



TUVALU NATIONAL CURRICULUM POLICY FRAMEWORK

*Quality Education for sustainable living
for all*

MINSITRY OF EDUCATION YOUTH AND SPORTS

GOVERNMENT OF TUVALU

TUVALU

NATIONAL CURRICULUM POLICY FRAMEWORK

Quality education for sustainable living for all

VISION AND MISSION OF THE MINISTRY OF EDUCATION

Our Vision

Quality education for sustainable
living for all

Our Mission

provide and sustain excellence in
education for all

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TNCPF 2013

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Foreword – Minister for Education Youth and Sports

The Tuvalu National Curriculum Policy Framework (TNCPPF) is developed as a guiding framework in all curriculum requirements from pre-school to Year 13. It is a first of its kind for Tuvalu.

The TNCPPF sets out clear systems-level policies, concepts and principles of teaching and learning. It challenges schools at all levels in their practices when determining their school curriculum, designing and delivering learning programmes, assessment opportunities, reviewing and improving whole school curriculum and classroom programmes to generate excellence and equity in students' learning outcomes

The TNCPPF is built on Tuvalu's aspirations for her children and youth that have been articulated through various National Strategies for Sustainable Development. It is also the result of progressive and cumulative Education Strategic Plans as well as the extensive community consultations carried out by the Education Department.

This national curriculum will make clear what we want for all young Tuvaluans to learn and attain as a result of learning. The TNCPPF responds to demands for learning that is relevant to their context and addresses the barriers for learning and success for students who are repeaters, those with special abilities, and those with special needs. It has implications for new models of student centered and lifelong learning in terms of access and learning strategies. Teachers are also better placed to organize learning for their students and will also be able to make informed decisions about the pedagogical approaches intended to achieve the best outcome.

The Ministry of Education thanks all representatives of different organizations, international and regional institutions under our bilateral programmes that have supported the development of the curriculum in Tuvalu. I am confident that this document will help all stakeholders better coordinate their efforts towards providing a quality education for sustainable living in our islands.

Fakafetai lasi.

Ke manuia

.....

Insert name

Hon Minister for Education

Message from the Permanent Secretary for Education

The development of the National Curriculum and Policy Framework (TNCPF) is a milestone achievement for Tuvalu. It demonstrates our determination to create a philosophy of education that is underpinned by our traditional values and beliefs.

The TNCPF provides a clear structure for the curriculum, organized for all levels of school, making connections within subjects and between subjects from the early learning years (ECCE) to Year 13. The overarching education outcomes in the TNCPF reflects what we feel and think is important for our children and students regardless of their settings. This new education direction has been framed after extensive consultations with all our communities in Tuvalu.

I acknowledge the inputs of all officers of the MEYS and from all the islands in Tuvalu who contributed to the development of this visionary document. The TNCPF provides the foundation for the development of curriculum in Tuvalu and it is important that policy makers at all levels to support its implementation.

.....

Insert name

Permanent Secretary of Education

Message from the Director of Education

The implementation of the TNCPF will not only require the lead role of the MEYS. Teachers are key curriculum players and play a critical role in curriculum decision making at the school level. They must be encouraged to actively participate in the curriculum reform process both at the school and national level.

As gatekeepers in schools, Head Teachers and Principals must ensure that teachers receive training in curriculum processes and appropriate pedagogical practices through school based professional development, in-service training as well as self-learning. The successful implementation of the TNCPF rests with Heads of schools. Everyone in school including parents and communities must understand the new education paradigm advocated through the TNCPF. It is your role to reach out to them with this information. The communities are the schools largest resource base. It is important that they understand this document.

I am confident that the roll out and implementation of the TNCPF will herald a new meaning and experience for 'education for sustainable living for all'

.....
Katalina Taloka
Director of Education

ACKNOWLEDGEMENTS

The Tuvalu National Curriculum Framework (TNCPF) owes its present shape and form after the putting together of ideas generated through a series of intensive deliberations by stakeholders at various levels. It received significant contributions from island communities on Funafuti and all outer islands. The TNCPF has benefited immensely from a generous flow of constructive suggestions and perceptive comments from the following members of the Curriculum Taskforce, during the review process of the consultation report, which includes all findings from the stakeholders' consultation meetings with all island communities in Tuvalu.

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Quality contributions from all Falekaupules, Kaupules, Island Community leaders, island communities and civil society on Funafuti, parents and other concerned stakeholders on every island are highly acknowledged. The financial assistance from the European Union (EU) and New Zealand Aid (NZAid) through the Pacific Regional Initiative for the Delivery of basic Education (PRIDE) is also acknowledged.

Most of all, many thanks to the Minister of Education, Youth and Sports (MEYS), the Secretary for Education, Youth and Sports (SEYS), the Assistant Secretary for Education, Youths and Sports (ASEYS) and all support staff of the MEYS for their support in this development and especially a big thank to the Government of Tuvalu for funding all the consultation meetings to all island communities in Tuvalu.

Fakafetai lasi.

INTRODUCTION

The Tuvalu National Curriculum and Policy Framework (TNCPF) is based on our belief that our children and students will be provided with the best educational experiences in our schools and learning centers. This framework is the new direction for all Tuvaluan children and students based on our values and aspirations taking into account the needs of our citizens and our country's future.

This statement recognizes

- Our indigenous culture, our values and our national identity
- Fosters personal, social, work, aesthetic, traditional and cultural values
- Supports coherent learning standards from ECCE to Year 13
- Promotes harmony and collaboration with other cultures to support our participation in the local, regional and global economic and social arena
- Clarifies principles of learning based on the students developmental stages and competencies
- Describes assessment and reporting practices
- Promote inclusive and education for sustainability
- Promotes vocation education and training for important livelihood skills

The reformation of the Tuvalu curriculum will greatly influence the functions of the MEYS. This is the beginning of the new education journey for Tuvalu. The TNCPF is derived from many sources including best practices in Pacific and International education and research documents about national priorities in education. We need to build on these experiences and take account of their history.

