approche centrée sur l'enfant
Classroom practionners	Praticiens des classes
Cognitive development	Développement cognitif
Concepts	Concepts
Constructivist Approach	Approche constructiviste
Contextualize	Contextualiser
Cross curriculum components	Composants dans l'interdisciplinarité du curriculum
Curriculum Implementation	Mise en œuvre du Curriculum
Curriculum standards	Les compétences, les objectifs dans le curriculum
Four pillars of the education	Les quatre piliers de l'éducation

Future learning	Les acquis préalables – acquis ultérieurs
Homegrown Curriculum	Curriculum développé localement
Inclusive education	Education inclusive
Independent	Autonome
Learning Areas	Domaines d'apprentissage
Levels of schooling	Les niveaux de scolarisation
Literacy	La littératie
Modes of Assessment	Types d'évaluation
Monitoring	Suivi dans l'évaluation
Motor skills	Compétences motrices
Numeracy	La numératie
Organized curriculum	Curriculum organisé
Ownership of the curriculum	La propriété du curriculum
Paradigm	Paradigme
Paramount Outcomes	Finalités significatives
Physical development	Développement physique ou psychomoteur
Prerequisites skills	Les aptitudes pré-requise
Prior learning	Les acquisitions antérieures
Psychosocial elements	Eléments psychosociaux
Rationale	Les buts ou raisons
Relevant	Pertinent
Social and spiritual development	Développement social et spirituel
Structure of the curriculum	La structure du curriculum
Students' books	Livret de l'élève
Syllabuses	Guide Pédagogique
Taxonomy	Taxonomie
Teachers' guides	Guide de l'enseignant
Teaching approaches	Les approches d'enseignement
Teaching strategies	Les stratégies d'enseignement

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Introduction

A National Curriculum Statement

This Vanuatu National Curriculum Statement (VNCS) identifies what we believe children and students should learn and experience in our centres, schools and colleges. This Statement is a new direction for Ni-Vanuatu students based on our values and aspirations and taking into account the needs of our citizens' and our country's future.

This statement:

- ◆ Recognises our diverse cultures and values and our national identity
- ◆ Fosters personal, social, work, aesthetic, traditional and cultural values
- ◆ Supports a coherent continuum of learning standards from Kindergarten to Year 13
- ◆ Promotes the use of many languages including our national language of Bislama and other vernacular languages and our three official languages Bislama, French and English and supports learning languages that are economically and socially important to our country's future
- ◆ Clarifies principles of teaching and learning based on student-centred learning
- ◆ Describes assessment and reporting practices
- ◆ Promotes inclusive education
- ◆ Promotes vocational education for important life skills and for paid and unpaid work and
- ◆ Promotes the sustainability of our natural and built environment.

The reform of the curriculum in Vanuatu is derived from many sources including research documents about national and global trends in education. Many of these reforms have a long history in Vanuatu and are not entirely new. We need to build on these experiences and take account of their history.

Past Influences

Before independence was gained from the French and British governments, Church authorities provided basic education to spread Christianity, and many continue to do so. Early missionaries brought to our country the Christian gospel. In order for our people to understand the Christian message, the missionaries knew that they had to teach them how to read and write. Mission schools focused on these important aspects of the curriculum. Along with our traditional cultures, this Christian heritage still contributes to the personal development of children in Vanuatu. In the early 1960s, the use of the French

and English languages in our schools was enforced by the condominium authorities. At this time, schools mostly used imported materials from France and England and other colonized countries in Africa and the Pacific.

Our constitution reflects this heritage when it says that the principal languages of education are French and English. Support for Francophone and Anglophone schools by the respective condominium partners created a dual system of education based on these colonial languages. This dual system still exists today but the curriculum will now become the same for all schools. Our education system is challenging this dual system. We recognize the need to harmonize the curriculum for Francophones and Anglophones so that all children follow the same curriculum and have the same opportunities irrespective of their language background.

The current curriculum is not designed for Vanuatu's diverse cultures and communities. Despite significant budget commitments to education by governments and other external agencies, our national curriculum is in need of reform so that it reflects our national identity.

The development of the VNCS was encouraged by the need to meet the obligations of international treaties and agreements including the UNESCO Millennium Goals as well as by several government reports and recommendations such as the Education Master Plan 2000 - 2010, October 1999, the Re-Thinking Vanuatu Education Together Conference, October 2002, the Austin Report, 2004, the CRP Summit resolutions, 2007, the Education National Summit, 2007, and the National Forums, 2009 and 2010, that involved consultations with key stakeholders from all provinces.

The Vanuatu Education Sector Strategic Plan, (VESS), 2007 - 2010 identifies the need for a national curriculum statement to drive curriculum reform. The Vanuatu Education Road Map (VERM) 2010 - 2012, focuses on the implementation of the curriculum outlined in this statement. This National Curriculum Statement will guide the development of National Curriculum Standards Frameworks for all classes from Kindergarten to Year 13, for all children and students irrespective of their language background.

All government reports, summits and forums recognize how important it is for our curriculum to reflect our national values and rich cultural diversity. These form the foundation of a reformed curriculum and provide the basis for children and students to gain access to a productive and healthy future wherever they live in Vanuatu or if they choose to live elsewhere.

The VNCS has taken account of all of these directives and aligns with government policies for education in Vanuatu.

The VNCS encompasses our cultural diversity, multilingual context and the Christian principles and values on which Vanuatu is founded, and recognizes that schools must foster sound moral education and personal development and be inclusive of all children and students. The VNCS also recognizes that the curriculum must be relevant and must prepare students to participate in our country's economy and way of life by promoting practical life skills and social skills as well as academic excellence. It must assist them to lead happy and peaceful lives as active members of their communities.

The Structure of the VNCS

Our National Curriculum states what and how children and students learn to know, learn to do, learn to be, and learn to live together in our schools and other centres and in their communities with the support of teachers.

The National Curriculum Statement consists of the following sections:

Section 1: Introduction

This section of the National Curriculum Statement describes its purposes and how it is organized.

Section 2: A Brief History of Curriculum

This section gives a brief historical context for the VNCS. It identifies significant events that have led to the current situation. Our past has informed our future.

Section 3: Our Vision and Mission for Curriculum

This is a statement about the future we desire for Ni-Vanuatu and what we will strive to achieve in order to make this a reality.

Section 4: Curriculum Values

These curriculum values are the foundation for our curriculum. They will guide what is taught, how it is taught and what is learned.

Section 5: Purposes of Schools

This section identifies four major purposes of schools, describes how our schools are organized, and briefly describes the purpose of each level of education.

Section 6: Guiding Principles for Learning and Teaching

This section identifies our philosophy about learning and teaching and principles that should be applied to guide teaching practice.

Section 7: Assessment, Reporting and Monitoring

How well our children and students are achieving is a question we need to answer. This section outlines aspects of assessment, reporting and monitoring that will guide assessment practices in our schools and by the education system.

Section 8: Paramount Outcomes

Six significant educational outcomes are identified and described in this section. These outcomes are called Paramount Outcomes. The education programmes from Kindergarten to Year 13 will provide opportunities for children and students to demonstrate these outcomes.

Section 9: Essential Cross-Curriculum Components

As the name of this section suggests this is about aspects of the curriculum that are inclusive of all learning areas and subjects. In order to study and understand these important matters it is necessary to draw on and apply knowledge, skills and attitudes from different areas of learning.

Section 10: Organising the Curriculum Standards

The VNCS is a high-level statement that includes a framework for organizing our reformed curriculum. This section provides an overview of this framework and shows how the Curriculum Standards are organised into learning areas and subjects from Kindergarten to Year 13.

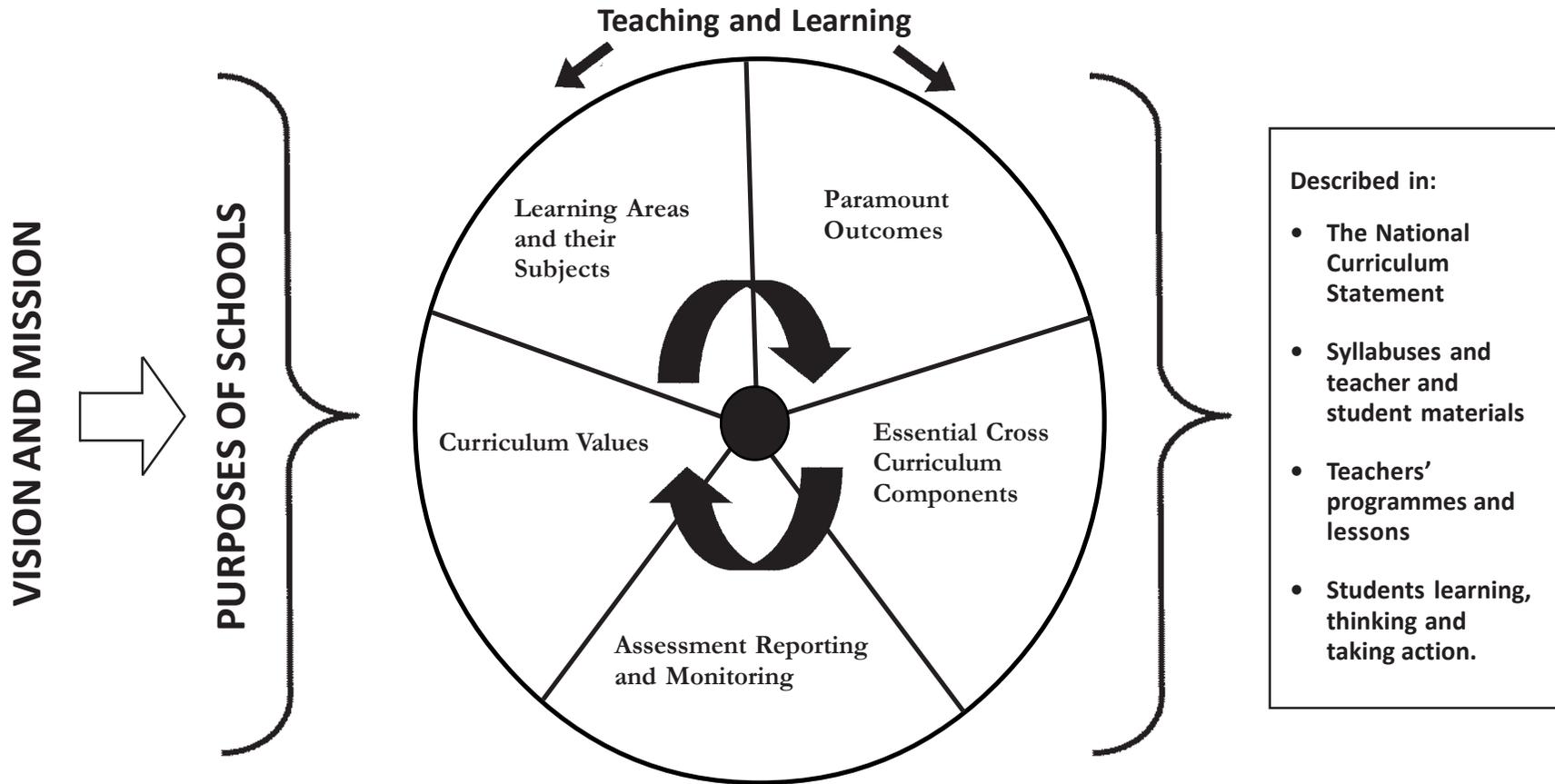
Section 11: Glossary

This section identifies key words and phrases that need further explanation.

Section 12: References

This section lists those materials that have assisted the development of the VNCS. Many reports, research papers and articles, as well as the discussions with key stakeholders, have informed our ideas.

THE VANUATU NATIONAL CURRICULUM



WHAT AND HOW CHILDREN AND STUDENTS LEARN TO KNOW, LEARN TO DO, LEARN TO LIVE TOGETHER, AND LEARN TO BE IN OUR SCHOOLS, IN OTHER CENTRES AND IN THEIR COMMUNITIES WITH THE SUPPORT OF TEACHERS.

The diagram below summarises the structure of this curriculum statement.

Brief History of Curriculum Development

Primary Curriculum Development before Independence

Missionaries started the first schools in the New Hebrides in the mid-1800s, and their main purpose was to give local people the skills they needed to read the Bible. Many of these early schools used local languages as the medium of instruction, but gradually changed over to English or French. However, for many years the Anglican Church continued to use the vernacular of the island of Mota, in the Banks Group, as the lingua franca of the Anglican communities of Northern Vanuatu.

In the late 1950s and early 1960s, the British and French administrations of the Condominium became directly but separately involved in education. They established a number of new schools, although existing schools continued to be in the hands of the missions. Neither the French nor the English administrations developed syllabuses for the schools in their care.

In 1968 teachers' college lecturers and mission education staff developed the first curriculum materials for use in all Anglophone primary schools. They were printed as one volume of lessons in a wide range of subjects for each term of Year One. The Oral English books written by Gloria Tate for the South Pacific and the companion reading series, the South Pacific Commission's Junior and Intermediate Readers, were adopted for use in all Anglophone schools. Some lecturers at the teachers' college developed further materials in other subjects.

Francophone schools continued to use materials from overseas, at the same time developing their own materials, mainly for language and mathematics. Science and social science did not feature as subjects in these early developments. *Classes pratiques (domestiques et artisanales)* for Years 7 and 8 gave pupils an opportunity to learn practical skills in different technical areas, including homecraft, gardening and woodwork.

Primary Curriculum Development after Independence

After independence, education became the responsibility of the newly established Ministry of Education. By then most churches had either handed over their primary schools to the government or established a shared relationship with the Ministry. Almost immediately, talks began between French-speaking and English-speaking education personnel to establish common ground in the curriculum area. A curriculum team, with initially one Francophone and one Anglophone teacher, was established at the Ecole Normale (now Ecole Centre-Ville). This later moved to the old laundry building at the Vanuatu Teachers' College (now VITE). In 1981, Francophone student teachers joined their Anglophone colleagues at the same site, though they were trained to teach the different curricula followed by Anglophone or Francophone primary schools at that time. This was the first educational institution to have students from both language groups.

Slowly the idea of what was involved in curriculum development for all Ni-Vanuatu children at the primary level began to take form. Misunderstandings concerning the enormity of the task were still apparent in 1986 when the head of the Vanuatu Institute of Education was given the impossible task of developing a full set of syllabuses in two months and a full set of textbooks within one year, acceptable to both English and French speaking teachers.

Centre for Curriculum Development Established

1987 marked a turning point in curriculum development in the country. In that year, the new purpose-built curriculum development centre opened. Within a short time, many staff was appointed. This included editors, book designers, illustrators, printery and distribution officers, and primary writers (French- and English-speaking former teachers for mathematics, language, social and environmental science and the other subjects).

Primary and Secondary Education Project (PASEP)

In 1990, PASEP (the Primary and Secondary Education Project, funded by the World Bank and the governments of Australia and Vanuatu) began. The staff of the Curriculum Development Centre, with the support of overseas consultants, produced the country's first common primary document in 1991. This was entitled in English the *Unified Primary Curriculum Introduction and Overview* and in French *Programme unifié de l'école primaire – introduction et vue d'ensemble*. These documents set out goals, teaching principles and general cross-curriculum skills, and individual subjects, general and specific objectives and a scope and sequence chart for Years 1 to 6. This curriculum included language, mathematics, general studies (environmental science and social science, health, nutrition and agriculture and religious education), visual and performing arts and physical education.

Subsequent publications under PASEP (1991 – 1998) included textbooks and teacher's guides in the areas of language, mathematics, social science and science for use in both primary and junior secondary schools. All books supporting the unified primary curriculum were written in Vanuatu in both French and English, with the exception of materials for teaching the French and English languages and the mathematics programme for Years 1 to 6, a series in French published initially for use in Mali by CONFEMEN (*Conférence de Ministres de l'Éducation des pays ayant le français en partage*), adapted for use in Vanuatu and translated into English for use in Anglophone schools.

After PASEP

Following PASEP, the Curriculum Development Unit based at the Curriculum Development Centre was reorganised and staff numbers were reduced with curriculum coordinators, two for the primary level and two for the secondary level, taking the place of individual subject writers. When the coordinators' positions later fell vacant, they were not filled.

Initiatives taken by the curriculum development unit since PASEP aimed to support children who completed Year 6, but who failed to be selected for junior secondary school, with a further two years of formal education and the opportunity to learn important basic life skills. The initial publications were a series of distance education materials in Bislama, published finally in 2002 and intended for use by children living in their communities. While not attending school they were assisted by a teacher. That same year these materials

were abandoned. Instead, children failing to gain a place in a secondary school had the opportunity to continue their education in ‘top-up’ classes. ‘Top-up’ classes were attached to selected primary schools. These students followed the same curriculum as their fellows in secondary schools. They sat the same examinations at the end of Year 8. However, teachers were not trained to teach at this level and had very limited resources. ‘Top-up’ classes were not a success and this initiative was discarded.

Centre Schools

In late 2005, work began on a further alternative, again directed at the Year 6 leavers not selected for Year 7 at a junior secondary school. It was intended that these children would spend most of their time on improving their literacy and numeracy and follow a programme of life skills. These classes were attached again to larger primary schools, named “centre” schools. These classes started in 2006, with children having to follow courses in the basic junior secondary school subjects, without any life skills subjects until a consultant completed the preparation of the life skills materials. However, a fundamental change of direction took place in September, 2006 when it was decided that all children would progress to centre schools. They would take an examination for selection to secondary school at the end of Year 8. The curriculum for Years 7 and 8 needed to be adjusted. It had to include the academic subjects required by those students proceeding to Year 9. It also had to include basic life skills subjects for those who would finish school at the end of Year 8. However, it was not until April 2008 that it became possible to begin work on either printing the new life skills materials or running training courses for the primary teachers teaching at this new level. This was just three months before the end of the European Union Vanuatu Education Development (EUVED) project, which was to fund the printing and training. Not all training was completed and not all books were printed. A promising new development allowing children eight years of appropriate basic education in their own community never became fully operational. However, as the new reformed curriculum is developed these materials will be reviewed and, if still appropriate, used.

Secondary Curriculum Development

At the time of independence, there were a total of eight secondary schools: English-medium schools were the British Secondary School (now Malapoa College), founded in 1966, five well-established Church schools, Ranwadi, Vureas, Onesua and Aore, and Epi High School, which changed its status from a senior primary school in 1980. French schools were the Lycée Mixte d’Etat (now Lycée Antoine de Bougainville) and its annexe in Santo (now Collège de Luganville), largely catering for the expatriate Francophone population. Nineteen years later, in 1999, there were 39 secondary schools in the country.

Five of the Anglophone schools prior to independence offered three-year courses culminating in the award of the Form Three Certificate. The British Secondary School offered five years of education, at the end of which students sat the Cambridge General Certificate of Education (GCE). Meanwhile work began regionally, with assistance from the United Nations Development Programme (UNDP), to develop suitable courses to meet the needs of the increasing number of junior secondary schools. The Lycée and its annexe followed courses from metropolitan France.

The Unified Curriculum in Secondary Schools

Following independence, teachers from both English and French medium secondary schools began to work together on a common four-year programme for junior secondary schools, which made considerable use of the UNDP materials in some subjects. This culminated in the publication in 1986 of unified syllabuses in mathematics, basic science, social science and agriculture. These, with the learning of a second language and a foreign language, were core, compulsory subjects. Industrial arts, home economics and religious education remained optional subjects. While posts for secondary curriculum coordinators were established at the CDU in 1995, teachers continued to work together to further develop their curricula and materials at annual conferences, supported by funding from NZAID.

Technology Introduced

In the late 1990s and early 2000s, a new programme of technology, for boys and girls together, was prepared to replace the industrial arts and home economics programmes. Although this programme became compulsory for Years 7 and 8 of Basic Education, by necessity it remained optional at the secondary level. It is still not taught in many schools due to the lack of trained technology teachers and the costs of purchasing tools and equipment.

Secondary School Examinations

At the senior secondary level, students in Year 12 of most Anglophone schools now sit the examinations for the Pacific Senior Secondary Certificate, administered by SPBEA (the South Pacific Board for Educational Assessment) and offered in a wide range of subjects. Following the phasing out of the New Zealand Bursary examination in its original form in 2004, schools with Year 13 began to prepare students for the Pacific Form Seven Certificate also administered by the SPBEA. Some schools, however, continued to use the examinations of the University of the South Pacific (USP) in Year 12 and Year 13, as their entry points to tertiary education.

Initially students at the Lycée Louis Antoine de Bougainville sat for the French Baccalaureate. With the changes in the school population and the extension of the senior cycle of education to the Collège de Santo and Montmartre, a team of local and expatriate teachers began work in 1998 on a new national curriculum for this level. This curriculum came into effect in 2000. Students continuing into Year 14 follow a curriculum established by the University of New Caledonia and delivered at CPDAEU. Francophone students also follow pre-university courses offered in French at the USP campus in Port Vila.

Because of the variety of courses followed at the senior secondary level and their ties with overseas and regional examinations, the CDU of the Department of Education has been responsible for providing a common curriculum and support materials only for Years 1 to 10. In the future, Vanuatu will develop and administer its own Year 12 examinations and Year 13 examinations for Francophone and Anglophone students. These will be the responsibility of the Examinations Unit. Consequently, the CDU will be responsible for all curriculum development from Kindergarten to Year 13 and will gradually develop a reformed curriculum for all levels of schooling, for Francophones and Anglophones, building on the work of the past.

Preschools

Community groups continue to be responsible for preschools. The Government is supporting the community by providing for the development of the Kindergarten curriculum and training for preschool teachers. Community associations have demonstrated their considerable support for preschool education in Vanuatu. The VNCS recognises this significant input and the importance of preschool and will establish clear links between Preschool and Primary school education which will provide the bridge for future developments at this level.

Our Vision and Mission for Curriculum

Our Vision is ...

... a national curriculum designed to offer an effective and relevant education for all Ni-Vanuatu that is delivered by well trained and qualified teachers in a supportive and caring teaching and learning environment.

Our Mission is ...

... to provide a well structured curriculum that produces students who:

- ♦ have faith in God with an understanding and tolerance of other beliefs
- ♦ are self-reliant, multilingual citizens
- ♦ cherish Vanuatu values and respect themselves and their families, communities and many cultures
- ♦ strive to develop their potential in order to build and strengthen our nation
- ♦ acquire appropriate skills, knowledge and attitudes and are critical thinkers
- ♦ express themselves with confidence
- ♦ adapt to regional and global academic competition, and

... to achieve this we will:

- ♦ provide competent teachers with an understanding of and the ability to implement the national curriculum
- ♦ enhance our institutional capacity and quality control to ensure improved curriculum effectiveness and efficiency
- ♦ provide and value more relevant assessment and evaluation tools to meet national, regional and international standards.

Vanuatu's Curriculum Values

Introduction

The preamble of our nation's Constitution states:

WE the people of Vanuatu,

PROUD of our struggle for freedom,

DETERMINED to safeguard the achievements of this struggle,

CHERISHING our ethnic, linguistic and cultural diversity,

MINDFUL at the same time of our common destiny,

HEREBY proclaim the establishment of the united and free Republic of Vanuatu founded on traditional Melanesian values, faith in God and Christian principles, and for these purposes give ourselves this Constitution.

Constitution of the Republic of Vanuatu: III – 9

Our curriculum values recognise the significance of this statement. As a nation, we recognize and uphold our country's great cultural diversity, and support and promote its democratic principles. These cultural and democratic principles support values that we inherit. These values contribute to our wellbeing and the development of our nation.

Which Curriculum Values Are Important?

The VNCS identifies a set of curriculum values. Schools must reflect these values because values:

- ♦ contribute to every individual's personal development
- ♦ provide for equality
- ♦ promote a healthy and just democracy, a productive economy and sustainable development.

This set of values is based on the views of community representatives who were members of the National Reference Group and attended two forums held in Port Vila and Luganville, as well as various Ministry documents and research publications.

This statement places values into the following categories:

1. **Aesthetic Values**
These guide our attitudes and behaviour towards our environment and the distinctive traditional arts of our communities.
2. **Cultural/Traditional Values**
These promote our faiths and customs and include principles that connect with our cultural roots and with people of similar backgrounds.
3. **Ethical, Moral and Spiritual Values**
These create strong and binding relationships within families and society. They provide standards for our attitudes and behaviour.
4. **Personal Values**
These develop in the early years and guide our personal everyday life.
5. **Social Values**
These encourage individuals to live in harmony with neighbours; within and between societies, regions and other nations.
6. **Work Values**
These guide our attitudes and behaviour when we are doing paid or unpaid work.

Together these values perform a vital role in each of our provinces and our nation; they direct our actions and create feelings of togetherness.

Values are the foundation of our attitudes and behaviours. Values develop during early childhood and throughout life. Practising this set of values within the curriculum will promote harmonious relationships and assist in overcoming negative behaviours such as racism, religious intolerance, cultural malpractices, and physical discrimination.

Our Curriculum Values

The following outlines a set of fundamental values that will shape and direct our reformed curriculum. They will be integrated into our national curriculum and teaching programs. Education centres and schools should promote all these values.

Aesthetic Values

- ◆ Appreciate Vanuatu's traditional activities
- ◆ Appreciate and care for the environment
- ◆ Accept our identity as Ni-Vanuatu
- ◆ Identify and acknowledge various traditional arts and crafts such as sand drawing, mat making and carving.

Cultural Values

- ◆ Respect and show understanding about other cultures
- ◆ Demonstrate patriotism towards our diverse cultures
- ◆ Support our cultural principles and practices.

Ethical, Moral and Spiritual Values

- ◆ Uphold relationships with immediate and extended families
- ◆ Be hospitable to our neighbours
- ◆ Demonstrate justice to others
- ◆ Show generosity to members of our society
- ◆ Show honesty to our neighbours
- ◆ Encourage togetherness with family members, within our communities and within our nation.

Personal Values

- ◆ Care for ourselves, our health and wellbeing
- ◆ Respect our own decisions and promises we make
- ◆ Be responsible for our own actions
- ◆ Be faithful to our personal beliefs and customs and sacred sources
- ◆ Accept who we are.

Social Values

- ◆ Live together in harmony
- ◆ Promote positive role models in the society
- ◆ Be tolerant and support our society and nation
- ◆ Respect other people's boundaries, views and opinions
- ◆ Be loyal to the community, and the nation
- ◆ Cooperate and support development in the community.

Work Values

- ◆ Abide by work ethics
- ◆ Demonstrate punctuality during work time
- ◆ Show commitment and faithfulness in all jobs
- ◆ Be tolerant towards others and respect their differences
- ◆ Respect co-workers, supervisors and clients.

Purposes of Schools

Background

The Vanuatu education system was started by several early churches and gradually developed into the system we know today, as highlighted in the background section. The curriculum was imported mainly from the colonial powers, resulting to some extent in a dual system not always aligned to our nation's needs. Therefore, a review is needed to harmonize all learning in schools as well as to nationalize the education system and to relate the flow of knowledge from one level or stage of schooling to the next in all schools.

Introduction

There are many ways to describe the purposes of schooling. The following categories are a useful way of thinking about the purposes of our schools:

1. ***Education for intellectual achievement:*** the belief that schools should concentrate on activities, exercises, and courses of study that develop understanding, the mind or intellectual ability
2. ***Education for citizenship:*** the idea that schools serve the larger society by producing students who can function in our nation and support the democratic principles we uphold
3. ***Education for vocational preparation:*** the belief that schools should produce students who can go work in the village or join the work force and become productive
4. ***Education for individual development:*** the belief that education develops the potential of each person. Each person is unique and education uplifts the individual intellectually, spiritually, physically, and emotionally. Education is a vehicle for personal development and success in life.

Schools promote our nation's moral and ethical values, creating a healthy society with a deeper understanding of:

- ♦ our cultural values
- ♦ the philosophy of life in our nation and globally
- ♦ our religious understanding and tolerance and
- ♦ an appreciation of the natural environment.

Schools support the learning and development of all children and students, enabling them to meet the ever changing conditions, encouraging them to be flexible towards new ways and technologies, to be knowledgeable about our democratic principles and to develop a pride in our multicultural society. Our school system will develop each individual to become a responsible and productive citizen.

Our education system recognizes the four (4) pillars of learning, as identified by UNESCO.

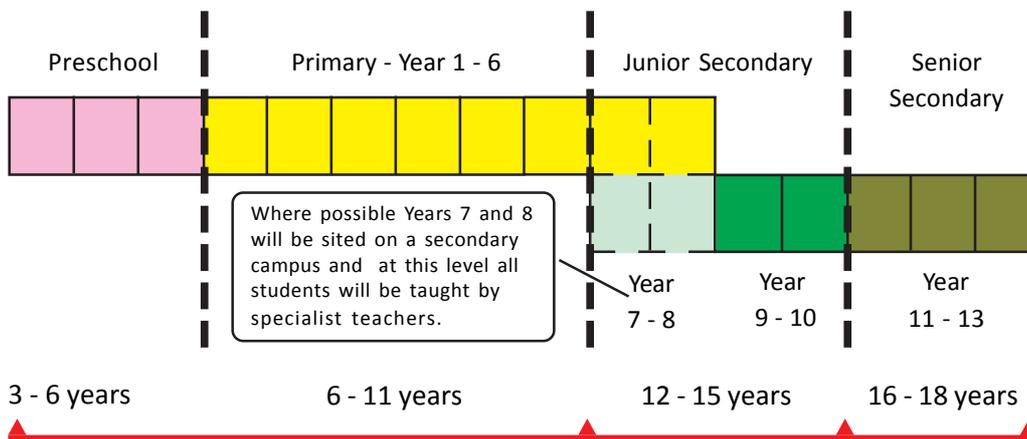
- ♦ *Learning to know:* learning to be numerate and literate, to demonstrate language skills and life skills, and to know their own nation's history
- ♦ *Learning to do:* learning to apply skills and competencies to improve living standards using technology and the modern economy
- ♦ *Learning to live together:* learning to be flexible in a changing world, caring for the environment, living by Christian and spiritual values
- ♦ *Learning to be:* learning about personal development, social and cultural values and citizenship.

(UNESCO, 1996)

Levels of Schooling

Our school system is organised into three (3) major phases:

- ♦ Kindergarten or Preschool
- ♦ Primary Education
- ♦ Secondary and Vocational Education



Preschool

Preschool is where children are introduced to a more structured educational environment than that of the home. Currently, preschools are established by the community. A programme is organized and designed to further develop all aspects of children's physical, emotional, intellectual, aesthetic and spiritual growth.

Learning through purposeful play is encouraged as children explore many dimensions of learning in an environment where they are encouraged to learn from their immediate surroundings at a centre, at home and with the community. They will continue to grow and be nurtured in a cooperative learning environment about such matters as:

- ♦ Pre-literacy and oral language using their first language
- ♦ Pre-numeracy
- ♦ Respect for the environment
- ♦ Religious and spiritual understanding
- ♦ Motor skills
- ♦ Social skills and values
- ♦ Basic health and hygiene
- ♦ Local culture and cultural practices.

Primary Education

Primary education builds on the learning at preschool. It continues to be child centred but gradually puts more emphasis on acquiring knowledge, skills and attitudes in particular areas of learning especially Language and Mathematics. Primary education will develop all children's and students' full potential.

The primary education curriculum emphasizes life skills and ensures children learn about Vanuatu and their local community. Later they will also learn about their place in the global community. The primary curriculum will promote:

- ♦ Literacy and language skills
- ♦ Numeracy
- ♦ Basic life skills
- ♦ Cultural/traditional and spiritual knowledge and values
- ♦ Civic education
- ♦ Agriculture, forestry and fishing skills
- ♦ Social knowledge, skills and values
- ♦ Basic health and hygiene
- ♦ Enterprise education.

The primary curriculum will also prepare students for education at the secondary level. It will provide the necessary foundation for all subjects at the junior secondary school level.

Secondary Education

The purpose of secondary education is to widen students' horizons, developing advanced knowledge and skills and helping students to become productive, self-reliant citizens, able to find work, and undertake further education and training.

Secondary education comes in two stages, junior secondary and senior secondary.

Junior secondary will build on the education provided by primary education and will continue to develop all students to prepare them for life after school, giving them the opportunity to study subjects of their choice that have a vocational and or academic orientation.

Senior secondary education will continue to prepare students for life in the community. It will also enable them to reach a high level of education through specialised learning of particular subjects. Students will have the opportunity to decide which subjects to study in order to pursue particular career pathways. If successful, students will be able to enter tertiary education or gain employment.

Vocational Education

The purpose of vocational education (VE) is to prepare students for direct entry into a particular occupation, for self-employment and/or further education and training.

Vocational education subjects are developed in consultation with communities and industries.

Students undertake vocational education subjects and programs at late primary school levels (Years 7 and 8), at junior secondary and at senior secondary levels.

Technology subjects (home care, dressmaking, wood technology, metal work, light manufacturing, enterprise education, etc.) are provided for students at the upper primary level by their community and/or for further education and training.

At the junior secondary level technology subjects are optional for students and they are studied together with other subjects.

Successful completion of vocational education programs at the senior secondary level leads to a recognised vocational qualification relevant to the labour market, which will enable a student to be employed or self-employed and/or to enter tertiary education and training. Students' choice of vocational education subject and program depends upon their choice of Technology subjects at the junior secondary level.

Guiding Principles for Teaching and Learning

Introduction

The VNCS emphasizes the need for teaching and learning principles to be applied whether using an informal approach to teaching cultural knowledge and skills or in more formal classroom situations within a school.

Our national curriculum supports a child centred constructivist approach to learning and teaching. Children see the world through their own eyes and what they see and understand is also shaped by others and their surroundings. Constructivist approaches to teaching recognises that individuals shape their own ideas and understandings. Child centred constructivism has three essential ingredients.

1. Learning is an active process and children interact with their teacher and others to make sense of experiences in the classroom, in the community and in their environment.
2. Learning takes place in many different social settings that affect what children learn, how they learn, how well they learn and how they interpret what they learn.
3. Children, students and adults share their learning and have knowledge and processes in common with each other. However, each individual creates and recreates their own knowledge using personal observations and experiences.

Teaching is multifaceted; the VNCS emphasizes that teachers should use a child-centred approach. However, this type of approach will not be applicable in every situation, so for some topics teachers should use other strategies as appropriate.

A child centred constructivist approach is a method of teaching and learning that will be given priority in Vanuatu schools, as well as at the VITE for teacher training and other institutions. This approach reflects the way children naturally develop and learn. It includes important psycho-social elements that the VNCS is encouraging as a paradigm shift within a more organized curriculum.