ACRONYMS

ECCE	Early Childhood Care and Education
EFA	Education for All
ELDA	Early Learning Development Standards
CTC	Community Training Center
DESD	Decade for Education Sustainability
FAL	Foundation Areas of Learning
FLE	Family Life Education
IA	Internal Assessment
LA	Learning Area
MDG	Millennium Development Goals
MEYS	Ministry of Education, Youth and Sports
NEF	National Education Forum
TNCPF	Tuvalu National Curriculum & Policy Framework
NSDP	National Strategic Development Plan
NGO	Non-Government Organization
PEDF	Pacific Education Development Framework
PLO	Paramount Learning Outcomes
PSSC	Pacific Senior Secondary School Certificate
SIDS	Small Island Development States
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Program
UNESCO	United Nations Education, Scientific and Cultural Organization
WHO	World Health Organization

Contents

SECTION 1.....	12
BACKGROUND.....	13
The need to revise the curriculum	13
The revised curriculum	14
The Outcome curriculum approach	14
REGIONAL AND INTERNATIONAL CONTEXT.....	14
Context of schooling.....	15
SECTION 2.....	16
PHILOSOPHY OF EDUCATION TUVALU	17
PURPOSE OF SCHOOLING IN ECCE.....	17
PURPOSE OF PRIMARY EDUCATION	18
PURPOSE OF SECONDARY EDUCATION.....	18
TECHNICAL VOCATIONAL EDUCATION AND TRAINING TVET	19
SPECIAL NEEDS EDUCATION	19
SECTION 3.....	20
PARAMOUNT LEARNING OUTCOMES.....	21
GUIDING PRINCIPLES.....	24
A FRAMEWORK FOR LERANING IN TUVALU	25
EDUCATION VALUES	27
SECTION 4.....	30
CROSS CUTTING THEMES	31
Language and Culture.....	31
Students with Special Needs	31
Inclusive Education.....	31
Gender and Equity.....	32
Information and Communication Technologies	32
Education for Sustainable Development (SRH and HIV education)	33
SECTION 5.....	34

The need to organize the curriculum.....	35
Early Learning Development Standards.....	35
Early Childhood Care and Education curriculum.....	37
Primary and secondary school Learning Areas (Year 1 to Year 13)	37
Learning Area 1: Language	38
Learning Area 2: Mathematics.....	39
Learning Area 3: Expressive and Creative Arts	39
Learning Area 4: Health and Physical Education.....	40
Learning Area 5: Science	40
Learning Area 6 Technical Vocational Education and Training.....	41
Learning Area 7 Social Science.....	42
SECTION 6.....	43
What is assessment?.....	44
Reporting student's achievement	44
Records of Learners Achievement.....	45
Monitoring the quality of teaching and learning	45
SECTION 7.....	47
Glossary.....	48

SECTION 1

BACKGROUND

REGIONAL AND INTERNATIONAL CONTEXT

BACKGROUND

The national summit on sustainable development in mid-2004 saw the development of Tuvalu's National Strategy for Sustainable Development 2005 – 2015, Te Kakeega II. Education and Human Resources was one of the eight strategic areas prioritized in Te Kakeega II. The ten key policy objectives which addressed the issues relevant for education in Tuvalu, were based on the overall objective for education that was articulated and adopted by the National Education Forum (NEF) in 2002;

'To provide a system of quality education which endows people with knowledge, skills and attributes necessary to achieve a higher degree of self-reliance in a rapidly changing world, and one that is consistent with Tuvalu's spiritual values'. (NEF, 2000)

The need to revise the curriculum

The recommendations from the NEF identified the following key curriculum issues needing urgent reform and improvement.

1. the quality and quantity of education services
2. inadequate and poorly maintained physical infrastructure
3. poor teaching standards
4. lack of teaching materials
5. inappropriate curriculums
6. weak delivery of education services
7. Kaupule resource constraints as the main challenges facing the education sector.

Of the ten key policy objectives of The Te Kakeega II, four key objectives relevant to the development of a national curriculum policy framework were

- (i) *Install sound, consistent and more appropriate curriculums that better target the needs of students and the economy;*
- (ii) *Expand and improve technical and vocational training opportunities;*
- (iii) *Make Math, English, Science subjects, entrepreneurship education, Tuvalu studies and technical and vocational training the central parts of the school curricula;*
- (iv) *Expand services and facilities for special needs students, including pre-scholars and the disabled.*

The first ever Tuvalu Education Strategic Plan 2006 – 2010 recommended that a more concise approach was to be taken to address the priority areas highlighted in the Education and Training Sector Master Plan (ETSMP year). Central to these recommendations was the curriculum. The education vision highlighted through TESP than was and will continue to be a beacon for education in Tuvalu into the future remains, “Quality education for sustainable living for all” Thus vision addresses these 5 key areas.

- (i) *Curriculum and assessment*
- (ii) *Increase student participation*
- (iii) *Improving the quality and efficiency of management*
- (iv) *Human resource development*
- (v) *Strengthen partnerships and develop a culture of working together.*

The revised curriculum

Based on the recommendations from the TESP 2006-2010, changing the curriculum was imminent and needed a priority response. The revised curriculum embraces all the levels of schooling from ECCE, primary, secondary, TVET and special education. The TNCPF proposes an Outcome based curriculum upon which the design and development of the syllabuses, materials and resources, assessment and reporting, teacher training and professional development will be based. Outcomes are broad statements about what students understand value and are able to do as a result of the teaching and learning beginning from infant school programs, primary school, secondary education and TVET/CTC and special education.

The Outcome curriculum approach

The Outcome approach promotes relevance and flexibility in the learning and teaching strategies and fairness in assessment processes. It supports learning at increasing levels of understanding, skills, complexity and depth. These are reflected in the teaching and learning styles

Outcomes represent overarching products of the course rather than just tools, content and skills that enable pupils to engage in a particular subject. Outcomes focus on higher level thinking skills that integrate the content and activities and can be observed as a behavior, skill or discrete usable knowledge upon completing a class. Outcome don't only focus on content and skills important within a course or what the teachers will teach rather, it is an end product that can be displayed or observed and measured against standards or criteria's.

The learning outcomes approach reflects a conceptual shift towards making learning more meaningful and effective. Making learning meaningful requires that students acquire a sense of educational activities as enabling them to lead richer meaningful lives than satisfying the demands of others. Through the outcomes approach students are encouraged to view education as an inclusive activity which will contribute to their quality of life.

The TNCPF is inclusive of all children from early childhood years up to senior secondary level. It also recognizes that the learning journeys are different for each student and that some children and students may require more support and others lesser to achieve their desired learning or outcomes. The TNCPF

REGIONAL AND INTERNATIONAL CONTEXT

Tuvalu is a member of the regional community of nations in the Pacific Islands Forum. As such the TNCPF is impacted by a number of regional frameworks. Central to education development in the region is the Pacific Education Development Framework (PEDF) at the Forum Education Ministers

meeting in Tonga (March 2009) which addressed the special needs of Small Island States (SISs) including Tuvalu which are prioritized in the Pacific Plan and also the MDGs.