When developing the VNCS statement, the writers were required by various members of the community consulted at the national forums to develop a curriculum that was relevant and contextualized. The approaches used respect this requirement and therefore the curriculum will include specific content about cultural and traditional concepts. The VNCS recognizes the effectiveness of our traditional ways and how these ways have been transmitted by our ancestors.

Classroom practitioners should call upon local people with the necessary expertise to come to school and teach traditional knowledge to the children and students. These strategies concur with the child-centred constructivist approach that we advocate.

The VNCS uses a competency based or outcomes based approach. The curriculum standards for all learning areas, subjects and strands are expressed as competencies or learning outcomes. Within each learning areas, the curriculum standards form a continuum of learning from Kindergarten to Year 13. Teachers should respect this continuum of learning in subjects as prescribed in the syllabuses for each learning area identified in the VNCS.

Teaching approaches will vary according to particular topics, the age of the students and themes taught, but most approaches will have some common characteristics. The Vanuatu Institute of Teacher Education will develop teachers who can deliver effective lessons about the curriculum content.

Vanuatu has a long history of oral traditions and practices associated with the transmission of knowledge. Our cultures have existed for thousands of years. Our children and students should be nourished with this rich background which provides the prior knowledge and skills that teachers can build upon. This applies to all levels of schooling from Kindergarten to Year 13 and tertiary institutions. This is how we should make Vanuatu's curriculum more relevant and contextualized.

Guiding Principles

Teachers, curriculum developers, key educators and managers of academic institutions must consider and apply the following basic principles:

- ◆ The learning environment is supportive, inclusive and productive
- ◆ Learning promotes independence, interdependence and self-motivation
- ◆ Students' needs, background, perspectives and interests are reflected in the learning programme
- ◆ Students are challenged to develop in-depth thinking and application
- ◆ Assessment is an integral part of teaching
- ◆ Learning is connected and useful to the communities and practices beyond the classroom.

The learning environment is supportive, inclusive and productive

Learning can occur anywhere in the outdoors, in the village in the environment or in urban places. In Vanuatu, more and more schools are being improved or upgraded from open-air houses made of bush materials to permanent buildings. Positive learning outcomes are generally sought by the educational system in a quality learning environment. The learning environment is made up of physical, psycho-social and service delivery elements. The VNCS recognizes the

difficulties some communities face in offering a relevant, quality learning environment. The Vanuatu Education Act makes provision for communities and stakeholders to develop schools in partnership. It states:

... 41 School community associations

- (1) Parents of students attending any school together with other residents of the area served by the school who are interested in the welfare of the school may form a school community association in connection with the school.*
- (2) The school community association should aim to:*
 - (a) promote the interests of the school by bringing parents, students, teaching staff and other residents of the school area into close co-operation; and*
 - (b) assist in providing facilities and equipment for the school and in promoting the recreation and welfare of the students at the school; and*
 - (c) encourage parent and community participation in curriculum and other education issues.*

Education Act 2001

Division 2 – Administration and management of schools

41 School community associations

There is always the potential to provide a better learning environment. Whatever the situation, lessons must be delivered in an environment conducive to learning. Teachers with community and students' support can make the classroom a pleasant and positive learning environment by ensuring there are interesting materials in the classroom that students can interact with. Classroom designs must comply with regulations for general studies or professional and technical studies and provide a supportive environment for children and students to learn. Communities should be aware of how current climate changes and other natural events can impact schools. The school should be a safe and secure place for learning and students should know what action to take in the event of any natural disaster.

Good teaching requires teaching strategies that are carefully planned, use appropriate materials, and take into consideration the requirements and needs of specific subjects. Quality assurance officers and school head teachers must ensure teachers and students have materials for the effective implementation of the curriculum. Lack of materials affects the delivery of a good education and the absence of textbooks will contribute to students' poor learning. School stationery must meet subjects' requirements to ensure students can realise their potential. Teachers, children and students must look after materials such as textbooks, exercise books, tools, mathematical instruments and science equipment. Head teachers and principals need to ensure that materials are accounted for and a materials inventory accurately maintained.

Learning promotes independence, interdependence and self motivation

Teaching strategies that encourage students to work independently are encouraged. These approaches will prepare students to conduct independent research, carry out projects, navigate websites and utilise new technology as increasingly this becomes available to students. Many programmes will encourage children and students to become self-reliant citizens.

Encouraging students to be interdependent learners promotes a spirit of mutual respect of individuals and provides opportunities for socialization. Interdependence is aligned to our Constitution. Togetherness, a community spirit, enhances collegiality and assists in achieving a national unity and cohesion that will impact on our way of life in the region and internationally. The mission of our schools is to teach and prepare students to act socially, economically and politically on behalf of our country and to be part of the global community. Students and children should be guided by schools with policies which promote learning and provide for well disciplined learners. Teachers must be interested in what children are doing, help them to realise their full potential and empower and motivate them.

Students' needs, background, perspectives and interests are reflected in the learning programme

The VNCS statement supports the inclusivity and multiculturalism that has existed for hundreds of years in our nation of island communities with their many cultures and languages. Such traditional ways of life, cultures and languages have survived in many countries. Our multicultural society is challenging as teachers need to cater for the diverse needs of children and students from many backgrounds and languages and ensure that we conserve and sustain our cultural heritage and languages.

While the content of the curriculum is not designed specifically for students with disabilities, teachers need to ensure that these young peoples' needs are met and that curriculum content and methods is adapted accordingly. The *Inclusive Education Policy* will guide teachers about children's and students' specific needs and requirements for their physical and learning environment. Teachers must have knowledge about their children's and students' backgrounds. This is vital for effective teaching.

What is prescribed in the syllabuses must be taught. The syllabuses provide a national perspective, in response to students' needs based on the philosophy and practices advocated in this national curriculum statement. Teachers must understand the philosophy and practices advocated in the VNCS. The curriculum from previous decades will change and teachers need to take every opportunity to localise the content and utilise the support of the community. Teachers and educators are responsible for making learning interesting for children and students. An important role for schools is to develop our country's human resources to enhance economic development.

It is important that students are well informed by teachers about what they are learning and what is expected of them. Learning is more than just completing syllabuses. Students must know, understand and demonstrate what is taught. Teachers need to facilitate quality learning opportunities to ensure young people have many opportunities to demonstrate what they know and can do.

Students are challenged to develop in-depth thinking and application

The curriculum must provide for and promote high-level thinking skills with their children and students in their care using effective and appropriate well designed activities.

A better understanding of student-centred learning will be encouraged through pre-service and in-service programmes to help improve teachers' skills and knowledge, integrating current brain research and multiple intelligence theory as a foundation for understanding children's needs.

The VNCS supports the upgrading of VITE programmes to offer degree courses which will empower teachers to deliver quality teaching. We can develop good teaching materials but if teachers' qualities do not meet the required standards the learning outcomes of children and students will be poor. Good teaching and learning outcomes depend on teachers reaching high professional standards. The Teacher In-Service Training Unit is a vital arm of teacher training and will assist teachers in their professional development through short courses and school-based training.

Teachers are everything to our students. Our country's motto is "Long God yumi stanap". Teachers should organize morning and end-of-class devotions for their classes or assemblies for the whole school to worship God the creator. Our teachers must also demonstrate that they are able to provide effective teaching by doing the following:

- ◆ set and maintain high standards of work and behaviour
- ◆ respect young peoples' individual talents and characteristics
- ◆ strive to their fullest to assist young peoples' development
- ◆ apply well-prepared teaching strategies to optimize students' learning
- ◆ take initiatives for their own professional development
- ◆ dress neatly in keeping within our profession.

Assessment is an integral part of teaching

It is important that feedback concerning children's and students' achievements is provided to assist teachers, students and stakeholders to identify young peoples' strengths and weaknesses in particular learning areas. The data collected will assist schools, the MoE to assess how well our children, and students are performing and what measures need to be taken to continue improving the quality of learning and teaching. It will assist decision making and inform what directions to take in the future. Such results can be used to verify curriculum and teacher effectiveness. The VNCS confirms that well-trained teachers need to monitor and evaluate their own effectiveness as teachers. These are key components of teaching that cannot be ignored.

Assessment of learning using quality national examinations will assist the system to maintain its integrity and ensure value. An assessment for learning approach (formative assessment) which enhances and promotes learning must also be used systematically in all schools. Teachers should use these strategies to follow students' progress, identify when to recapitulate or re-teach or adjust teaching approaches and content for students having difficulties.

Learning is connected to and useful to communities and practices beyond the classroom

Effective and relevant curriculum content reflects what people do in their communities. The knowledge and skills students learn at school should be ones they can apply in real-life situations. The purpose of this Curriculum Statement is to guide teachers, curriculum developers and other stakeholders to create for students critical pathways that meet local needs.

Schools must ensure community participation in children's learning by taking children into the community to work and talk with its members and participate in community activities, as well as by inviting members of the community with special knowledge to provide teaching on cultural topics. Sometimes these demonstrations are not appropriate for the classroom and students need to leave it to join community members in their local environment. Most importantly, what children and students learn must be applicable in the village setting. We must make the curriculum content for today meaningful to children and relevant to their lives.

Assessment, Reporting and Monitoring

Introduction

Assessment is a term that describes the processes that are used to identify and gather data about the performance of learners and to analyse and interpret these data to determine progress made towards achieving curriculum standards.

Assessment and evaluation are important parts of the teaching and learning process. The VNCS emphasizes the uses of different types of assessment for different purposes. Teachers need to use a broad range of assessment data about children's performance to improve their learning. The new curriculum supports classroom-based assessment and the harmonization of national examinations at the exit points of schooling in the Vanuatu education system. Assessment, including examinations, will be aligned with the new curriculum. Data collections on students' attainment and school performance will be monitored nationwide and reported to respective audiences as a function of the Examination and Assessment Unit.

The VNCS identifies modes of assessment and a range of assessment strategies that schools are required to implement. The National Reference Group for the National Curriculum Statement gave their support to these kinds of assessment. Examinations are legitimate and must be acceptable nationally, regionally and internationally, and all forms of assessment including examinations and reporting must be properly managed and conducted.

Background

Before Independence, Vanuatu promoted academic success in order to enter white collar jobs. This has been the prime function of examinations. Since Independence, examinations have been used to award successful students and allow them access to available places in secondary schools. This practice needs to change so that not only is academic success rewarded but all students' achievements are recognized. All forms assessment including Examinations will be used in the future to promote learning. All assessments including examinations need to be developed and implemented in accordance with a new assessment and examinations policy that determines the functions and management of all examinations and assessment and advocates how data about students' achievements will be used at each level of schooling including all examination data.

The Vanuatu Standardised Test of Achievement (VANSTA) is a national test administered every 2 years at Year 4 and Year 6 to monitor literacy and numeracy. The Year 8 examination currently remains in place but will be

reviewed. The Year 10 examination is used by schools to select students for senior secondary courses and for entry to some colleges and professional and technical institutions. Similarly, the Year 12 examination is used for selection to Year 13 in secondary schools and other institutions and as a qualification for employment. Currently, Francophone students are required to undertake a Year 14 course of study and examination to gain entrance to French-language universities. A change in this situation is imminent. Courses and examinations for Francophone and Anglophone students will be harmonized, so that the Year 13 examination will become the final examination for both Francophones and Anglophones. Examinations and assessment devices must demonstrate how well all students have excelled in their studies and must be valid and reliable for all students.

The development of all national examinations and assessment is the responsibility of the Vanuatu Ministry of Education and must meet the needs of a broad range of stakeholders. The Vanuatu National Training Council (VNTC), the National Education Commission (NEC), the Examinations and Assessment Unit (EAU), the Scholarships Office and the CDU recognize that external academic institutions and employers require standards that are internationally recognised, well defined and maintained. External benchmarking will ensure Vanuatu's examinations are recognised internationally. The Curriculum Development Unit, subject to the authority of the NEC and with the approval of the Minister of Education, will set these standards and the Examinations and Assessment Unit will ensure that these standards are properly assessed and qualifications are properly awarded and approved.

The Ministry of Education will promote high standards by determining the curriculum outcomes and educating students:

- ♦ who are academically well prepared with appropriate knowledge, skills and attitudes
- ♦ who have good prospects as highly technical human resources to enhance our labour force and
- ♦ who have the capacity to contribute to the national economy and wealth and welfare of our people.

Purposes of Assessment

The major purpose for assessing children's and students' learning is to benefit their learning by:

- ♦ identifying prior learning
- ♦ giving feedback to students about their learning
- ♦ motivating students to learn and
- ♦ reporting their achievement.

Assessment is also used to:

- ♦ improve teaching
- ♦ provide feedback to parents and guardians
- ♦ monitor standards
- ♦ rank and select children and students for promotion
- ♦ provide a certificate of achievement.

The future of assessment has been informed by national forums which emphasized a critical need for all teachers to respond to these fundamental questions:

- ◆ How well are children learning?
- ◆ How well are teachers teaching?

When answering these questions, teachers should consider the following:

- ◆ Teaching efficiency and effectiveness
- ◆ Curriculum effectiveness
- ◆ Learners' prior knowledge and skills
- ◆ Feedback on learners' current knowledge
- ◆ Feedback on learning
- ◆ For competition.

Modes of Assessment

Formative Assessment

This mode of assessment is used to promote learning and is usually regarded as *internal assessment* because it is conducted by teachers within a school setting. Sometimes these formative assessments are used for external purposes and contribute to the overall assessment of a student for certification purposes. Teachers can use many strategies while children and students learn. These strategies suit many different learning situations and activities. Teachers may use them to evaluate learners' performance at certain points of time. The data collected through these assessments are used to improve learning. Thus we call these strategies Assessment For Learning (AFL) or Assessment As Learning (AAL).

The following are some formative assessment strategies that are commonly used:

Diagnostic tests are essential to assist teachers to gain knowledge about what students can do and where they need assistance. Diagnostic tests are also used to assess learners' levels of achievement on a topic(s) or a course prior to beginning new learning.

Quick informal paper and pencil tests can be used to get immediate feedback from learners on the topics being taught. They do not take an extended period to administer and do not usually require the student to prepare beforehand. Feedback to the learners is almost immediate as learners can mark each others' tests and discuss their responses.

Pre-tests are given to determine what learners understand before beginning a teaching programme. Post tests can also be given to see how much children and students have learnt after teaching by comparing the pre-test and post-test results. Pre-tests can also be used to prepare learners for important major summative tests or examinations, to give feedback to learners about their strengths and weaknesses and to inform teachers about when remedial work is needed.

Oral questioning is an important way for teachers to get informal feedback from learners on what is being taught or what has been taught. Well prepared questions can assist the teacher to gather information about children's and students' learning as they learn.

Observations can be a formal or informal way for teachers to find out whether learners have understood or not. It is important for teachers to determine some criteria so they can judge students' performance by looking for particular behaviours and achievements such as how well a student constructs something, or how well they cooperate with others or how well they plan. Observing what children and students do and how they behave, is a vital form of assessment that teachers use daily. This approach is recommended for assessing the values and attitudes of the students.

Peer assessment is when learners assess each other using specific criteria that they understand. Learners can develop their own criteria so that they learn to critique their performance and that of others in fair and reliable ways. This form of assessment is known as Assessment As Learning (AAL).

All of the above assessment strategies are **formative** assessments and are not used either to rank learners or for selection purposes. The VNCS recognizes that Assessment For Learning (AFL) and Assessment As Learning (AAL) strategies enhance teaching and learning in schools and are ways of achieving a quality education.

Summative Assessment

This term is used to describe end-of-term, mid-year and end-of-year tests or examinations which are generally used to rank learners for selection and promotion purposes. Summative assessments are also conducted by examination authorities. The term **external assessment** is applied to these situations. So examinations conducted by examination authorities are both summative and external assessments.

Summative assessments occur at the end of a learning sequence not while learning is still taking place. These strategies are mainly confined to those that use various tests: short answer, long answer, essays, multiple choice, comprehension exercises and sometimes practical tests can be used to obtain information about the overall achievement of students at the end of a course or major topic. The strategies used in this mode of assessment are described as Assessment of Learning (AOL). Practical assessment can be used for Assessment Of Learning (AOL) as well as for Assessment For Learning (AFL), that is, for both formative and summative assessment purposes. Practical assessment is essential when assessing practical skills in such subjects as PE, Arts, Technology, and Cultural and Traditional activities.

While the NRG Forums gave more weighting to summative assessment they also recognized the importance of the formative assessment mode. The NRG supported a balanced approach to assessment, with both summative and formative modes playing their part in supporting better achievements for all students. Researchers support this view and there is clear evidence of significant learning gains through formative assessment. The VNCS recognizes that we

cannot continue to promote only our elite students at the expense of all other students. We must place more importance on formative assessment and continue to improve summative assessment in order to raise standards of learning.

When examinations are the sole method of assessment, there is a limited measurement of student achievement and progress. Examinations do not measure learning in a range of contexts over time. The kind of learning needed to pass examinations is different from the type of learning needed to be successful in many important areas of life. People in today's world need a range of transferable skills and values that they can apply to real life situations to solve problems creatively and collaboratively. We need to assess these kinds of skills and values in real life situations over time and teachers are best placed to do this.