The PEDF identifies key priorities and strategies in each of the sub-sectors of education and training and a number of cross-cutting themes. The TNCPF reflects these cross cutting themes in an integrated fashion in the curriculum. Beyond our region, like all Pacific Islands forum countries, Tuvalu has commitments to the Millennium Development Goals (MDG's), and Education For All (EFA) agenda which address key strategic goals of: access & equity; quality; efficiency and effectiveness.

Context of schooling

Primary education is compulsory and it covers Year 1 to Year 8. The subjects currently offered in primary schools include English, Mathematics, Social Science, Basic Science, Business Studies, Art & Craft, Physical Education, Health Education, Writing and Printing. At the end of Year 8, students sit the Year Eight (NYE) examination which is an entrance examination to secondary schools.

On each of the islands there is a Community Training Centre (CTC). These centres offer learning programmes for students who cannot access secondary education and who would also like to pursue more hands-on learning. These centres offer vocational learning programmes as well as basic trade courses to match their respective communities' needs. These programmes are made available with assistance from the EdDep and in partnership with Kaupule.

Secondary education in Tuvalu is from Year 9 to Year 13. Year 9 and Year 10 fall within the compulsory education policy. Of the two secondary schools in Tuvalu, one is government run and operated.

Motufoua Secondary School (MSS) is a co-educational boarding school. Government provides all the running costs including those for teachers and support staff. It charges a small tuition fee of fifty Australian dollars a term on a three term academic year. MSS offers the following subjects: English, Mathematics, Chemistry, Physics, Biology, Agriculture Science, History, Geography, Accounting, Economics, Design Technology, Woodwork, Home Economics, Computer Science, and Commercial Studies. At the end of Year 10, students sit the Tuvalu Junior Certificate examination (TJC), the Tuvalu Senior Secondary School Certificate (TSSC) at the end of Year 12 and the South Pacific Form Seven Certificate at the end of Year 13 or the School-based foundation programme of the University of the South Pacific (USP)

The school also offers vocational and technical learning programmes.

The other secondary school, Fetuvalu Secondary School (FSS) is a faith-based school run and operated by the Congregational Church of Tuvalu. FSS, although follows a different curriculum, offers quality secondary education to all its students. It provides education equivalent to that offered at MSS from Year 9 to Year 12. Students from FSS may proceed to Year 13 at the government Form Seven programme or at the Foundation programme offered through the Tuvalu USP Campus.

SECTION 2

PHILOSOPHY OF EDUCATION IN TUVALU

ECCE

PRIMARY

SECONDARY

TVET

SPECIAL EDUCATION

PHILOSOPHY OF EDUCATION TUVALU

Introduction

Education in Tuvalu will focus on the construction of knowledge, skills, values, capacity and motivation of all children and students through a wide range of subjects and learning experiences. They will learn to develop resilience to respond to the sustainability issues they face and build their communities to endure in their social and physical environments, enjoy prosperity, cohesion and maintain healthy and sustainable ecosystems in future. Education in our islands is inspired by our strong spiritual values enshrined in the national motto – “*Tuvalu mo te Atua*” meaning If God be for Tuvalu than Tuvalu be for God.

Education for sustainability recognizes a curriculum and pedagogy based on sound educational principles. It is about transformation and change. The education system will equip its students with skills, capacity and motivation to plan and manage change towards sustainability within their schools, families and communities. It is focused on interactive and empowering learning that change ways of thinking and practices. Education in Tuvalu will promote critical thinking and reflection.

The experience of schooling in Tuvalu is inclusive and holistic. It is about education for all and lifelong learning. The TNCPPF encourages children and students to access and maximize all possible settings for learning within all possible settings, in schools, homes and their communities. It is hoped that the learning will be ongoing long after they leave school and continued in their homes and in their communities.

Children and students learning experiences will equip them to understand the connections between environmental, economic, social and their political systems. Schooling will be considerate of these four dimensions of sustainable development; economic, social, political and environmental. Education for sustainability values the capacity of children and students to reflect on personal experiences and world views and to challenge accepted ways of interpreting and engaging with the world. The TNCPPF encourages all children and students to be able to develop a broad perspective to their learning within the broad based curriculum framework offered through the Tuvalu basic education program from ECCE, primary, junior secondary and TVET.

PURPOSE OF SCHOOLING IN ECCE

Early childhood education will lay the foundation of schooling for all children and students in Tuvalu. The TNCPPF recognizes the important role ECCE plays in the formative years of children through the school experience. This is their first educational transition from the home to a school environment. The experience that will be provided for all children at the ECCE centers within and outside schools will affirm the family roles but with a flexible yet disciplined approach. Children’s prior knowledge is the basis of all interaction and as they grow and develop in their new

environment they would be expected to demonstrate specific gross and fine motor skills, enhanced cognitive capabilities as well as social skills.

ECCE will provide learning experiences that will provide for their optimum development. This means providing a variety of learning experiences that will nurture the child's intellectual and language development, moral and spiritual understanding, physical, emotional and social growth and most of all their aesthetic and creative expressions.

PURPOSE OF PRIMARY EDUCATION

Primary education will build on the foundation areas of learning and development of the early childhood years and will continue to develop the physical, social, emotional, spiritual and intellectual development of children.

Primary school education will develop the essential skills of reading, writing, speaking and listening. It is strongly centered on the child and gradually but emphasizes on the acquisition of knowledge, skill and attitudes in specific areas of Language and Mathematics. The primary education curriculum emphasizes life skills and ensures that children will become aware of their vulnerabilities and pays special attention to sustainable ways of living.

The primary curriculum will lay the foundation to build upon the career paths of students and also provides them a broad base from where they are able to make decisions about their future choices and opportunities. This means that when they enter into the secondary level they are focused on achieving the required benchmarks towards their future career paths and fulfilling their lifelong dreams.

Primary education will focus on

- Language and literacy skills
- Mathematical and numeracy skills
- Basic health and environmental education
- Basic life skills
- Social knowledge and skills
- Cultural, traditional and spiritual knowledge
- Enterprise education
- Agriculture and fishing skills

PURPOSE OF SECONDARY EDUCATION

Secondary education will expand and enhance the knowledge and skills set developed through the experiences from the primary school level. Secondary education will broaden their horizons and develop advanced competencies to help them grow into productive, self-reliant and active members of the communities who will find useful occupation, encouraged to take further education and training. Students will begin to align towards their desired career paths opting for specialized subject combinations that will propel them towards their career goals. The broad based curriculum experiences provided for all students in the early, intermediate and junior levels make this career

choices and pathways for students clearer. At the end of the basic education period around Form 4, the students would be better placed to make this decision about their future pursuits. Secondary education will seek to accomplish their dreams and aspirations as well demonstrating to their parents, guardians and communities the strong spiritual and moral values they have been grounded in.