Consideration will be given to ways of improving the balance between formative and summative assessments. We need to ensure teachers develop more skills and understanding of assessment and have more opportunity to use school-based strategies to improve learning. Teachers are professionals and need to take responsibility for assessing their students fairly and reliably and for reporting learners' performance. These practices give more opportunities and control to teachers who need to make links between their teaching, the curriculum and assessment. School-based assessment practices are the best approach for all students. If used properly they are fair and they are more appropriate than other assessment practices for all children and students. Teachers are able to assess and consider all aspects of a learner's development over time including their strengths and weaknesses during the year rather than base their decisions about learners using an examination result.

The VNCS supports a strong systematic approach at school level to effectively implement a school-based assessment programme. Pre-service and in-service training programmes on assessment and its role are needed to prepare teachers so that they can properly support the changes advocated.

There is strong community support for continuous assessment in schools. This would need to be accompanied by appropriate training of teachers, and the development of system-wide data collection including school-based assessment data. Regular reporting to stakeholders is required to better inform them about the standard of education being achieved.

Reviews of examinations

External examinations should be reviewed every five years and their purposes and effectiveness evaluated. Associated policies and procedures should also be evaluated in order to check on the administration of the examinations so that we continue to improve our practices and performance.

Reporting

Children and students, the MoE, parents, institutions and employers should receive regular feedback about student performance. This must be documented and provide valid and reliable strong evidence which can be used for decision making. This information should be used to compare students with other students when appropriate and to compare schools with schools and cohorts

of the school population with each other. Student achievement data should be able to be disaggregated in ways which allow rural and urban schools, Francophone and Anglophone, girls' and boys' performances to be compared and the performance of schools and provinces can be monitored and benchmarked. The NRG supports the compulsory reporting of these data by the system

Schools must make a written report about pupils' performance on a regular basis to parents, to the school council, and to other teachers. Individual reports should be written at least twice a year and discussed with pupils and their parents. Talking to parents is a powerful way of gaining community members' understanding and support and improving the relationship between the school and the community.

Examination results will continue to be reported using official certificates along with records of internal assessments and will provide authorised evidence to interested stakeholders such as employers and tertiary institutions of students' achievements.

Monitoring

The prime task of monitoring is to check standards by collecting assessment and examination data, starting at the classroom level, then schools and finally the system. These data need to be managed to inform the MoE so that it can improve teaching and learning. Obtaining data and keeping accurate records are fundamental roles of the MoE to justify institutional outputs and children's learning performance and outcomes. The MOE, provincial level officers, schools and teachers must be provided with data including chief examiners' reports. Transparency is essential, with data being made available so that teachers can more effectively implement the curriculum content, adjust their teaching and make improvements.

Literacy and numeracy standards are critical performance indicators of overall educational performance. Low levels of literacy and numeracy cannot be tolerated if children and students are going to live happy and productive lives in today's society. The health of the education system can be assessed by monitoring levels of literacy and numeracy over time. This information can be used to improve literacy and numeracy levels of all children and students. Literacy and numeracy standards should be reported to all stakeholders including schools, children and parents so that they know how well their children are performing and how well the education system as a whole is performing.

Educators are not the only ones interested in the quality of children's and students' achievements. Parents, community members, institutions and students also need to know how well they are performing. The education system must monitor and interpret student performance data so that the MoE officers can make informed decisions about future curriculum and policy development. Curriculum developers need data about student performance so that they can improve the curriculum and ensure that it meets the needs of students and teachers. Schools and teachers need these data so that they can improve teaching and learning. Reports about student performance should be provided to the public annually.

Paramount Outcomes

Introduction

The most significant educational outcomes in the reformed curriculum for Vanuatu are described as ‘paramount outcomes’. The term ‘paramount’ is familiar to Vanuatu societies and is used to signify the highest position within a community, such as the highest chiefly title.

Paramount outcomes bring together knowledge, skills and attitudes that

- ♦ relate to significant aspects of children’s and students’ development
- ♦ assist them to live and participate actively in their community’s daily activities
- ♦ create a way of life and the means to survive and
- ♦ sustain their wellbeing within their societies and the nation.

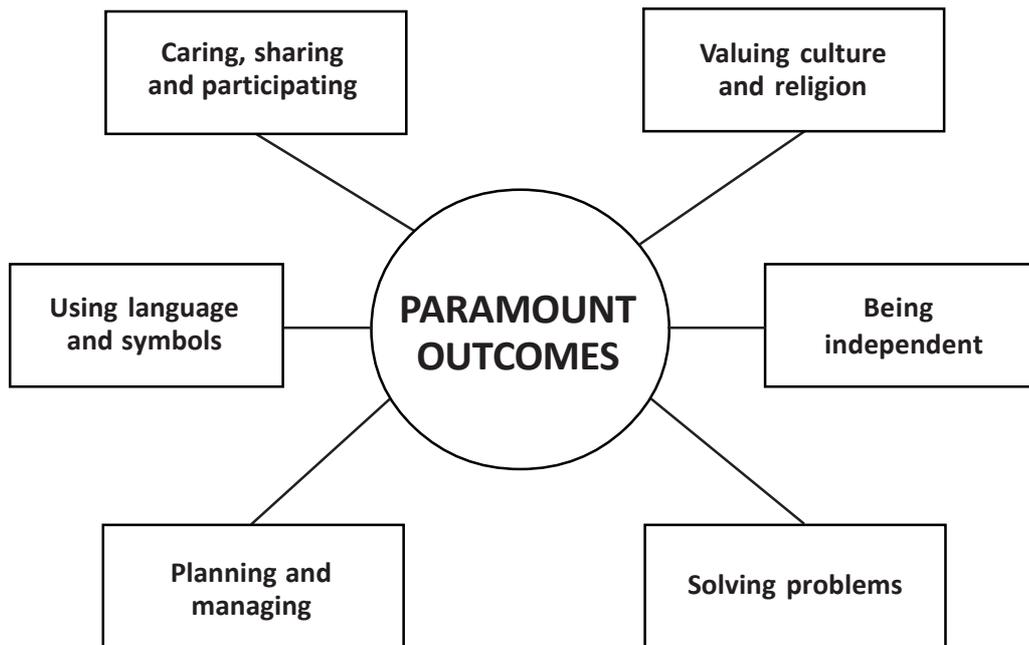
Children learn how to apply these outcomes and have the means to learn throughout life; to be fed for a lifetime.

The paramount outcomes identified in this section are derived from those identified by participants at two forums for key stakeholders held at Port Vila and Luganville. Other developed and developing countries have identified similar outcomes. These similarities indicate that although countries are physically many ‘miles apart’ there are small differences between these countries when it comes to these significant outcomes. The paramount outcomes apply to all children, regardless of their physical and mental capacities, ethnic and cultural background, geographical location or socio-economic status. However, how these outcomes are applied and the context within which they are applied can vary greatly from country to country and within countries such as Vanuatu.

Our Paramount Outcomes

Our paramount outcomes are the skills and processes that children and students first begin to develop in their home and communities, by observing and copying their peers, parents and their elders, often learning through trial and error. This learning continues as children and students enter schools and engage in play and in academic activities, supported by teachers. Gradually, there is a widening and an application of more cognitive approaches to these paramount outcomes which apply not only to the local community but also to the global community.

Six (6) national paramount outcomes are identified:



Opportunities to achieve these paramount outcomes must be provided in our schools' curriculum. This will help develop the citizens of Vanuatu, assisting them to become sensible and trustworthy individuals, capable of demonstrating self-reliance and productive entrepreneurship and able to be actively involved in our nation's development.

Learners cannot be taught nor can they achieve these outcomes separately from the content of the curriculum. Each teaching, learning and assessment programme needs to incorporate them to give children and students every opportunity to become learners that are more competent.

The following elaborates on these six (6) paramount outcomes.

Being Independent

Being independent is about being self-reliant, knowing our rights, who we are and what we stand for. Being independent does not mean we don't need anyone else to share our lives or resources. Being independent means we know ourselves well, are better able to listen and communicate with others, understand their viewpoints and know how to relate to them. Being independent means having a 'can do' attitude and not being afraid of meeting challenges because we are confident in our abilities and know our strengths as well as our weaknesses. A self-reliant person is active, confident, willing to experiment and be an entrepreneur. Independent individuals take personal responsibility for their actions and know how to express their needs in unselfish ways.

Children and students who learn to be independent will become self-motivated and this will help them to be productive people in life. The classroom environment should encourage children to be independent learners, willing to ask questions, to find solutions, to be confident to stand up for their rights and to take responsibility for their actions.

Planning and Managing

Planning and managing are processes for scoping a project, identifying procedures and tasks, roles and responsibilities and time and cost estimates.

Planning and managing require particular questions to be asked and answered to achieve a successful outcome. Planning is devising ways of managing the process of solving a problem. Questions like the following need to be addressed:

- ◆ What is the problem?
- ◆ How will it be solved?
- ◆ Who will do it?
- ◆ When will it be done?
- ◆ How much will it cost?
- ◆ Have we solved the problem?

Knowing how to plan and manage empowers students to be self-motivated individuals who know how to set about achieving their goals.

For example, a group of students decided to raise funds towards the education of two students who could not afford to pay for their exercise books and pencils. The students planned how they would raise funds; who would raise the funds; when the best time to do this would be; how they would manage the money; and which students they would help. The processes involved in raising funds and buying books required critical planning and efficient management to meet their goal to assist the two students.

Planning and managing should be integrated into the curriculum of all subjects. Students should have many opportunities to practise their planning and management skills in real life situations such as the one above. Organizing a field trip, making a visit to the village elders or building a structure are some of the tasks children and students can carry out to demonstrate that they are competent at planning and managing.

Caring, Sharing and Participating

Caring, sharing and participating are important ways of living in harmony with our neighbours, within our families and with the community at large. Individuals need to learn to live and work together and with others in our society.

Traditionally our young people participate in their communities and are aware of their roles and the roles of others in their community. They know how and what they can do to develop their community, they develop a sense of belonging and take responsibility for what they do in their community. They can demonstrate leadership roles and for instance may support government or NGO activities to bring awareness or funds for community development. For example, youth leaders can plan youth and outreach activities, sharing ideas with other youths to work to achieve certain goals; they can organise awareness programs in the community, such as health talks; they can address issues such as the destruction of the environment.

Solving Problems

Solving problems is about finding ways to overcome difficulties or to meet needs. Problem-solving also uses planning and management strategies. An issue arises and a decision is made to find a solution to it. Problem-solving is so much a part of everyday life that we do it almost without thinking. Everyday we confront simple problems as well as complex ones. From birth, we solve problems such as how to gain attention, how to obtain and drink milk, how to walk, how to eat without spilling food, how to hold and handle materials.

Some individuals develop very good problem-solving skills from these experiences and deal with problems by careful thinking as well as by trial and error. Trial and error is probably the most common way many of us solve problems. This involves testing out solutions to problems and if they don't work trying new ones, sometimes using what has been learnt from these experiences. For some problems this approach is very successful, but finding a solution to other more complex problems usually requires careful analysis of the problem, finding reliable information, and consideration of what viable steps need to be taken in order to find the best solution. For example, an issue might arise concerning littering at school or in the village. To find the best solution to littering, investigations must be carried out to find out why and how littering is becoming a big concern, where all the rubbish is coming from, why the rubbish is not collected, and what must be done to reduce the littering. Solutions need to be considered following an analysis of the information gathered. For instance, a place will need to be identified where rubbish is to be stored and properly managed, and awareness will need to be raised so that the students or villagers take better care of their environment. Such practical problem-solving will get to the bottom of problems such as littering and children and students will learn how to apply the strategies of problem-solving to real life situations.

Learners at school need to have problems to solve in different contexts and to be asked to use their own strategies and the knowledge and skills they have developed at school and at home. Learning problem-solving strategies in different contexts is significant learning. Problem solving enhances learners' ability to successfully live in local and global societies.

Using Language and Symbols

Language is how we share and create information. Languages have codes and conventions that we learn to use and understand from an early age. Many organisms also convey information to each other using other forms of communication. The languages of humans are complex; many different symbols and ways have been invented to convey a rich range of information such as emotions, complicated ideas and facts. Symbols such as sounds, text, and body language are used to convey information and emotions to each other. Visual texts such as writing and drawing are used now and indeed have been used for thousands of years. In everyday situations, we use visual signs such as road signs that tell drivers to turn or stop or that give warning of hazards. Today many new technologies use symbols such as computer tabs to tell us what action to take. Mathematics and music are significant subjects that use special symbols that have been invented to convey meaning and emotions.

Children and students begin using their first language (their mother tongue) in their homes and in their communities. In most cases, this is the local vernacular language. However, increasingly Bislama and sometimes French or English is used as a first language. Children experiment and play with language and quite naturally adopt many of the conventions of their first language. On the other hand, when English or French is learned as a second language in schools, students have to be taught the conventions of these languages and practice using them in familiar and unfamiliar situations. There is considerable research evidence that supports children having a good understanding of their first language to begin with because it assists their intellectual development and learning of other languages. The evidence suggests that if children are prevented from using their first language too soon, it can hinder and slow down their intellectual development and they find it difficult to fully recover from this.

Languages have sustained our cultures from generation to generation over many thousands of years. Vanuatu has a rich cultural heritage and oral traditions that have survived because our languages have survived. Keeping our languages alive is essential otherwise many of our cultural practices will die or survive only in museums. Schools have an important role to play in working with local communities to ensure local languages are used, understood, and valued by children and students. Children and students should be encouraged to use their local languages and be proud of this heritage.

Students learn to read cultural signs by observing their peers, parents, teachers and their elders, and they develop their understanding by trial and error. Children learn cultural signs in their community and these can be further developed when they enter schools through activities such as dancing, singing, whistling, using hands, facial expressions, making use of namele leaves, beating drums, blowing a triton shell (pupu) or making a sand drawing.

Today computing skills and texting are other forms of signage with which students are increasingly becoming familiar. Student adapt quickly to this modern technology which helps them to communicate locally and with the global community.

Children, students and adults with hearing difficulties communicate with each other using hand signals. These signals represent words and phrases and also spell out the alphabet and, with practice, complex conversations are possible. Individuals who are sight impaired learn to read using their finger tips to recognise Braille, a sequence of raised dots on paper that represent the alphabet and spell out words.

Students need to use language and language symbols and conventions competently so that they can understand and interpret information and respond. Students must have many opportunities to use all aspects of language – speaking, listening, writing and reading - to communicate their ideas in whatever language is appropriate for them. They should be confident in using their mother tongue and in learning French, English and Bislama, our official languages. The *Vanuatu Education Language Policy* should be used to guide languages education.

Valuing Culture and Religion

Culture is inclusive of all aspects of human life; all that humans have learned. Culture shapes who we are, our thoughts and our actions. Religion is a significant aspect of culture influencing all local and global communities.

Five dimensions of culture

Moran (2001) describes five dimensions of culture: products (tools, food, clothes), practices (verbal and nonverbal language, actions and interactions, taboos), perspectives (values, beliefs), communities (race, gender, religion, etc.) and persons (individuals) and the VNCS adopts his definition:

...Culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts.

Patrick R. Moran (2001:24)

Our curriculum is inclusive of all five dimensions of culture. Teaching programs should provide opportunities for learners to develop knowledge and understanding of these five dimensions of culture.

1. Products - through Social Science, Arts, Science, Technology and Crafts.
2. Practices - through Languages, Social Science, Science, Business Studies.
3. Perspectives - through Social Science, Health, Religious Education, Science, Arts, Languages.
4. Communities - through Religious Education, Science, Social Science, Health, Languages.
5. Persons - through Social Science, Science, Health, Arts.

The curriculum needs to assist learners to recognize and understand how people in different cultural settings and everyday situations typically behave. They need to know that people generally act in a manner consistent with their cultural context. Students need to know why and how they behave in particular settings because these cultural conventions influence their lives and the lives of others in important ways. Human beings are conditioned by their culture.

Religion

Religion influences how we behave. Religions are firm beliefs in a supernatural force or forces or God(s). Religions include sets of values and behaviour that people become familiar with as a member of their society. There is almost a universal belief in some form of supernatural power. To worship their God, followers of a particular religion often practise regular patterns of behaviour or rituals such as Holy Communion in the Christian Church. Members of a religious group share expressions and events at which they revere their God(s), a supernatural force or forces. Learners need to understand that differences exist within all religions because humans have different interpretations of the same principles and meanings. Not all Muslims interpret the Quran nor all Christians interpret the Bible in the same way.

Religion is an important aspect of every learner’s education. Particular values and virtues are associated with religious beliefs and influence what children, students, teachers and members of the community do, say and think. At all levels of education, religious education provides opportunities to develop values and beliefs and aspects of spiritual development that can be taught within domains and learning areas¹ such as spiritual and character development. Learners should gain knowledge about the influence of religion and consider issues of beliefs and truth in religious practice.

Studying religions and spiritual understandings will assist children and students to understand their own beliefs, viewpoints and ideas, to address important spiritual, moral and social questions and to better understand themselves as human beings. Children and students will be encouraged to consider the contribution religions make to social unity and how religion influences individuals, communities, societies and cultures.

Symbols and ritual

As with other aspects of culture, language is used to communicate our spiritual beliefs and understandings. Prayer is a special form of communication used to share our innermost thoughts with our God(s). Each culture uses a symbolic system to communicate, interact and think in religious terms. We dance, sing and use many symbols such as the Christian’s reverence of the sign of the cross. Rituals also express our beliefs using symbolic language. They often deal with human concerns such as health, fertility, and general welfare. We use rituals or ceremonies to express our religious beliefs. These link the supernatural and our social world. Sometimes we sing, chant, and dance to express our beliefs and feelings about supernatural forces; hymn singing is one example. The learning of rituals is a key aspect of Christian religion and traditional spiritual practice, and rituals are strongly associated with our particular cultures and events such as birth, puberty, marriage or death. Rituals survive from generation to generation and oral and visual language has been used to pass on traditional knowledge and practices for thousands of years.