Secondary education in Tuvalu will prepare students to be more responsive to the real dangers and vulnerabilities of their environment and develop resilience in the face of this adversity. Irrespective of the career choices they take, it is at this stage of schooling that every Tuvaluan student will commit to ensuring that the futures of their islands are in their hands. This sense of patriotism must be at the heart of all students.

TECHNICAL VOCATIONAL EDUCATION AND TRAINING TVET

Technical Vocational Education and Training in Tuvalu aims to facilitate sustainable economic and social development through a range of vocational education courses and programs in and out of schools. Through these courses students will gain competencies necessary to perform technological skills in both the formal and informal sectors of the economy.

Using a competency based approach the TVET program in Tuvalu will be delivered in a holistic and contextual environment that is most effective, flexible using appropriate teaching and learning modes and technologies. It aims to encourage independence, innovation, creativity and problem-solving skills through flexible approaches to learning and this prepare students for the future.

TVET is not a second class education rather a second chance education for those students who eventually feel that the pursuit of academic studies isn't their destiny. It is not a safety net for drop outs but an integral component of education that the government of Tuvalu provides for all its students. It offers a pathway to higher education and provides students and early school leavers with transferable skills needed for employment in a wide range of employment opportunities. Schools and TVET centers are encouraged to negotiate opportunities for students to experience the world of work through workplace attachments or apprenticeship programs.

SPECIAL NEEDS EDUCATION

The TNCPF recognizes that there are children in schools that require special attention from teachers due to varying levels of disabilities they face. However some of these students do have special abilities and gifts too. Likewise there are gifted students and children and they require specialized intervention from teachers and schools.

Special education does not have a separate curriculum nor is a separate category of education. Special education aims to enable students with disabilities and gifts to gain access to the curriculum in a range of educational settings. Some of these children will need special provisions in schools like walkway railings or wheel

SECTION 3

PARAMOUNT LEARNING OUTCOMES (PLOs)

GUIDING PRINCIPLES

EDUCATION VALUES

PARAMOUNT LEARNING OUTCOMES

The different communities of Tuvalu are certain of the skills they desire their children and students should develop as outcomes of schooling. Children will be well grounded in their culture and traditions as well as have the necessary skills and knowledge that will allow them to be competitive and responsive in the 'globalized' world.

The TNCPF identifies 8 Paramount Learning Outcomes (PLO's) as consequences of schooling in Tuvalu. These outcomes are for all children and students in Tuvalu. As they progress through the school system they will come upon these outcomes at increasing levels of complexities. The 8 PLO's are

- 1. Effective oral and written communication**
- 2. Self-management and leadership**
- 3. Critical thinking and problem solving**
- 4. Social and Co-operative skills**
- 5. Agility and adaptability**
- 6. Accessing and analyzing information**
- 7. Initiative and entrepreneurship**
- 8. Work and Study skills**

The key learning outcomes (KLOs) contained in the curriculum for all students beginning from ECCE, primary, secondary and TVET contribute to these 8 PLO's. The education journey for all children and students begin as they enter ECCE guided by the foundational areas of learning and onto the Learning Areas (LAs) and KLOs in the syllabi for the primary, secondary and TVET schools.

The PLO's contain the overarching statements for development and learning that will guide the ECCE foundation areas and Learning Areas in the learning journey of all children and students in Tuvalu. The PLO's can also be seen as essential skills that will empower students to prosper and become productive citizens in Tuvalu and in the world. These essential skills encompass the knowledge, skills and attitudes of students and prepare them for life.

Tuvalu is vulnerable to the effects of the environment and global economics, which puts pressure on its socio-cultural values that are based on traditions of communal sharing and a strong spiritual base. Therefore it is important to ensure the fine balance between cultural values and the preparation of students to address issue which threatens Tuvalu's existence in the future and all learners maintain a strong sense of where they come from.

The PLO's are ssentials skills that enable students to achieve their potential and to participate fully in their communities and especially in the world of work. Therefore, the TNCPF is to ensure that all students have opportunities to develop the full range of skills to the best of their abilities. For

example, communication skills and problem solving skills are essential skills and attributes which all students need to develop. This is because students have to learn in co-operative ways, and to participate confidently in a competitive environment especially through practical and hands-on activities.

The following skills or paramount outcomes are to be developed and acquired by the students in order to achieve their potentials. Overarching learning statements and activities need to facilitate the development of these essential skills.

SKILLS	ACHIEVEMENTS
1. Effective oral and written communication	<p>Students will:</p> <p>Communicate competently and confidently by listening, speaking, reading and writing and by using other forms of communication where appropriate</p> <p>Convey and receive information, instruction, ideas and feelings appropriately and effectively in a range of different cultural, language and social contexts;</p> <p>Develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources, argue a case clearly, logically and convincingly;</p> <p>Become competent in using new information and communication technologies, including augmented communication for people with disabilities.</p>
2. Self-management and leadership	<p>Students will:</p> <p>Set, evaluate and achieve realistic personal goals;</p> <p>Manage time effectively;</p> <p>Show initiative, commitment, perseverance, courage and enterprise;</p> <p>Adapt to new ideas, technologies and situations;</p> <p>Develop constructive approaches to challenge and change, stress and conflict, competition and success and failure;</p> <p>Develop the skills of self-appraisal and self-advocacy;</p> <p>Achieve self-discipline and take responsibility for their own actions and decisions;</p> <p>Develop self-esteem and personal integrity;</p> <p>Take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse;</p> <p>Develop a range of practical life skills, such as parenting, budgeting, consumer, transport and household maintenance skills.</p>
3. Critical thinking and problem solving	<p>Students will:</p> <p>Think critically, creatively, reflectively and logically</p>

		<p>Identify, describe and redefine a problem</p> <p>Identify, describe and redefine a problem</p> <p>Analyse problems from a variety of different perspective</p> <p>Make connections and establish relationships</p> <p>Inquire and research, and explore, generate, and develop ideas</p> <p>Try out innovative and original ideas</p> <p>Design and make</p> <p>Test ideas and solutions, and make decisions on the basis of experiences and supporting evidence</p> <p>Evaluate processes and solutions</p>
4. Social and Co-operative skills		<p>Students will:</p> <p>Develop good relationships with others, and work in co-operative ways to achieve common goals;</p> <p>Take responsibility as a member of a group for jointly decided actions and decisions;</p> <p>Participate appropriately in a range of social and cultural settings;</p> <p>Learn to recognise, analyse and respond appropriately to discriminatory practices and behaviours;</p> <p>Acknowledge individual differences and demonstrate respect for the rights of all people;</p> <p>Demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion, fairness, diligence, tolerance, and hospitality or generosity;</p> <p>Develop a sense of responsibility for the well-being of others and for the environment;</p> <p>Participate effectively as responsible citizens in a democratic society;</p> <p>To develop the ability to negotiate and reach consensus.</p>
5. Agility and adaptability		<p>Students will:</p> <p>Develop personal fitness and health through regular, good hygiene, and healthy diet</p> <p>Develop locomotor, non-locomotor, and manipulate skills</p> <p>Develop basic first aid skill</p> <p>Develop specialised skills related to sporting, recreational and cultural activities</p> <p>Learn to use tools and materials efficiently and safely</p> <p>Develop relaxation skills</p>
6. Accessing and analyzing information		<p>Students will:</p> <p>Identify, locate, gather, store, retrieve and process information from a range of sources</p> <p>Organize, analyse, synthesise, evaluate and use information;</p>