Summary of Paramount Outcomes, Components and Examples of Indicators

The following table identifies the six paramount outcomes and their component parts and gives examples of indicators. Indicators are what children and students will demonstrate if they are achieving these outcomes. The indicators are examples and apply to different levels of schooling.

Paramount outcome	Component	Examples of Indicators
Using Languages and Symbols	Reading and writing skills, using sign and symbols as the media, and computing and language for communicating.	<ul style="list-style-type: none"> ▶ Read text symbols ▶ Uses mathematical symbols and signs ▶ Write text symbols ▶ Read visual cues such as hand signals, road signs and directions ▶ Use basic computing skills

		<ul style="list-style-type: none"> ▶ Use instruments to communicate such as drums or blowing triton shell.
Solving problems	Identify simple and complex problems and solve them using various strategies such as collecting and using information, analysing information to make a more reliable decision and using critical thinking, creativity and ingenuity.	<ul style="list-style-type: none"> ▶ Solve simple everyday problems such as recognising an electrical fault and determining its cause ▶ Visualize an object that they can be carved from a given piece of wood ▶ Build a structure using plans ▶ Consider the causes of a personal problem and take action.
Planning and Managing	Effective management requires efficient planning, and being flexible and adaptable to our changing society	<ul style="list-style-type: none"> ▶ Draw up a study timetable ▶ Devise rules to take care of personal belongings ▶ Use basic modern technology to perform a management task, e.g. computer, digital camera, internet.
Caring, Sharing and Participating	Good leadership in the community will encourage working and living together in harmony and respect, and responding actively towards the surroundings will promote a healthy environment.	<ul style="list-style-type: none"> ▶ Respect community leader's instructions ▶ Respect a neighbour's boundaries ▶ Appreciates counselling ▶ Pick up non biodegradable rubbish ▶ Replant trees ▶ Practice fallowing on farm lands.
Being Independent	To be self reliant, individuals have to show enterprise, be efficient in perform practical tasks and care of self.	<ul style="list-style-type: none"> ▶ Take responsibility for actions such as raising funds ▶ Plant crops during Agriculture class and sell their products ▶ Make a coconut scraper for the family ▶ Wear clean clothes, and wash hands without being reminded ▶ Take care to drink water.
Valuing Culture and Religion	Actively participate in cultural and religious activities	<ul style="list-style-type: none"> ▶ Dress in correct clothing for a ritual such as a dance ▶ Recognise the significance of cultural signs and symbols ▶ Participate actively in religious ceremonies ▶ Defend cultural practices ▶ Use local language with pride.

Essential Cross-Curriculum Components

Introduction

Essential cross-curriculum components are matters that connect with all subjects, linking learning activities in school with life outside school. Essential cross-curriculum components encourage children and students to apply and link relevant knowledge, skills, principles and values in more than one discipline or many subjects and in many situations. Children and students need to recognise these links because they are essential for our children's wellbeing.

For example, when a teacher teaches Science, the content can be linked with other subjects and cross-curriculum components such as linking: studies of bacteria with hygiene (Health); studies of soil with physical environments (Geography); the application of levers with motor engineering (Vocational Education); how animals live in social groups linking to family life (Social Science); how our skeleton and muscle systems work relating these to physical activities (PE and Sport); crafts like mat-making, sand drawing (Cultural Studies, Mathematics).

Essential cross-curriculum components provide significant opportunities for children and students to consider some major ideas and challenges that we are encountering in the 21st century. These components unify ideas, giving relevance to learning at school, and assist young people to make sense of their world.

Ten Essential Cross-Curriculum Components

National Reference Group members identified the following ten essential cross-curriculum components. Children and students should be introduced to these from an early age and throughout their schooling.

- ◆ Careers and work
- ◆ Citizenship and governance
- ◆ Communication – signs and symbols
- ◆ Community values
- ◆ Culture and spiritual understanding
- ◆ Environment and sustainable production
- ◆ Healthy living
- ◆ Literacy education
- ◆ Numeracy education
- ◆ Safety.

Careers and Work

Within the context of the subjects they are teaching, teachers should relate what is being learned to the world of work and living in the community. Careers education assists young people to acquire skills, attitudes and abilities that will assist them in a variety of adult roles and spheres of life and enable them to chart a career path with more confidence and effectiveness. Students need to develop knowledge and understanding of themselves and others as individuals. They should be able to recognise their strengths and limitations, their personal qualities, interests, abilities, skills, potential, values, motivation and needs. Teachers in all subject areas need to provide positive and useful feedback to their students so that they can learn to assess their potential.

Careers education helps to develop knowledge and understanding of the world of paid and unpaid work. Children and students should learn about the major roles people play in various walks of life.

Primary students should learn about:

- ♦ workers in the community and how they contribute to their way of life
- ♦ the names of different occupations and what these occupations do, and
- ♦ important unpaid workers who contribute to life at home, in the village and the broader community such as mothers and fathers, volunteers, church workers.

Secondary students should learn about:

- ♦ what career opportunities are available and how to gain employment
- ♦ different ways of entering careers that are available to them
- ♦ the skills and personal qualities needed to manage their career development, including how to make considered choices, formulate and implement career plans and cope with transition from school to adult life
- ♦ the occupational opportunities, paid and unpaid, at a local, provincial, national and overseas level.

Secondary students should also be encouraged to consider:

- ♦ how different types and levels of employment relate to their own aptitudes, interests and abilities
- ♦ different paths and strategies for entering the world of work
- ♦ links between subjects they are studying and how to gain entrance to higher or further education, training or employment
- ♦ how the world of work changes; the causes of change; and how these changes impact on employment opportunities, now and in the future
- ♦ the structure of industry and commerce
- ♦ the organizational structure of typical firms

- ◆ issues and problems associated with running small businesses
- ◆ labour laws or job legislation relating to young people entering to the work place
- ◆ the organization, structure, present role and history of trade unions, professional associations and employers associations and
- ◆ the responsibilities of employers and employees.

Teachers should be aware of these matters and ensure they are included in their teaching programs. Some of these matters are incorporated into subjects such as Economics and Social Science. Students should know how to locate job vacancies; how to apply for jobs and develop a range of skills associated with job applications and interviews as part of their Language programme. They should understand different methods of payment and be able to interpret payslips. They also need to find out what support is available for further education and training such as scholarship funds.

Before they leave school, schools should provide opportunities for students to meet with employers and to see what their work involves and perhaps experience this work for short periods. The Ministry will support opportunities for businesses, trades, banks and other employers and further education to display information about job and further study opportunities and meet with students for them to acquire information directly.

Citizenship and Governance

Citizenship and governance is about the civic duties all citizens have a responsibility to carry out. Teaching about citizenship and governance plays an important role in sustaining our democracy. Students need to be equipped to participate in the democratic life of our country. They need to be well informed about:

- ◆ their rights, responsibilities, duties and freedoms
- ◆ our laws, justice and democracy including our system of government, how to vote and what this means
- ◆ our constitution, our legal systems and how they function at the village level and beyond
- ◆ that as Ni-Vanuatu they have a responsibility to care for their nation, their island, their village, their land
- ◆ how to work together to take responsible action in their communities about matters of concern such as dealing with pollution and the proper disposal of rubbish, keeping the village and school safe and free from harassment, making decisions for the betterment of all
- ◆ the knowledge and skills for effective conflict management and democratic participation.

Knowing what it means to be a good citizen encourages respect for different national, religious and ethnic identities. Our society has undergone many changes since our ancestors first lived on our many islands and it continues to change as increasingly we are active members of the wider global community. We need to be able to deal with global issues at the local level because they affect our daily lives and we need to contribute to national and international debates about how we and others live. We are one nation among many and need to live together in peace and harmony. Citizenship assists students to respect others, and to appreciate Vanuatu's cultures and heritage and those of others.

Citizenship helps young people to develop their decision-making and critical skills as they consider a wide range of political, social, ethical and moral problems. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

An important aspect of citizenship is the recognition of the roles of our traditional and social structures, and norms and practices that have played significant roles in Vanuatu's political and social life. Students should be encouraged to draw on their traditional ethics, beliefs and philosophies to enhance their role as good and productive citizens of communities in the local, national and international arenas.

Citizenship and governance will be integrated into the curriculum to ensure its inclusion in core teaching and learning processes, as well as assessment practices. Schools are encouraged to develop projects that will provide firsthand experience of the skills and appropriate attitudes to be developed to make good citizens of the people of Vanuatu.

Communication – Signs and Symbols

Communication occurs when we are able to pass information to others and receive a response. Information is passed from one person to another through various ways including signs and symbols. The emphasis in this essential cross curriculum component is on:

- ♦ traditional forms of communication such as dance forms, masks, costumes and body painting, drumming and sand drawing and
- ♦ current forms of communication using various technologies such as mobile phones and other media.

Human beings communicate with each other in different ways. Some of these ways of communicating are culturally very significant. Traditional forms of communication embrace many hundreds of years of human experience. These traditional forms of communication reflect our rich heritage and are unique to our people and our way of life. Reading these traditional signs and symbols and understanding their significance is essential to our way of life, for instance, knowing that a Namele leaf placed on a tree or on a reef, building, pool, or river indicates that this place is taboo.

As many aspects of life in our country are changing, there is a danger that we could lose this rich cultural heritage. We need to ensure future generations value these traditional ways of communication. These traditional forms of communication can be part of many subject areas such as Language, Social Science, Science, Technology, and Arts and Crafts.

Our young people also need to be confident using current forms of communication. The world is becoming a vast global village where every body ‘knows each other’ and can communicate with each other on a regular basis. Today the world is sharing information using the internet. It is important that our children and students have access to these various ways of communication. They should be introduced to these wonderful ways of communicating and taught how to use them responsibly.

The use of Information and Communication Technologies (ICT) is advancing rapidly. Television, radio, ATMs and other electronic devices are commonplace in our urban and some rural communities. With their increasing development, children and students need to be familiar with these sources of information. Radio and television help children and students to learn about the world beyond their village.

Community Values

Included in the VNCS Section: Curriculum Values (p.11-13) are values supported by the community such as:

Ethical/Moral Values

- ◆ Uphold relationships with immediate and extended families
- ◆ Be hospitable to neighbours
- ◆ Demonstrate justice to others
- ◆ Show generosity to members of our society
- ◆ Show honesty to our neighbours
- ◆ Encourage togetherness with family members, within our communities, and nation.

Personal Values

- ◆ Care for ourselves, our health and wellbeing
- ◆ Respect our own decisions and promises we make
- ◆ Be responsible for our own actions
- ◆ Be faithful to our personal beliefs and customs and sacred sources
- ◆ Accept who we are.

Social Values

- ◆ Live together in harmony
- ◆ Promote positive role models in the society
- ◆ Be tolerant and support our society and nation
- ◆ Respect other people’s boundaries, views and opinions
- ◆ Be loyal to the community, and the nation
- ◆ Cooperate and support development in the community.

These values and the other curriculum values, if put into practice, encourage children and students to behave in ways that are respected within their communities. They also encourage children and students to respect themselves and others in their society. Students with these values will build good relationship between people from different cultural traditions, different societies and different countries in the region. Students having these ideals will promote a healthy and friendly environment within their society, community and the nation.

Values also help children and students to become better and more considerate thinkers and to gain in self-confidence and self-reliance within their societies. By upholding these values, students will find appropriate approaches to taking action about issues and concerns and to their behaviour in everyday life.

Culture and Spiritual Understanding

...Learning to understand each other's differences and appreciate our interdependence while maintaining our cultural integrity is a challenge. This is true for all nations in our global community with many diverse cultures and traditions. Children and students need to value their particular cultural identity and learn to manage conflicts in ... a spirit of respect for the values of pluralism, mutual understanding and peace.

(Delors, J., UNESCO 1996:97).

Children and students should learn to appreciate their cultural heritage in order to understand, evaluate, share and experience the diverse distinctive cultures of Vanuatu. Children can be encouraged to observe and carry out activities such as talking to elders of the community about their history, sketching their family tree and discussing it with others, experiencing traditional games, rhythms, music, dance, stories, customs and festivals in the villages or town and sharing with friends, and exploring historical sites to enhance their knowledge of their past and traditional practices.

They should understand the negative and positive consequences of cultural diversity, comprehend why conflicts occur in different contexts of life, and learn how to solve these in peaceful ways and not through violence.

The VNCS supports the constitution of our nation which states that *...freedom of conscience and worship...* is a fundamental right.

(Constitution of the Republic of Vanuatu, Chapter 2, Part 1:5(1)(f)).

Our curriculum encourages cultural and spiritual understanding, challenging prejudice and stereotyping.

Our constitution also states that a fundamental duty of parents is:

...to support, assist and educate all his children, legitimate or illegitimate, and in particular to give them true understanding of their fundamental rights and duties and of the national objectives and of the culture and customs of Vanuatu.

(Constitution of the Republic of Vanuatu, Chapter 2, Part 1:5(1)(f)).

Our curriculum supports parents in this important duty. The cultural and spiritual component is an important aspect of all Ni-Vanuatu children's and students' lives and the curriculum should support parents in their role as custodians of their cultural and spiritual practices. Aspects of cultural and spiritual development are dealt with in subjects such as Healthy Living, Social Science and Values Education.

The community recognises and supports the important contribution cultural and spiritual understanding makes to children's and students' lives irrespective of their particular religious persuasions or affiliations.

Young people should develop knowledge and understanding of the principal religions practised in Vanuatu, as well as the various Christian denominations. They should gain knowledge about the fundamental influence of religion and consider issues of beliefs and truth in religious practices. An education about religious and spiritual understanding assists children and students to share their own beliefs, viewpoints and ideas, and to address important spiritual, moral and social questions.

Children and students should consider how various religions relate to each other, recognising similarities and differences within and between religions. They should be encouraged to consider the contribution religion has made and is making to social unity and understand religious prejudice and discrimination. Learning about and from religion promotes spiritual, moral, social and cultural development, enabling young people to appreciate their own and others' beliefs and cultures, and how these influence individuals, communities, societies and cultures.

Our religious beliefs often form the foundation for the values our society supports and those espoused by its citizens.

Environment and Sustainable Production

Environments are the most vital source of human needs and must be taken care of in order to maintain their sustainability and productivity. It is a requirement for all children and students to be aware of the importance of a healthy environment. All living things including human beings totally depend on a healthy environment for their protection. Young people and adults should show responsibility for keeping the environment healthy and know the consequences of damaging it.

Every child and student needs to know how human interventions contribute to such occurrences as climate change, soil erosion, or the death of reefs which adversely affect the environment and how these changes impact on human lives. We need to ensure that:

- ◆ we harvest our land and sea in sustainable ways
- ◆ promote awareness of the fragility of the physical environment and how human activity affects it
- ◆ young people appreciate that the land and sea are a finite resource.

While we need to build and change our physical environment, the impact on our natural environment should be considered and minimised. We share our land and sea with other humans, and other animals and plants. Vanuatu's land and sea is our spiritual home and we must care for it and sustain it for present and future generations. Teaching and learning strategies for a sustainable environment must emphasise knowledge, understanding, and critical thinking skills and the development of sound environmental attitudes and commitment. Young people need to work collaboratively to sustain the wellbeing of the built and natural environment.

Environmental education needs to consider economic, social and political policies and technological change. Consequently, this is a cross-curriculum component and an important aspect of many subjects covering natural and cultural, technological and social matters.

Environmental education for sustainability assumes students will take responsibility for creating a sustainable future. After schooling, students should have an understanding of and a concern for the natural world. They should be encouraged to develop knowledge, critical thinking skills, and appropriate values to participate in decision making about environmental and developmental issues that affect their environment and the environment of other places.

An effective programme of environmental education for sustainability should use a whole school approach and begin with the development of a shared school vision, a mission statement, and clear learning outcomes. Each school should develop a vision and mission for their immediate environment; identify the roles that administrators, teachers, students and families will play in supporting their environment and plan and take action on local environmental issues. Teaching and learning experiences should include concepts about conservation, social justice, cultural diversity and appropriate development. These learning experiences will ensure that young people develop civic values and skills that will help them to become responsible citizens. The links with citizenship and governance are evident.

Healthy Living

Health living is concerned with developing the wellbeing of young peoples. It is about improving the quality of life of every individual. This essential cross curriculum component will support the development of appropriate behaviour for a healthy lifestyle.

Learning how to live a healthy life is a vital cross-curriculum component where students learn how to acquire good health. Children and students learn how to develop and improve their physical, emotional, social, mental and spiritual areas of life. Children and students will be faced with many challenges in life and they need to be assisted by their family, school and community. There will be many opportunities for teachers to introduce healthy living in their teaching programmes in a range of subject areas including Science, Social Studies, Biology, Physical Education and Sport.

The curriculum will develop in children and students appropriate knowledge, understanding, values, attitudes and skills to support the maintenance of good health. Being healthy and adopting healthy lifestyles is vital in allowing young people to reach their full potential. Children and students need to be aware of the consequences of poor health and that much sickness can be prevented using simple methods such as washing hands, cleaning teeth and eating healthy foods.