	Present information clearly, logically, concisely and accurately; Identify, describe and interpret different points of view and distinguish fact from opinion; use a range of information-retrieval and information-processing technologies confidently and competently; Analyse problems from a variety of different perspectives Inquire and research, and explore, generate and develop ideas;
7. Initiative and entrepreneurship	Students will: Start small business for earning their living identify best entrepreneurial strategies in developing and implementing quality business identify best options for saving their money utilize local resources as much as they for selling in order to gain money
8. Work and Study skills	Students will: Work effectively, both independently and in groups Build on their own learning experiences, cultural backgrounds, and preferred learning styles Develop sound work habits Take increasing responsibility for their own work and learning Develop the desire and skills to continue learning throughout life Make career choices on the basis of realistic information and self appraisal

GUIDING PRINCIPLES

Based on our curriculum goals, objectives, key concepts, essential skills and values; the curriculum has, as its foundation the following set of guiding principles.

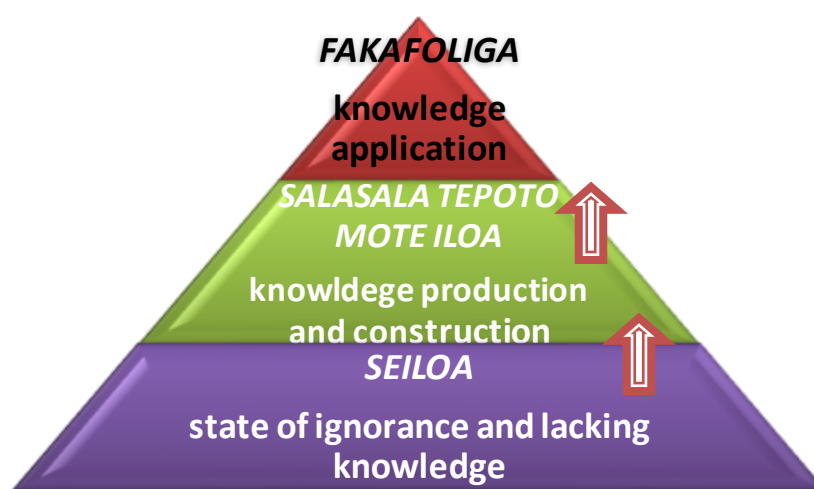
1. Social and Cultural Appropriateness
2. Relevance
3. Lifelong Learning
4. Access and Inclusion
5. Comprehensiveness
6. Coherence
7. Progression
8. Challenge
9. High Expectation

These principles must be taken into account for all students, of all ages, gender, ability, and ethnicity. They represent what our stakeholders have identified as important and desirable in the school curriculum across the country. They embody the concepts of sustainable living, access and equity, and effective pedagogy.

These principles will assist curriculum design at the national level in terms of determining the learning areas, the subjects of study within each learning area, and the desired learning by way of learning objectives, outcomes and indicators for each subject. They will provide the basis for the Education Department for continuing review, evaluation and improvement. They will assist schools in their practice when planning for learning and assessment strategies, experiences, and activities.

A FRAMEWORK FOR LERANING IN TUVALU

The Tuvalu framework for learning will provide the impetus upon which the guiding principles will be realized. This traditional theory of learning recognizes the 3 stages of learning.



This theoretical framework for learning and education in Tuvalu demonstrate that Tuvaluans acquire learning distinctly through a *process* that recognizes that learners begin their search for knowledge from a state of 'not knowing' or '*seiloo*'. The second stage is knowledge construction and production known as '*salasala tepoto mote i loa*' which demonstrates the learners use of prior knowledge to deconstruct inappropriate knowledge and reconstruct usable and relevant knowledge and skills. The final stage of this process is '*fakafoliga*' meaning the application of newly acquired knowledge into existing situations or new experiences. This Tuvaluan learning theory signifies that the essence of learning among children and students of Tuvalu is based on their potential and belief in themselves in their state of *Mafaufau (mind)* which is *Ma* meaning clear and pure. This provides the ideal platform for *Mafaufauga* or thinking that critically is played out before, during and after the experiences of schooling.

The following principles have been inspired by this theoretical framework of learning and they underpin the TNCPPF.

Principle 1 Social and Cultural Appropriateness

The curriculum will value the history and traditions of Tuvalu. It will play an active role in transmission, preservation, and further developing the culture of Tuvalu. The TNCPPF will ensure that in the development of the curriculum, the selection of content, learning objectives and outcomes,

selection of learning experiences and pedagogical practices is culturally appropriate and consistent with the best of cultures of Tuvalu.

Principle 2 Relevance

The curriculum is relevant to the needs of Tuvalu society. Students understand the purposes and value of what they are learning to their lives, present and future. The curriculum encourages them to look deeply to the future by analyzing our current issues of social, cultural, spiritual, and economic and environmental sustainability. The curriculum promotes the involvement of families and the wider community for support and to increase its connectedness to community realities.

Principle 3 Lifelong learning

The curriculum supports lifelong learning. It encourages all students to reflect on their own learning processes and to learn how to learn. It encourages the development of generic skills, thinking skills, cooperative learning practices, decision making, and problem solving skills. These are key attributes of students stated in the Paramount Learning Outcomes. At whatever level of school students attain, it is believed that they would have acquired some level of competency in all of the skills stated above.

Principle 4 Access and inclusion

The curriculum design and implementation allows every young person in Tuvalu to have access to all levels of education at least to the end of secondary school. It is inclusive and ensures that the learning needs of students of all identities, abilities, languages, talents are met. This means that students with special needs and special abilities and gifts have the same opportunities as anyone else. Curriculum structures will enable all students' equitable access through the secondary system so that no student enters a course of study which is terminal, less challenging, with fewer expectations.

Principle 5 Comprehensiveness

The curriculum has breadth and depth. It allows all students opportunities for a broad range of experiences through a range of contexts within both the classroom and other aspects of school and community life.

The curriculum enables students to develop their full capacity for different types of thinking and learning through increasingly sophisticated treatment of content. As students' progress, the curriculum promotes integrated learning where they explore and apply increasing intellectual rigor achieving advanced levels of understanding.

Principle 6 Coherence

The curriculum offers all students an education that on the whole is connected from one part to the next and provides for continuing learning. The curriculum shows clear links within and across learning areas, between content and teaching and learning, provides for coherent transitions, and opens up pathways to further learning. In this way the curriculum articulates clear connectedness between levels and sectors of education.

Principle 7 Progression

The curriculum enables all students to experience continuous progression in their learning from ECCE to Year 13 within a single curriculum framework. Each stage builds upon earlier knowledge and achievements. Students' progress at a rate which meets their needs and aptitudes, and keep options open so that pathways are not closed off too early.

Principle 8 Challenge and high expectations

The curriculum encourages high aspirations and ambition for all. It 'supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.' It promotes learning that is challenging, engaging, and motivating. The TNCPF will ensure that in the development, design and review of current and existing curriculum for all levels of school, it meets regional and international benchmarks with fundamental learning guaranteed.

EDUCATION VALUES

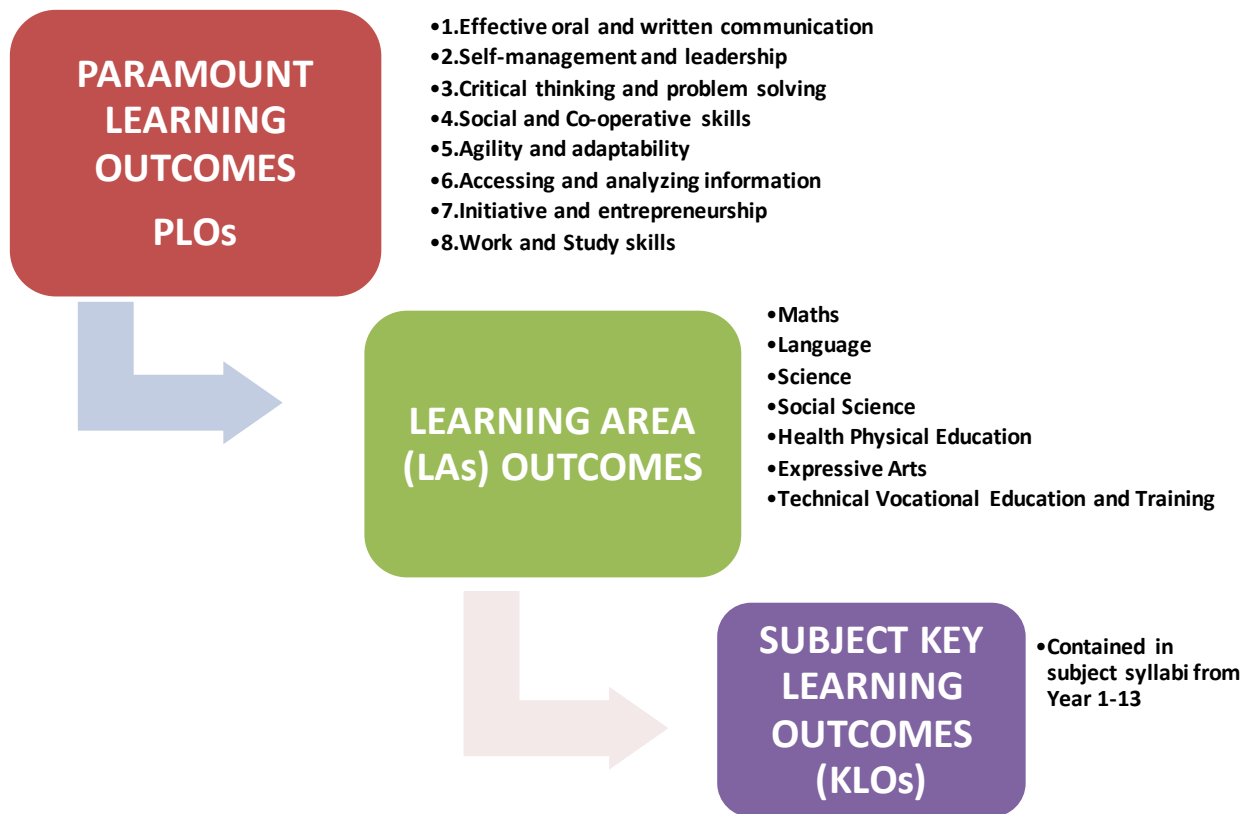
Values may be defined as those qualities that an individual or society considers important as principles of conduct and that are intrinsically worthwhile. Values are fundamental to the formation of attitudes. They constitute the foundation of one's attitudes and beliefs, which subsequently influence one's behavior and way of life. Values can be categorized as core values, those which are universal and illustrates the common concerns of human societies or basic qualities of human nature. The other category is known as sustaining values. These are other values which are important and are instrumental in sustaining the core values.

The Tuvalu Curriculum requires students to develop key values and attitudes that will be the foundation of their self-development and encourage them to be responsible members of society. These values are listed below in the different categories as described above:

Personal		Social		Attitudes
Core values	Sustaining values	Core values	Sustaining values	

Truth Aesthetics Honesty Human dignity Rationality Creativity Courage Individuality Affectivity Liberty	Self-esteem Self-reflection Self-discipline Self-cultivation Principled morality Self-determination Openness Independence Enterprise Integrity Simplicity Sensitivity Modesty Perseverance	Equality Kindness Benevolence Love Freedom Common good Mutuality Justice Trust Interdependence Sustainability Betterment of human kind	Plurality Due process of law Democracy Freedom and liberty Common will Patriotism Tolerance Equal opportunities Culture and heritage Human rights and responsibilities Rationality Sense of belonging solidarity	Optimistic Participatory Critical Creative Appreciative Empathetic Caring and concerned Positive Confident Cooperative Responsible Adaptable to change Open-minded With a respect for: Self Life Quality and excellence Evidence Fair play Rule of law Different ways of life Beliefs and opinions The environment With a desire to learn Diligent
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Figure 1: Understanding the link between the PLOs, LAs and KLOs



SECTION 4

CROSS CUTTING THEMES

CROSS CUTTING THEMES

The cross cutting themes have emerged from the following areas and are critical to the TNCPPF;

1. Language and Culture
2. Students with special educational needs and Inclusive Education
3. Gender and equity
4. Information and Communication Technologies (ICT)
5. Education for Sustainable Development (SRH/HIV Education)

These themes underpin all the levels of schooling and will be emphasized at differing degrees across all the learning areas. The teaching or integration of these themes into lessons will be largely informal. As such the process is more often the result of good practices being modeled by adults. All teachers will consider these themes in all areas of schooling from ECCE, primary, secondary and TVET. Sometimes these themes need to be covered specifically and at other times as an enriching experience to contextualize the learning.