Good health influences young people's ability to learn effectively and to take part in the daily activities of the family, the school and the wider community. Children and students should be encouraged to adopt healthy life styles. For instance, good nutrition is a major influence on health and students need to make responsible decision about what they eat. At school, they need learning experiences that will encourage lifelong health-related fitness, prevent illness, injuries and disease, and promote healthy relationships.

Students need to acquire skills in decision making, and in managing and handling situations of stress in relation to health. They need to be aware of their responsibilities regarding safe sex and the prevention of sexually transmitted infections (STIs). They should understand the risks of substance abuse and the harm it can cause to their health, and of the impact their behaviour has on the health of others.

The community needs to be familiar with healthy attitudes, behaviours and practices, engaging in physical activities and making wise decisions about personal health and lifestyle.

Literacy Education

What is literacy? Literacy is often simply described as the ability to read and write. However, the social context and social functions of language are also critical components of literacy. Language is important in dealing with daily life situations and should to be included in any definition of literacy education (UNICEF 2000). Context is critical to the promotion of reading and writing skills. The following definition of literacy captures this social dimension.

Definition of literacy

Literacy is the ability to understand, use and reflect on language so as to read and write; achieve one's goals; develop one's knowledge and potential, and participate effectively in society.

Other forms of literacy

The other types of literacy can be similarly defined. The literacy of language itself leads to other forms of literacy such as computer literacy, mathematical literacy (numeracy), scientific literacy, health literacy, and social literacy.

The need for literacy

There is a critical level of literacy needed to survive in today's society. Young people need to be able to read, write, speak, and actively listen to realize their full potential and to participate in our society. Children and students need to be literate in all areas of the curriculum as language is used differently in different areas of the curriculum. Subjects have different language features such as vocabulary and genre, and these features must be explicitly taught. All teachers are responsible for developing the literacy skills of the young people in their care. Developing literacy cannot be divorced from content, and the learning context impacts on the development of literacy skills (Furniss & Green, 1993).

The more literate children and students are the more able they are to communicate their thoughts and feelings, knowledge and understandings, and participate in community activities.

The Importance of the Vernacular

In the early years of life children begin to develop the foundations of reading and writing and, just as in learning to speak, they mimic others. Initially, they develop a foundation in literacy in their homes using their vernacular languages. Continuing to use their vernacular language in the early years enables children to transfer their learning from home to school and to build a sound foundation for learning to read and write. Learning too soon in a second language in which they have limited proficiency can limit young people's conceptual understanding and social development. Research suggests that children and students who continue to learn in their first language become confident in their thinking, reasoning, problem solving and decision making, and are better able to master another language such as French or English. It is essential to develop and enhance young people's competence first in using their vernacular language both in and out of the classroom.

Developing literacy in a vernacular language leads to stronger intellectual development while the children are also better prepared for life outside school. Encouraging our many vernacular languages in the early years ensures that our country's rich cultures are appreciated and transferred from one generation to the next. By continuing to use and value their vernacular languages, children and students learn to value and maintain important features of the rich cultural diversity of the islands of Vanuatu.

Numeracy Education

What is numeracy?

...Numeracy is using mathematics to meet the general demands of life at home, in paid work, and for participation in community and civic life.

(Australian Association of Mathematics Teachers (AAMT) Inc 1997: 39)

Numeracy like literacy is essential to everyday life, and has practical value. A numerate person uses a range of mathematical skills (including the use of local mathematical concepts, processes and skills) in a variety of contexts. Numeracy skills include measuring using hand span and arm length, counting fish and coconuts using traditional forms of measurement as well as instruments such as calculators, ways of managing home finances or small businesses. Our children and students need to understand financial information such as interest rates and simple statistical information because these impact on our daily lives in significant ways and often appear in daily newspapers and other media. Highly numerate individuals can contribute to Vanuatu's social and economic life and support its development.

Like literacy, numeracy is the responsibility of all teachers in various cross-curricular contexts and will strengthen young people's understanding and application of mathematical knowledge and skills.

In preschool, numeracy learning occurs largely through play and informal learning experiences. Early childhood teachers support children's learning of concepts and related language through observing and talking to children, and by providing a variety of interesting, challenging and purposeful experiences.

Safety (family, community, school, work)

Wikipedia defines safety as:

... the state of being 'safe' (from French sauf), the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types or consequences of failure, damage, error, accidents, harm or any other event which could be considered non-desirable.

Safety. (2009, October 17). In *Wikipedia, The Free Encyclopaedia*. Retrieved 00:41, January 29, 2010, from <http://en.wikipedia.org/w/index.php?title=Safety&oldid=320424122>

Human beings take risks as soon as they are born, reaching out to explore their environment, experiencing and learning about its dangers and finding out more and more about their surroundings. Children and students need to develop in a safe environment so that they feel free to experiment, explore with minimum danger, and be free from physical and emotional harassment. Young people need to learn about dangers and to manage their behaviour effectively. They need to understand and assess the risks associated with their behaviour such as unsafe sex or climbing or swimming without concern for their safety. They need to take responsibility for their actions.

Parents and others in the family and in the community watch out to ensure young people's adventures do not result in harm and measures are taken to ensure the safety of those in our care and in need of protection. The community takes measures to protect its citizens, sometimes applying laws that prohibit certain behaviours that might cause harm to others, such as restricting how fast we can drive, or requiring labels on dangerous drugs or chemicals. It is impossible to remove all risks. When risks are low we describe the situation as safe.

We live where earthquakes, tsunamis, volcanic activity, cyclones and mudslides threaten our lives and fires in our homes and workplaces can threaten our safety. Children and students need to know the signs of these natural phenomena and know the appropriate action to take. They should be assertive and ensure that others in the community do not ignore warnings that threaten their lives and homes. In the event of these phenomena, they need to know how to behave safely, contribute to their survival and that of others, and keep safe.

Conflicts in everyday life are quite common. How conflict is dealt with can minimise risks to safety. Young people need to know and understand the nature of conflicts between individuals, families, in their "quarter" or village, between people of different islands and between societies. They need to know how to manage and solve conflict and the consequences of conflict. They need to know how to support people in conflict and how to investigate in order to solve risky situations and live in peace.

Safety is essential to all subjects in the curriculum and teaching environment whether indoors or outdoors. Children and students need to be safe and secure, know the risks and their limitations and act responsibly. Teachers must be safety conscious, be good role models and include safety in their programs.

Organizing the Curriculum Standards

Why Organize the Curriculum?

The curriculum is what learners should be taught. The curriculum includes what and how children and students learn at school, in other centres and in their communities with the support of teachers. In order to implement the curriculum effectively it is necessary to design and develop a plan that identifies what it is intended that learners should learn. Curry and Temple (1992) noted that:

... Supportive, structured curriculum frameworks can help eliminate the frustration that results when innovations in different sectors (e.g., curriculum content and professional development) are not linked. A state curriculum framework ... assist(s) curriculum developers in overcoming policy fragmentation by moving away from organizing only the content knowledge of a single discipline toward developing a coherent view of the discipline. This action, in turn, can structure and guide policy choices about instructional programs, materials adoption, teacher and administrator preparation, certification, professional development, and assessment.

Curry and Temple 1992, p 12

Curriculum Standards

This curriculum statement is a broad overview of the national curriculum, which identifies the overall values and principles that support the curriculum, and its key components. A key component of the curriculum is the **curriculum standards**. A **curriculum framework** provides the structure for organizing **curriculum standards** from Kindergarten to Year 13.

What are Curriculum Standards?

These identify the learning outcomes for all children and students. They describe what children and students will demonstrate. Outcomes describe what learners will know and do at a level appropriate for their stage of development in particular areas of learning. Outcomes based education is an approach to education based on the belief that if teachers, children and students know where they are going, know the learning destinations, then they are more likely to reach these destinations. Obviously, this is likely to be more effective if children and students are provided with the means to reach these destinations. Curriculum materials, good facilities and well trained teachers will be needed to contribute to the success of this journey.

This approach ensures that all children and students will strive to achieve the same learning outcomes. The many different contexts in Vanuatu require teachers to be flexible and to adapt their teaching to suit needs of children and students' in their care. This requires teacher training so teachers are able to renew their knowledge and understanding and practices. It also requires the review and development of support materials so that they are appropriate for the children and students of Vanuatu.

Harmonization

The reformed curriculum will be the same for all children and students no matter what their language background. The languages of instruction may differ from school to school in accordance with the *Vanuatu National Education Language Policy* but the curriculum standards will be the same for all children and students from Kindergarten to Year 13.

A Relevant Curriculum

The curriculum provides many opportunities for children and students to learn about their own place, culture and languages. Teachers need to use the local context to motivate young people to learn. Learning about themselves first and then others is an important principle of learning and teaching. Teachers should usually begin from what children know and then introduce unfamiliar knowledge, skills and attitudes. Teachers need to breathe life into the curriculum and demonstrate its relevance to children and students by using local examples whenever possible. Good teachers make the curriculum relevant.

Children and students respond to and are influenced by their learning environment and this includes the materials they use. The curriculum needs to provide opportunities for girls and boys to participate actively and equitably in all learning. Materials should be relevant to girls and boys and portray girls and boys in a range of situations that show how they can contribute and participate with the same opportunities. All children and students should recognise and be confident that curriculum is for all irrespective of their gender.

The successful implementation of the curriculum will depend very much on the relationship that schools develop with their communities. With community support, the curriculum can be made relevant to children and students. There are many aspects of the curriculum that can benefit from the knowledge and experience of community members. Members of the community can:

- ◆ talk to young people about their culture, their past and their future
- ◆ make things and do things with young people
- ◆ share their skills, experience and wisdom gained from their lives
- ◆ give children the opportunity to use their own language to communicate and to extend their vocabulary
- ◆ talk about their work and how they make a living
- ◆ share their life experiences and interests about family, worship and community
- ◆ be mentors for young people.

Kindergarten Learning Areas (Age 3 – 6 years)

The curriculum in the Early Years is taught in an integrated way so that children are better able to make connections. Teachers create an environment in which children explore these learning areas and domains mainly through purposeful play.

At this level of education, sometimes referred to as Preschool, the curriculum standards are organised into six broad **learning areas**. A learning area is a particular element of learning with related knowledge, skills and attitudes.

Kindergarten Learning Areas and Domains Age 3 - 6 years						
	PERSONAL DEVELOPMENT	LIVING AND LEARNING TOGETHER	CUSTOM, CULTURE AND ENVIRONMENT	LANGUAGE AND COMMUNICATION	LEARNING TO KNOW	SPIRITUAL AND CHARACTER DEVELOPMENT
Domains	<ul style="list-style-type: none"> ▶ Physical development ▶ Motor skills ▶ Health and well-being 	<ul style="list-style-type: none"> ▶ Skills for living and working together ▶ Recognise and express feelings ▶ Self confidence 	<ul style="list-style-type: none"> ▶ Custom, story and song ▶ Custom food ▶ Custom art ▶ Environment ▶ Cultural ceremonies 	<ul style="list-style-type: none"> ▶ Communication ▶ Listening ▶ Literacy 	<ul style="list-style-type: none"> ▶ Inquiry and problem solving ▶ Patterns and sequencing ▶ Number and measurement ▶ Shape, space and colour ▶ Creativity 	<ul style="list-style-type: none"> ▶ Religious values and principles ▶ Respect ▶ Character and moral development

Each **learning area** provides the foundations of learning for children at this age. The concepts, skills, processes and attitudes for each learning area are arranged in three levels of curriculum standards starting with the most basic at level 1. These learning areas have a number of **domains** which identify and describe the curriculum standards for each of the three levels.

Teachers assess and monitor the learning outcomes at each of the levels to see if children know and can demonstrate their understanding.

Rationales for Kindergarten Learning Areas

Personal Development

This learning area provides opportunities for children to grow and develop their minds and bodies in healthy ways. Many opportunities will be provided for children to develop their fine motor skills so that they can manipulate materials with their fingers and hands and coordinate these movements. They will also be encouraged to enjoy physical activities that encourage them to develop control of their larger muscles through dancing to music, playing games, balancing while they explore various movements and extending their bodies. Children will also explore their environment using all of their senses so that they become familiar with colour and shapes and sizes, sounds, the touch of materials and objects, smells and familiar tastes.

Looking after their bodies is very important. Knowing how to be clean and follow rules of hygiene like going to the toilet correctly and washing hands to stay healthy are important skills for children to learn. Also, how to keep their bodies healthy by performing routines like blowing their nose, brushing teeth, exercising and understanding their needs, and keeping safe and secure are all important aspects of this learning area.

Living and Learning Together

Children need to learn how to live and play in harmony with each other at school, at home and in the community. They need to learn how to share, when to share, to follow rules and daily routines and play together. They need to make responsible decisions about their actions, look after their belongings, develop friendships and respect others, take pride in what they do and what they achieve. Children also need to learn to express their feelings, control their emotions, and know what behaviour is acceptable or unacceptable. Children learn to solve social problems in acceptable ways.

At this stage of their development, children sometimes create imaginary worlds and cannot distinguish between things that are imagined and things that are real. Learning to distinguish between these extremes is important.

Custom, Culture and Environment

From an early age, children will participate in custom story telling, singing and dancing. Community members should assist children, teaching them the steps for dances, and practising them. Custom stories should be told and repeated often. Materials used to support dance should be made and used by children to accompany their dancing. Singing custom songs should also occur with community support. Perhaps special times can be set aside each week for these custom stories, songs and dances to be practiced with community members.

Children need to learn about custom foods, their names, where they are found and when they can be gathered and eaten. Parents need to visit their children and talk about and demonstrate how to cook traditional food and encourage gardening. A garden can be established by children with community support and they can be encouraged to care for it. Different fruit and vegetables can be examined and talked about. Many stories about traditional food including the food of other islands can be told, different foods can be eaten, and a healthy diet discussed. Children can prepare local foods and invite community members and their family to eat with them.

Weaving, carving, sand drawing and string games are all custom art forms and children should be familiar with them. Community members should assist the children to learn about these art forms and make simple mats and other objects.

All children can participate in cultural ceremonies and talk about their significance inside of their local community. They can learn about the significance of particular ceremonies that take place in their own village and in other islands and villages. They can learn our National Anthem and practice singing it for special occasions.

Children tend to take for granted their own place where they live, play and grow up. Knowing how to look after their place is important. They should know how to keep their kindergarten clean, and what trees and rivers, hills and volcanoes and other important features are found nearby. They can learn about the animals and plants that live with them and how they can be looked after. They can learn how their environment can be cared for and what might happen if it is not looked after properly.

Language and Communication

All children can communicate with family, peers, teachers and other adults in the language of the community in which they live. This learning area identifies what they should do in order to be effective communicators at this stage of their development.

Children are mimics and use body language and gestures that they have observed from birth to communicate their feelings. Children should be encouraged to demonstrate these aspects of communication and to use them effectively to improve their communication. They should be encouraged to recognise and explain body language and gestures and use games to see if their body language and gestures are effective.

Oral communication is the only way most young children can communicate their thoughts and feelings. Children learn their names and those of others, follow and repeat instructions, join in singing and chanting poems and rhymes and confidently talk to other children, adults, and themselves during play. Children imitate real life situations and use sentences, ask questions to gain information and explain events they have seen.

Children must listen actively and respond appropriately to those around them. Opportunities for children to sit and listen to reading, singing and talking will encourage them to listen attentively especially when they are encouraged to retell stories, make up their own, or sing songs they have created. Gradually children will learn to listen to lengthy and complex stories.

Following oral instructions is an important skill for children to learn. Children will be encouraged to listen first to simple then more complex instructions and to demonstrate that they can follow instructions. Children will expand their vocabulary and appreciate the sound of words and how some rhyme, sometimes playing rhyming games. Adults will write down words they are saying and children learn to associate the writing with what is being said.

Learning to read and write takes time and begins with children listening to stories in their vernacular such as Bislama. Showing children pictures using 'Big Books' and asking children to join in story telling and answering questions to do with the story will encourage children to make connections between what they see and what they hear. Pretending to 'write' using scribbles should be encouraged and asking children to talk about their drawings is how they can learn to convey meaning using drawing and 'writing'.

As children's fine motor skills develop, they will handle pens and pencils confidently to draw particular shapes and patterns and later familiar letters. They will probably learn to write their name and recognise some words and letters in books as they play word games and become familiar with word labels in the classroom and in the local community. At this level, children are beginning to develop the foundations of literacy but they are not expected to be competent at reading and writing by the end of kindergarten.

Learning to Know

This learning area is about the processes that we use to think and develop understanding. Children are naturally curious about the world around them, naturally explore, and learn by problem solving and inquiry. They learn during play that making mistakes, then changing their strategies and trying again can assist them to succeed in solving problems. Such trial and error is a common strategy for successful learning. Children should be encouraged to experiment in this way. They will be encouraged to predict what might happen if they do something like mixing colours to make other colours, or mixing different materials or playing with water and objects or in the sandpit.

Every day children recognise and create patterns and sequences. They follow set routines, they sit on mats of carefully arranged fronds, they watch their mother or father cook or fish or garden carrying out set routines. Children identify patterns, create their own using different local materials, and understand how to repeat patterns and sequence events in their daily lives.

Understanding number and measurement are important foundations of numeracy. Children should be able to recognise numbers from 1 to 10 and write them. Number games will be encouraged and activities that involve counting during play activities and language games will be used to develop an understanding of the vocabulary associated with numbers and measurement such as big and small, heavy and light, tall and short, more and less. Children should be able to estimate weight, quantity and various measurements and predict measurements – which object is the heaviest, which object is the longest. They will use non-standard ways of measuring length, weight and quantity.