Language and Culture

The languages and dialects of the 6 islands of Tuvalu are paramount to the sustenance of the cultures of her people. Tuvaluan is the first language of the people in the urban and in most of the islands of the nation. Development of high levels of ability in the preservation of the Tuvaluan language is essential for the maintenance, further development and preservation of the Tuvaluan culture. The TNCPPF recognizes the importance of language and culture in the development, planning and delivery of the curriculum in schools.

Students with Special Needs

Students with special needs are no different from us. They come from our communities and have families and relatives. They are as active and inclusive of our communities and participate in every day patterns and rhythms of life like anyone else. They are our brother, sisters, aunts and uncles, father or mothers. While every effort will be made to include them into the mainstream school, there are some who will require specialist attention and special provisions in schools. Provision must be made in teacher training, access to assistive devices and transport to be able to provide them with equal opportunities to go to school and graduate, participate in the social, cultural and economic life in Tuvalu.

Inclusive Education

'Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalized groups, it seeks to develop the full potential of every individual. The ultimate goal of inclusive quality education is to end all forms of discrimination and foster social cohesion. (Quoted from UNSECO Inclusive Education)

If Tuvaluans link inclusive education to their broader national goal of sustainable affordable living, they can see how changes in education can contribute to achieving their goal of a healthy society that is able to endure.

Exclusion has many faces. Children not enrolled at all in school are excluded from school-based learning. Students with disabilities may suffer educational exclusion. Children in rural or remote communities and children in urban squatters have less access to education. Disabled children and young people can suffer from blatant educational exclusion when they are not enrolled at all in any form of educational program. Children and young people can suffer exclusion on the basis of their language not being the language of schooling. Exclusion can also be a result of examinations that are designed to select students for placement in courses. Students with special gifts and abilities can be excluded when programs are not available to extend their abilities.

Tuvalu is committed to providing the most affordable quality education to all children and young people within a school culture based on respect and acceptance. Programs will be provided to ensure vulnerable students, including those from low socio-economic background, urban groups, those in remote and isolated areas, those with disabilities, those with special abilities, and school dropouts and push outs not only have access, but also experience success. Efforts to expand enrolment will be accompanied by policies to enhance educational quality at all levels, in formal and in non-formal settings. The challenge is to implement policies and practices to overcome the sources of exclusion. In school this means looking at what they are actually learning and in what conditions. It is a process that involves addressing and responding to the diverse needs of learners. This has implications for teaching, the curriculum, ways of interacting and relations between the schools and their communities.

Gender and Equity

Men and women are different in some ways yet very similar and share distinct physical and social, emotional, intellectual and spiritual characteristics in many ways. In the Pacific region including Tuvalu, women and men have their own place in the society complimenting and supporting each other's roles and responsibilities.

Gender is the social construction of men and women, thus it is related to their perceived roles and functions as males and females. The increased prevalence of gender discrimination, inequalities and inequities, gender based violence and discrimination demonstrate the loosening of the definitions of the roles and responsibilities they play. The TNCPF promotes gender sensitive curriculum materials, gender sensitive pedagogies and classroom management and a whole school approach to addressing issues of discrimination and inequity. This is embedded very well in the core and sustaining values of the TNCPF.

Information and Communication Technologies

ICT is changing the world. In order to remain relevant to society's needs, education will need to incorporate ICT literacy in the curriculum. ICTs (which include, mobile phones, tablets, telephones, iPods, laptops, computers etc) are playing an increasingly powerful role in society and in education. Many Ministries of Education around the world are utilizing ICTs to facilitate their improvement strategies to transform teaching and learning.

The whole education system needs to explore the potential of ICTs to meet the goals of the curriculum framework.

The power of ICTs must be harnessed to implement the changes and flexibility required by the curriculum framework. At the same time, it is also important to acknowledge that it will be very difficult to achieve the stated goals in a timely and efficient manner without ICTs.

ICTs will be necessary to

- Manage the education system effectively
- Enable changes in classroom pedagogies and practices
- Develop the required skills in students to become effective members of an increasingly ICT rich society

In order for successful implementation of ICTs in the TNCPF, it is recommended that all teachers, school administrative staff as well as all ministry of education officers undergo continuous professional development programmes in ICTs; initial basic training in ICTs is critical. It is equally important to equip all schools with appropriate technology.

Finally, it is envisaged that ICT will assist the education system to achieve sustainability through a seamless integration in all aspects of its operation.

Education for Sustainable Development (SRH and HIV education)

Sexual and reproductive health and HIV is an area of concern in the Pacific islands particularly in the youth population. This problem area is also re-emerging in Tuvalu and this will directly affect the health and livelihoods of our young people. Increase in STI's, teen pregnancies and the real threat of HIV is an imminent problem that will add onto the burden of the country if left unaddressed.

The TNCPF recognizes this issue and acknowledges that education has a prominent role to play, as early interventions through schools have been proven beneficial and useful. While there is a health education program for the primary schools, the secondary curriculum has identified working models through Family Life Education and lessons from neighboring countries who are implementing it are encouraging.

SECTION 5

ORGANIZING THE CURRICULUM

EARLY CHILDHOOD EDUCATION

PRIMARY

SECONDARY

TVET

The need to organize the curriculum

In order to implement the curriculum effectively and generate the intended outcomes, it is necessary to ensure the design and development clearly outlines what it is to be learnt and acquired. Learning is a process and takes place over a period of time and occurs in the homes, communities and the workplace, as well as in schools and centers of learning. By adopting an outcomes based approach, the TNCPF recognizes the different settings in which the children's and students learning will be enriched. Apart from school, it is encouraged that they are provided support wherever they are to relate and transmit the learned skills and knowledge in appropriate situations so they may be able to connect the learned experience to the lived experience.

Early Learning Development Standards

These are broad areas that encompass the fundamental aspects of early childhood education, and provide the foundation for future learning and living. The areas are:

- Language and Communication
- Values, Customs, Culture and Environment
- Living and learning together
- Physical Development, Motor Development, Health and Well-Being
- Spiritual and Character Development

Years 1 and 2 in early primary are the bridging years between early childhood education and the primary level. The curriculum for year 1 and 2 will build upon the ELDS and connect with the KLAs.