Children are already familiar with many shapes and colours but may not have correct labels or names for these. They also may not have thought about how space is occupied by various shapes and how shapes can be formed and are related. Again, they may not have thought how colours are related and what colours are present in nature, or how they can be used by living things and in their community. Shapes occupy space in different ways and children need to be familiar with the characteristics of space and explore all the dimensions of space. Children will explore their environment to find different shapes and compare them, make patterns with them and draw them and move to explore space around them.

Another domain of **learning to know** is creativity. Children do not always follow conventional thinking. They are very creative. They naturally make connections that are sometimes unconventional between ideas and between objects. Children should be encouraged to express their ideas and thoughts using creative activities. They should not be judged by conventional wisdom

but encouraged in positive ways. While making music and art, drama and dance, children explore their ideas, feelings, and emotions. They can create art works in many different forms and freely express themselves in many different ways. They should be encouraged to use their imagination and use various materials such as paints and musical instruments to express themselves with confidence.

Spiritual and Character Development

Children will participate in religious practices and take part in special religious occasions. Contributing to such occasions will be encouraged so that they have the opportunity to join others in celebrating their religious experiences.

Traditional customs and beliefs are a part of our rich heritage and children will be encouraged to understand our ways and participate in local ceremonies and events where appropriate. They will learn to respect the customs of other children and learn how to greet others, how to listen quietly and attentively, behave appropriately at religious and traditional meetings and when to ask questions. Children will become aware of other ni-Vanuatu customs and traditions by sharing stories, dance and music and listening to community members.

Values form at an early age when children are with their families. Learning about values and understanding them will be developed through telling stories, encouraging children to reflect on their behaviour and that of others. Children will learn to distinguish between right and wrong and show tolerance, honesty and love toward others.

Primary and Secondary Learning Areas (Age 6 – 18 years)

When children begin their primary education some may still be at Level 1 of the Kindergarten Curriculum Standards while others may have achieved Level 3. Some children will not have been to kindergarten and when they begin primary school, they will first need to develop these foundation standards.

Traditionally the school curriculum at Primary and Secondary is organised into subjects with defined content. The Vanuatu primary and secondary curriculum is organised into five learning areas each containing subjects.

- ◆ Personal development
- ◆ Culture and community
- ◆ Language and communication
- ◆ Mathematics and science
- ◆ Spiritual and character development.

At these levels of schooling, each **learning area** is a family of **subjects** that have shared knowledge, skills and attitudes. The curriculum framework organizes each learning area into these subjects for each year level.

Primary and Secondary Learning Areas and Subjects age 7-18+					
Year 1 - 13	PERSONAL DEVELOPMENT	CULTURE AND ENVIRONMENT	LANGUAGE AND COMMUNICATION	MATHEMATICS AND SCIENCE	SPIRITUAL AND CHARACTER DEVELOPMENT

As shown in the table below, the learning areas for Primary and Secondary link to the Kindergarten learning areas.

Kindergarten Learning Areas and Domains Age 3 - 6 years						
	PERSONAL DEVELOPMENT	LIVING AND LEARNING TOGETHER	CUSTOM, CULTURE AND ENVIRONMENT	LANGUAGE AND COMMUNICATION	LEARNING TO KNOW	SPIRITUAL AND CHARACTER DEVELOPMENT
Domains	<ul style="list-style-type: none"> ▸ Physical development ▸ Motor skills ▸ Health and well-being 	<ul style="list-style-type: none"> ▸ Skills for living and working together ▸ Recognise and express feelings ▸ Self confidence 	<ul style="list-style-type: none"> ▸ Custom, story and song ▸ Custom food ▸ Custom art ▸ Environment ▸ Cultural ceremonies 	<ul style="list-style-type: none"> ▸ Communication ▸ Listening ▸ Literacy 	<ul style="list-style-type: none"> ▸ Inquiry and problem solving ▸ Patterns and sequencing ▸ Number and measurement ▸ Shape, space and colour ▸ Creativity 	<ul style="list-style-type: none"> ▸ Religious values and principles ▸ Respect ▸ Character and moral development
Primary and Secondary Learning Areas and Subjects Age 7- 18+						
Years 1 - 13	PERSONAL DEVELOPMENT	CULTURE AND COMMUNITY	LANGUAGE AND COMMUNICATION	MATHEMATICS	SPIRITUAL AND CHARACTER DEVELOPMENT	
Subjects for each Year level						

Each subject offered in the primary and secondary school curriculum is organised into **strands** which define major aspects of learning within a subject. For instance, Science might have Strands called Energy, Materials, Living things, the Earth and Space and Language and Communication commonly have Strands called Speaking, Listening, Writing, Reading, Viewing. These are equivalent to the **domains** in the kindergarten curriculum. The Standards children and students should do, know and demonstrate are described using learning outcomes. Teachers of Class 1 and 2 at primary will need to be very familiar with the Kindergarten Curriculum Standards. The curriculum standards for Year 1 to Year 13 will be described in documents usually called syllabuses.

Rationale for Learning Areas

Personal Development

This learning area is concerned to develop the well-being of children and students including the physical, emotional, social, mental and spiritual aspects of life. Personal development is concerned with the quality of life for all individuals. This learning area will enhance the development of appropriate behaviour for a healthy lifestyle and it will need community support.

Children and students need to be positive about their health and well being. This is vital for children and students to reach their full potential. Their state of health influences their ability to learn effectively and to take part in the daily activities of the family, the school and the wider community. Children and students will learn about their personal development at a level appropriate for their age and maturity. This learning area will foster lifelong health-related fitness, prevent illness, injuries and disease, and promote healthy relationships. This learning area should be supported by the community so that healthy attitudes, behaviours and practices, physical activities and decisions about personal health and lifestyle are supported by parents and guardians, family members and the wider community.

The curriculum will provide opportunities for children and students to develop appropriate knowledge, understanding, values, attitudes and skills to support healthy living. They will participate and learn about

- ♦ healthy lifestyles and behaviours
- ♦ how to look after their health and behave safely
- ♦ how to establish caring relationships and act responsibly
- ♦ how to participate in physical activities, games and sports.

Culture and Community

Culture and community is the learning area whose concepts, skills and attitudes are drawn from many disciplines such as social science, geography, history, accounting, law, and politics, and from multidisciplinary studies such as business studies, environmental studies, and cultural studies. In order to gain a better understanding of how individuals and groups interact with each other and their environment, children and students need to investigate peoples and events that affect their own culture, resources and environment.

This learning area is concerned with ensuring that children and students develop knowledge of Vanuatu and its place in the global community; the diversity of its land and people; their cultural and environmental heritage; and their political, legal and economic systems. This learning area will enable children and students to develop a respect for our different cultures and societies as well as an understanding of how we relate to other cultures in our region and beyond. They will develop knowledge, skills, values, and an awareness of and esteem for different cultural and economic conventions and interpretations.

Young people should understand their role in their culture, society and heritage, and gain useful knowledge about their national and global identity. Through an inquiry approach learners will investigate issues, select useful and relevant information and communicate their findings critically and effectively. Young people will also gain the ability to develop enterprising skills and apply them to social, historical, political, geographical and economic concepts to create solutions to current challenges.

Young people will learn about change and its effect on balance, patterns and relationships. They will learn that different disciplines collectively can contribute to our understanding human activities and their environment. Over time, children and students will be enabled to make informed and thoughtful decisions about their way of life, their country's place in the world and the contribution they can make as productive citizens.

This learning area includes the visual and performing arts and crafts. Through visual art, craft, music, dance, drama and cultural activities, aesthetic understanding and skills are developed. While each of these arts and crafts has its unique language, techniques and conventions, they can be experienced singly or in combination. Children and students will be encouraged to use their senses, perceptions, feelings, values and knowledge to communicate through the arts and develop creative ways of expressing themselves. They will develop a critical appreciation of their own work and that of others. Young people will be encouraged to explore and develop their ideas and feelings through using a range of skills and knowledge of art techniques and processes. The arts are a powerful means of expression and communication of life experiences and imagination. The arts have a significant role in the many cultures of Vanuatu. Through the arts we have described our way of life, expressed our feelings, emotions, and beliefs and related our history. For Ni-Vanuatu, the arts and crafts are integral to our way of life and as familiar to us as walking and running.

Today the arts are economically significant and many countries wonder at our artistic endeavours. Demonstrating an art by, for example, creating music or dance is a way of making a living or a lucrative business venture. The arts also play a significant role in providing life-long pleasure and interest to many who like to watch and listen to others. Children and students should be encouraged to participate in the arts.

Language and Communication

We use language to communicate, interact with others, gather and use information and respond to others. Languages have many linguistic features and conventions that make communication effective and relationships successful. Some of these linguistic features and conventions are similar in many languages while others are used by particular languages and cultures. Language and culture are closely interrelated and language creates between us bonds that we intuitively know, understand and value. Language distinguishes our social group.

Our Constitution includes the following statements about our national, official and local languages:

...3. *National and official languages*

3. (1) *The national language of the Republic of Vanuatu is Bislama. The official languages are Bislama, English and French. The principal languages of education are English and French.*
- (2) *The Republic of Vanuatu shall protect the different local languages which are part of the national heritage, and may declare one of them as a national language.*

Constitution of the Republic of Vanuatu, Chapter 1, Part 1: Article 3

The national language of Bislama and the official languages of Bislama, French and English must be taught in all of our schools. The language of instruction in our schools will either be English or French, which one of these two languages will be determined by the ***Vanuatu National Education Language Policy (ELP)***. However, all children and students will have access to a curriculum that encourages them to read, write and speak English and French. Our aim is for all children and students to be bilingual in English and French. In the senior years, other foreign languages may be learned by some students who wish to specialize in languages.

The vernacular languages of Vanuatu are a national heritage and a global treasure. Few countries in the world are so richly endowed. Our local languages will be protected. Children in Kindergarten and in the early years of schooling will be encouraged to continue to use their local languages or Bislama. Formal education in English and French will be determined by the ***Vanuatu National Education Language Policy***. Many of our people are polylingual. This means that they are able to make themselves understood, usually using the spoken word, in many languages such as one or more local languages, Bislama, French and English.

Language is essential for children and students to participate in society. It enables insights into other cultures, gives access to knowledge and skills, and we use it to create new knowledge and share it with others. It is the means of transferring knowledge and skills from generation to generation. Our oral traditions are so strong that information has been conveyed from generation to generation for many hundreds of years.

Children and students have the ability to listen, speak, read, write and view to make sense of the world around them. This learning area will be used to formally teach young people to develop their capacity to use language more effectively.

In the 21st Century high levels of literacy, including an understanding of language conventions, is required. These conventions include registers; differences in written and oral conventions associated with different purposes; audience and contexts; handwriting; spelling; grammar; and punctuation. It also includes how to use language when interacting with others in different circumstances. Children and students need to be able to understand and use language conventions to express ideas, feelings and opinions. This will assist them to use language more effectively.

Increasingly, demands are placed on children's and students' language skills by new technologies and new forms of communication. Good language skills enable children and students to be analytical, creative and confident users of language. Good language skills enable them to learn more effectively. Children's and students' understanding and command of languages will enable them to deal with the challenges Ni-Vanuatu face in our multilingual, dynamic and diverse nation, as well as in the global community.

Mathematics and Science

Mathematics is a powerful way of knowing which uses a special language to calculate, measure and describe quantifiable relationships. Particular processes, skills and a language have been developed by mathematicians and are used to conceptualise, analyse and interpret the world mathematically. Mathematical understanding can require a high degree of accuracy and precision but it also requires estimation and simple and complex ways of predicting events, behaviours and relationships.

Children and students should be encouraged to use the processes of problem solving, logical reasoning, mathematical tools, communication and estimation. They should see mathematics as integral to everyday living. Learners should be encouraged to participate in activities and ways of thinking mathematically. The study of mathematics provides children and students with opportunities to:

- ◆ discover patterns of numbers and shapes
- ◆ observe relationships in the physical and natural world
- ◆ be creative and represent ideas through models
- ◆ represent relationships between data
- ◆ communicate ideas and concepts.

Mathematics will also develop children's and students' skills, knowledge and attitudes so that they can cope confidently with mathematics in everyday life. Mathematics understanding and processes have been developed over many hundreds of years, some of these in local contexts. Children and students should also appreciate aspects of ethno-mathematics, which includes the wider use of mathematics in different cultures. They should be encouraged to find out where and how mathematics is applied in their local communities, for example by finding out about different counting systems and ways of estimating and measuring that are traditionally used.

Science

Science is concerned with describing and explaining the physical and natural world. Sometimes the only way of describing scientific phenomena is to use the language of mathematics and to employ mathematics to describe these phenomena, hence the strong relationship between mathematics and the sciences. Science education is concerned with enabling children and students to observe and use their five senses and test ideas through careful experiment and develop knowledge and skills about the physical and natural world. Vanuatu with its many islands has features that are unique to our country. Children and students will use science to explore and understand their local environment. Young people will be encouraged to observe the world around them, to collect information and investigate problems.

The study of science assists children and students to investigate. By asking questions and seeking answers or explanations, young people will learn to understand and appreciate the world around them. They will develop an understanding about the interdependence of all living things and will appreciate that they are part of the living and non-living systems.

A study of science will enable children and students to understand biological, physical and chemical processes that cause natural phenomena and events. They will learn about human interventions that may sometimes be beneficial while at other times may cause problems for our environment and future. They will learn to recognise and predict natural events and other man-made actions. They will develop an understanding and appreciation of the importance of natural resources, interrelationships in systems and sustainable ways. They will learn to live in harmony with their environment and appreciate the traditional use of science in their cultures. Agriculture is an applied science of importance to our way of life in the past and now. Agriculture is a relevant means of teaching and applying scientific principles to growing crops and sustaining a productive environment. These scientific principles have been applied for many hundreds of years. Agriculture is a relevant context for teaching science.

Practising and learning about science, children and students will be better informed individuals and citizens. They will be interpret information based on science, make critical judgments about scientific developments and question their accuracy and validity.

Spiritual and Character Development

Our national curriculum supports the development of spiritual understanding and character development. Our Constitution states:

*... 5. (1) The Republic of Vanuatu recognises, that, subject to any restrictions imposed by law on noncitizens, **all persons are entitled to the following fundamental rights and freedoms of the individual without discrimination on the grounds of race, place of origin, religious or traditional beliefs, political opinions, language or sex but subject to respect for the rights and freedoms of others and to the legitimate public interest in defence, safety, public order, welfare and health:***

- (a) life;*
- (b) liberty;*
- (c) security of the person;*
- (d) protection of the law;*
- (e) freedom from inhuman treatment and forced labour;*
- (f) freedom of conscience and worship;*

Constitution of the Republic of Vanuatu, Chapter 2 Part 1: 5 (1)(f)

Furthermore our Education Act states:

*...(1) A child is **not to be refused admission to any school on account of his or her gender, religion, nationality, race, language or disability.***

and

...(9) **Religious Instruction**

If the parents of a student request that he or she be excused from attending religious instruction at a school, the student is to be excused in accordance with the request.

Spiritual and character development is integral to the curriculum. Children and students from different Christian churches and religious backgrounds are provided with opportunities to learn and demonstrate their own religious beliefs and to share them with others.

Character development is very crucial and it is essential that children and students are able to observe good role models from parents and family members, teachers and other adults in their communities. Children and students need to be taught explicitly about the social rules and expectations of preschool and school and their communities. Children come from families of many cultures and behaviour patterns will vary. A knowledge and understanding of children's development will inform the way teachers and parents handle situations where there is a moral difference of opinion. Concepts of love, trust, tolerance, sharing and joy should be integrated into the curriculum. Through different activities, children will learn to know right from wrong, and when to be responsible for their actions. The values identified in the VNCS should be reinforced.

The spiritual dimension is an important aspect of a child's holistic education. Particular values and virtues associated with religious beliefs influence what children, students, teachers and members of the community do, say and think. Religious and spiritual understanding makes an important contribution to children's and students' lives irrespective of their particular religious persuasions and even if they do not identify with a religious organization. From early childhood, this learning area is an important basis for developing values, virtues and beliefs. At other levels of schooling, aspects of spiritual and moral development are also dealt within subjects such as Health and Social Science, as well as during religious ceremonies and worship.

This learning area provides children with knowledge about the influence of religion. Discussing religious understanding assists children and students to share their own beliefs, viewpoints and ideas, and to address important spiritual, moral and social questions.

Children and students should consider how other religions relate to each other. They will learn to recognise similarities and differences within and between religions. They should consider the contribution religion makes to social unity and understand about religious prejudice and discrimination. Learning about and from religions will promote spiritual, moral, social and cultural development, enabling children and students to appreciate their own and others' beliefs and cultures, and how these influence individuals, communities, societies and cultures.

Years 1 and 2

In the first two years of primary school, the Language learning area and the Learning to Know learning area are emphasised so that the foundations of literacy and numeracy are well established. These learning areas build on the learning from Kindergarten. Vernacular languages or Bislama and basic literacy

will be emphasised in Year 1 and 2 as children learn to adjust to a new learning environment and develop a good foundation for learning the two other official languages, French and English. In urban areas the school committees in consultation with parents will decide which vernacular will be used. Children’s literacy and numeracy are a major focus as these provide the essential foundation for all learning.

Children will gradually become familiar with the Primary School environment and be more secure as they move from home or Kindergarten. Teaching at this level is mainly child centred and the classroom environment will reflect this approach. The Kindergarten learning areas of Personal Development and Culture and Community will be taught in integrated ways and include the Kindergarten domains, named at this level Learning to Be Healthy; Learning to Live Together; and Learning about Our Ways of Living. The Spiritual and Character Development learning area is important to the development of children’s attitudes to life and living.

Primary and Secondary Learning Areas and Subjects Age 7- 18+						
	PERSONAL DEVELOPMENT	CULTURE AND COMMUNITY		LANGUAGE AND COMMUNICATION	MATHEMATICS AND SCIENCE	SPIRITUAL AND CHARACTER DEVELOPMENT
Years 1 - 2	Integrated learning to be healthy, Learning to live together and learning about our ways of living			Vernacular (including Bislama) and Basic Literacy	Basic Mathematics, Science (including Gardening)	Spiritual and character development

From Year 3 to Year 6

The Primary School curriculum becomes more subject specific from Year 3. Each of the five learning areas now has specific subjects and curriculum standards specified as learning outcomes for each year level.

Primary and Secondary Learning Areas and Subjects Age 7- 18+						
	PERSONAL DEVELOPMENT	CULTURE AND COMMUNITY		LANGUAGE AND COMMUNICATION	MATHEMATICS AND SCIENCE	SPIRITUAL AND CHARACTER DEVELOPMENT
Years 3 - 6 Subjects	Health, Sport and PE	Social Science	Arts and Crafts, Enterprise Education	Bislama, English, French	Mathematics, Science (including Agriculture)	Civics and Citizenship, Religious Education

The diagram above shows how Health, PE and Sport, Social Science, Arts, Crafts and Enterprise Education are introduced as subjects within the learning areas of Personal Development and Culture and Community. Enterprise Education provides the foundation for business education and technology. The basic processes of Enterprise Education, namely create, design, develop, evaluate and market, will support students with endeavours to grow, make and market goods and services. Language provides opportunities for all children to learn French, English and Bislama as specified in the *Vanuatu National Education Language Policy*. All students once they leave school should be

able to communicate in our official languages: French, English and Bislama. Many will also speak one or more of our other vernacular languages. Agriculture is introduced at Year 3, as part of Science following the teaching of Gardening in Years 1 and 2.

Teaching will continue to be mainly child centred and integrated but when appropriate teachers will also use approaches to direct learning. Science, agriculture, mathematics and enterprise education can be integrated at this level of schooling. However, the curriculum standards for each subject must be assessed and monitored so that no subject's learning outcomes are overlooked. Special attention must continue to be paid to ensuring children's literacy and numeracy continues as a major focus. Language development is critical as the foundation for all language learning and must be strengthened at this stage of schooling. Students should develop sound understandings of all our official languages and learn to express themselves in the written and oral forms of these languages.

Class 7 and 8

Primary and Secondary Learning Areas and Subjects Age 7- 18+						
	PERSONAL DEVELOPMENT	CULTURE AND COMMUNITY		LANGUAGE AND COMMUNICATION	MATHEMATICS AND SCIENCE	SPIRITUAL AND CHARACTER DEVELOPMENT
Years 7 - 8 Subjects	Health, Sport and PE	Social Science	Arts and Crafts, Enterprise Education, Technology	Bislama, English, French, Information Technology	Mathematics, Science (including Agriculture)	Civics and Citizenship, Religious Education

The primary curriculum continues at Years 7 and 8 but in a secondary school environment and with specialist subject teachers. The curriculum standards for Year 7 build on those for Year 6 and so on. From the table above it can be seen that curriculum continuity is retained from previous years. The same learning areas and most of the same subjects continue to be studied. Basic Information Communications Technology is now included to provide opportunities for students to learn about such technology as computing and mobile phones and how to use these forms of technology effectively and responsibly. Enterprise Education will continue to provide a sound background for Year 7 and 8 students in the processes associated with Technology.

Language studies will continue to focus more on French and English in accordance with the advice provided by the *Vanuatu National Education Language Policy*. These languages are international languages that are important to Vanuatu's economy and essential for students wishing to pursue tertiary studies and a number of careers.

Students at this age are growing and changing into young men and women. Looking after their physical and spiritual well-being continues to be very important. Health, PE and Sport will provide opportunities for students to learn more about their physical growth and recreational activities. Spiritual

and Character Development will continue to be an important area of study which will assist young people to understand changes in their attitudes as they mature, and help them in developing responsible attitudes and learning how to deal with their emotions.

Years 9 and 10

Students entering Year 9 from Year 8 will have the opportunity to study more specialised subjects in the same five learning areas as at Primary. However, the curriculum continues to be broad, providing opportunities for students to learn about many subjects in more depth. They should begin to be thinking about their futures and asking themselves about the kind of life they would like to lead and what kind of paid or unpaid work they might like to do after Year 10.

Primary and Secondary Learning Areas and Subjects Age 7- 18+						
	PERSONAL DEVELOPMENT	CULTURE AND COMMUNITY		LANGUAGE AND COMMUNICATION	MATHEMATICS AND SCIENCE	SPIRITUAL AND CHARACTER DEVELOPMENT
Years 9 - 10 Subjects	Health, Sport and PE, Family Life	Social Science, Economics, Basic Management, Business studies	Arts and Crafts, Enterprise Education, Technology	Standard Bislama, English, French, Information Technology	Mathematics, Science, Agriculture	Civics and Citizenship, Religious Education

Personal development continues to be an important area of learning for future citizens at Year 9 and Year 10. Young adults need to acquire significant knowledge, skills and attitudes about their personal development and behaviour. Consequently, Family Life is now introduced. Family Life will ensure students are prepared to be responsible young adults and be aware of their responsibilities to themselves, their families and others.

The learning area of Culture and Community now includes Economics, Basic Management and Business Studies as well as Social Science. These subjects are important preparation for all students, whether continuing with their studies after Year 10, thinking about entering the work force or intending to settle down in the village.

Students at this level will have the opportunity to study a broad range of subjects including vocational subjects. The academically inclined will be catered for as well as those who need a vocational bias. However, all students will benefit from gaining more in-depth practical skills in technology-related areas such as Technical Drawing or in important areas of our economy such as Arts and Crafts. Arts and Crafts provide opportunities to develop lifelong pursuits and interests as well as being very useful in everyday life.

Students at this level will now be able to study standard Bislama and continue studying French and English. Both English and French must be studied and opportunities to use these languages and to practise writing and speaking them will be encouraged. Support materials will need to be provided to ensure students are not deprived of the opportunity to learn and practise both of these languages.

No student should make choices that limit their futures too soon, so all students will study a minimum of one subject from each of the five learning areas and a maximum of three from any one learning area with a maximum of eight subjects overall at this level. French, English, Mathematics and Science are compulsory up to Year 10.

At the end of Year 10, all students will sit the Year 10 National Examination and, on the basis of their results, successful students will be selected to continue to study at Year 11.

Year 11 and Year 12

The table below identifies the same learning areas as before but the subject choices at this level provide for increased subject specialisation in order to prepare students for further studies beyond school or for careers in various industries, commerce and the public service. The learning areas of Personal Development and Spiritual and Character Development are important preparations for senior students. They provide a balanced curriculum and will continue to be offered to all students, but will not be externally examined.

Primary and Secondary Learning Areas and Subjects Age 7- 18+							
	PERSONAL DEVELOPMENT	CULTURE AND COMMUNITY		LANGUAGE AND COMMUNICATION	MATHEMATICS AND SCIENCE		SPIRITUAL AND CHARACTER DEVELOPMENT
Years 11 - 12 Subjects	Sport and PE, Family Life	Specialist Social Sciences subjects	Arts and Crafts, Specialist Technology	English, French, Other languages, Information Technology	Specialist Mathematics subjects	Specialist Science subjects, Agriculture	Civics and Citizenship, Religious Education

The curriculum at this level will be subject to policy to be approved and promulgated by the Minister of Education. The number of subjects to be studied and examined at this level will be determined by policy and schools notified accordingly. Students will sit examinations for the Vanuatu National Secondary Certificate (VNSC).

Mathematics will not be compulsory for all students in Years 11, 12 and 13. However, some subjects that require specialist mathematical knowledge will require students to study Mathematics at this level. Policy statements about this will be determined by the Ministry of Education and approved by the NEC and schools will be notified.

Language will continue to include French and English. If the language of instruction at the school is French then English will be compulsory at this level. If the language of instruction at the school is English then French will be compulsory. However, students may continue to study both French and English if they wish to specialise in these languages.

Other important languages such as Japanese or Mandarin Chinese may be offered in some schools with the approval of the Director General.

Year 13

This curriculum is primarily to prepare students for university entrance or for entrance to other tertiary studies. Education at this level will also prepare students for many careers in the community where a thorough, in-depth knowledge is required.

The same subjects are available at Year 13 as at Years 11 and 12. However the curriculum standards are of a higher level and students will study fewer subjects but in greater depth.

Primary and Secondary Learning Areas and Subjects Age 7- 18+							
	PERSONAL DEVELOPMENT	CULTURE AND COMMUNITY		LANGUAGE AND COMMUNICATION	MATHEMATICS AND SCIENCE		SPIRITUAL AND CHARACTER DEVELOPMENT
Year 13 subjects	Sport and PE, Family Life	Specialist Social Science subjects	Arts and Crafts, Specialist Technology	English, French, Other languages Information Technology	Specialist Mathematics subjects	Specialist Science subjects, Agriculture	Civics and Citizenship, Religious Education

The learning areas of Personal Development and Spiritual and Character Development will not be examined externally. These learning areas will provide a balanced curriculum for senior students.

A policy statement about the specialist subjects to be offered at the Year 13 examination and subject choice will be determined and reviewed every five years and notified to schools by the NEC. Either English or French will be compulsory depending upon the language of instruction used by the school. Mathematics will be compulsory for students opting to study subjects that require specialist knowledge of mathematics. Policy about compulsory subjects will be determined and approved by NEC and promulgated to schools.

The Vanuatu Year 13 Certificate gives appropriate status to all subjects. Students at this level will study subjects in preparation for further studies or for entry to careers requiring a Year 13 certificate. Subjects may be included for examination and certification in the curriculum after they have been approved by the Minister of Education on the recommendation of the National Education Commission or a body with the authority to approve their inclusion, examination and certification at this level.

The following table provides a summary of all Learning areas, Domains and Subjects from Kindergarten to Year 13.

Summary of K-13 Learning Areas, Domains and Subjects

Kindergarten Learning Areas and Domains Age 3- 6 years							
	PERSONAL DEVELOPMENT	LIVING AND LEARNING TOGETHER	CUSTOM, CULTURE AND ENVIRONMENT	LANGUAGE AND COMMUNICATION	MATHEMATICS AND SCIENCE		SPIRITUAL AND CHARACTER DEVELOPMENT
Domain standards 1 - 3							
Primary and Secondary Learning Areas and Subjects Age 7 - 18+							
Learning Areas	PERSONAL DEVELOPMENT	CULTURE AND COMMUNITY		LANGUAGE AND COMMUNICATION	MATHEMATICS AND SCIENCE		SPIRITUAL AND CHARACTER DEVELOPMENT
Years 1-2 subjects	Integrated learning to be healthy, Learning to live together and learning about our ways of living			Vernacular (including Bislama) and Basic Literacy	Basic Mathematics, Science (including Gardening)		Spiritual and character development
Years 3-6 subjects	Health, Sport and PE	Social Science	Arts and Crafts, Enterprise Education	Bislama, English, French	Mathematics, Science (including Agriculture)		Civics and Citizenship, Religious Education
Years 7-8 subjects	Health, Sport and PE	Social Science	Arts and Crafts, Enterprise Education, Technology	Bislama, English, French, Information Technology	Mathematics, Science (including Agriculture)		Civics and Citizenship Religious Education
Years 9-10 subjects	Health, Sport and PE, Family Life	Social Science, Economics, Basic Management, Business Studies	Arts and Crafts, Enterprise Education, Technology	Standard Bislama, English, French, Information Technology	Mathematics, Science, Agriculture		Civics and Citizenship, Religious Education
Years 11-12 subjects	Sport and PE, Family Life	Specialist Social Science subjects	Arts and Crafts, Specialist Technology	English, French, Other languages, Information Technology	Specialist Mathematics subjects	Specialist Science subjects, Agriculture	Civics and Citizenship, Religious Education
Year 13 subjects	Sport and PE, Family Life	Specialist Social Science subjects	Arts and Crafts, Specialist Technology	English, French, Other languages, Information Technology	Specialist Mathematics subjects	Specialist Science subjects, Agriculture	Civics and Citizenship, Religious Education

Glossary

assessment	Teachers use a range of assessment strategies to find out how well a young person is performing. Teacher should observe and measure young people's performance using explicit criteria. The information gained can then be used to improve teaching and learning. There are many forms of assessment.
Assessment as Learning (AAL)	Assessment As Learning (AAL) is when students use their own criteria or that of the teacher to assess their peer's or their own achievements. This form of assessment assists learners to become critical thinkers.
Assessment for Learning (AFL)	AFL refers to assessment strategies designed to provide feedback to children and students while they learn in order to improve learning.
Assessment of Learning (AOL)	AOL refers to strategies such as tests or examinations that are used at the end of a topic or course and are usually used to rank students.
child centred teaching and learning	In this teaching situation, the child learns by doing and the teacher facilitates and motivates the child by providing a stimulating environment.
competency based or outcomes based approaches	These terms are used to describe a curriculum that emphasises what children and students must demonstrate that they can do, know and show. Competencies and outcomes begin with an active verb and say what it is the child or student must do, know or show.
constructivist approaches or constructivism	Constructivist approaches or constructivism is based on many learning theories. All recognise that we make our own sense of the world around us - we construct meaning. Interactions between teachers and young people assist this process and teachers' arrange situations that motivate children and students to learn.
continuum of	This identifies a range of learning on a scale that

learning	extends from the beginnings of children's understanding to the achievement of desired outcomes. The scale usually shows what a child is expected to do, know and show at particular stages of development or typically at particular levels of schooling.
contextualize	The action a teacher takes in order to ensure the content of the curriculum is directly related to the children and students' local experience.
curriculum standards	These are agreed statements that describe what a typical child should achieve (do, know and show) at a particular stage in their development.
domain	The learning areas at preschool or kindergarten are made up of concepts, processes, skills and attitudes placed together to form similar groups called domains.
enterprise education	This subject will encourage children and students to use their initiative. They will learn to design, make, evaluate and market products in sustainable ways. It is about making a living and learning how to manage money.
guiding principles	These are the principles of learning and teaching that should be applied by teachers to support young people's learning.
harmonization of the curriculum	Children and students will receive the same curriculum. A process of analysing and merging the curriculum content will occur in order to harmonise the curriculum for all children and students at all levels of schooling.
inclusive education	This term usually means education for all. Education is inclusive when it is provided for every child irrespective of their gender, their physical or intellectual abilities, their cultural background, their socio-economic status or their geographic location.
independent learners	An independent learner is self motivated and confident, thoughtful, reliable and responsible to make sensible decisions about her or his learning but not at the expense of others.
interdependent learners	These are young people who recognise how important it is and how effective and rewarding it can be to work together to achieve successful learning outcomes.

learning area	This is a grouping of similar subjects with related concepts and processes. Learning areas enable the curriculum to be organised around groups of subjects and enable linkages to be made from Kindergarten to Year 13.
levels of curriculum standards	At preschool or kindergarten the domains are described at three levels of curriculum standards. Level 1 is the lowest or beginning level and Level 3 is the highest level.
levels of schooling	Children and students attend school at three stages or levels of education. Stage or Level 1 begins at Kindergarten or Preschool from 3-6 years of age and continues to Level 2 at Primary from 6 to 11 years of age. The third level is secondary from 12 to 18 years of age.
multicultural	This refers to a society with many cultures and languages. Vanuatu is multicultural which gives diversity to our way of life.
multilingual	This refers to people who speak many languages including those that have their origins in our society and others that have been introduced.
paramount outcomes	These are significant outcomes of learning that prepare children and students for lifelong learning. They are first experienced by children and students in their homes and gradually in a range of other contexts.
polylingual	This refers to people who speak a number of languages sufficiently well to communicate in them. They may not be fluent in all the languages they speak.
rationales	This describes the underlying reasons for the content associated with each learning area.
relevant curriculum	Children, students, and adults find it difficult to consider concepts and skills that they have never experienced. Learning should be applied locally whenever possible so that it can be experienced within a local context. It is then more likely to be relevant to their everyday experience.

reporting	A report is a statement about a child or student's achievements. Reports can be for the child or student and their parents or they can be written for other interested people like employers or another school. Reports should be carefully written, positive and accurate and where possible provide evidence of the criteria used to identify the child or student's achievements. The report should reflect what the child or student can do, know and show.
school-based assessment programme	This is when a school determines how and when children and students will be assessed in their school and the head teacher and principal ensures that all teachers include these strategies in their lessons and programmes.
teacher centred learning and teaching	In this teaching situation, the teacher directs the child's learning giving instructions about what to learn and how to learn in a stimulating environment. Neither the child centred nor the teacher centred approach is appropriate for all learning all of the time.
teaching strategies	These are the learning and teaching approaches that teachers plan to ensure learning is effective.

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