Learning Areas refers to the grouping of subjects with closely interconnected concepts, skills and attitudes. This is a useful way of arranging the curriculum in the primary and secondary years. Seven LAs have been identified which accommodates the entire traditional subject in the curriculum. Each of the LA subjects has sets of learning outcomes that show a progression from simple to increasing levels of complexity as students' progress through schools. All KLAs are compulsory in the primary years of schooling. The KLA subjects are supported by syllabuses that provide a picture of the total span of the students' schooling, and allow for continuity and consistency. The seven KLAs are as follows:

- Language
- Mathematics
- Expressive and Creative Arts
- Health and Physical Education
- Science
- Technology (TVET)
- Social Studies and Sciences

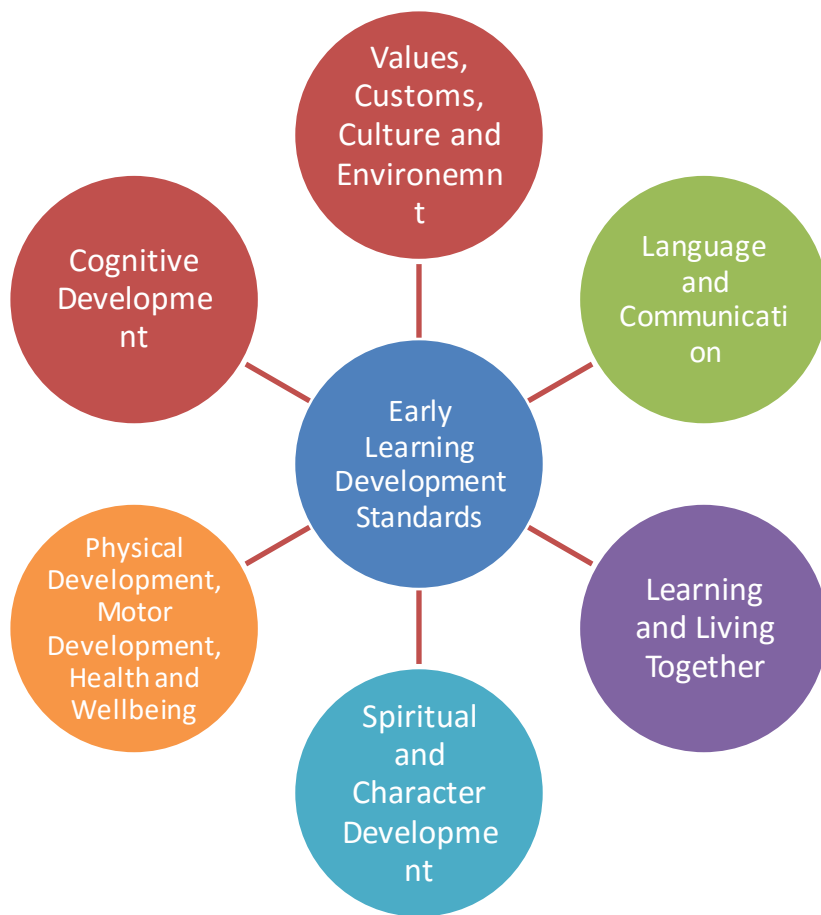
Table 2 Learning Areas, Domains and Subjects

The following table provides a summary of all Learning Areas, Domains and Subjects from Year 1- Year 13

LEVEL	LEARNING AREAS AND SUBJECTS						
ECCE	Kindergarten - Foundation Areas Of Learning						
Kindergarten (4-5 years)	Values, Customs, Culture and Environment	Language and Communication	Physical Development, Motor Development, Health and well being	Spiritual and Character Development	Learning and Living Together	Learning to know/ Cognitive Development	
Primary and Secondary Learning Areas, Domains and Subjects							
Learning Areas	Language	Maths	Science	Social Science	Expressive Arts	Health and Physical Education	Technology
Subjects/ Year	Tuvalu/ English	Maths	Elementary Science	Social Studies	Visual and Performing Arts		
Year 1					Craft & Design Music, Drama & Dance		Business Studies
Year 2							
Year 3							
Year 4							
Year 5							
Year 6							
Year 7			Basic Science	Social Science			
Year 8							
Year 9			Basic Science	Social Science	Craft & Design Music, Drama & Dance	FLE & PE	Computer Ed, Food & Text, Tech, Design and Tech Draw
Year 10							
Year 11			Bio/ Chem Phys/ Agr/ Hort/ Env	Geo/Hist Acc/Eco/ Commerce			
Year 12							
Year 13							

Early Childhood Care and Education curriculum

The ECCE curriculum is based on the Foundation Areas of Learning and Development. It will be based on literacy and numeracy framework with relevant themes so that children will easily make connections to real world outside the classroom. Teachers will create an environment in which children explore a variety of learning experiences and domain mainly through purposeful play. At this level the curriculum standards are organized into 6 developmental areas/ foundation areas with related knowledge, skills and attitudes.



Primary and secondary school Learning Areas (Year 1 to Year 13)

Learning Areas (LA's) are baskets or clusters of subjects with similar or common emphasis. The primary and secondary curriculums are developed progressively around these LA's. Using the LA approach, the curriculum pathway from primary to secondary education will demonstrate a spiraling curriculum beginning from the fundamental stages to the more complex and advanced levels in each discipline. As the subject content evolve through the different domains of schooling,

the complexity level also increases making the learning experience for children and students challenging at every stage.

Each subject at offered in the primary and secondary school curriculum is organized into strands which define the 'big ideas' or major aspects of learning within a subject. For instance Science might have strands called Energy, Materials, Living things and Earth and Space while Language might have Speaking, Listening, Reading, Writing and Viewing. These are equivalent to the Domains in the kindergarten curriculum. The Learning Outcomes describe what children and students should know and demonstrate in the process of learning. These are contained in documents called syllabuses. Teachers in Year 1 and 2 need to build on from the foundational domains in the kindergarten standards.

There are standards and benchmarks at each year/class level and these are differentiated with the performance levels in the different class or year. They describe how well students are performing in relation to the benchmarks.

Rationale for Learning Areas

Learning Area 1: Language

Year	Primary	Year	Secondary
Year 1-8	Tuvaluan Language	Year 9-13	Tuvaluan Language
	English		English
	Printing and Writing		

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

Language has many linguistic features and conventions that make communication effective and relationships successful. Some of this 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. Languages distinguish our social group.

In the 21st century, high levels of literacy including a understanding of language conventions is required. These include registers, differences in oral and written conventions associated with different purposes; audiences and contexts; handwriting, spelling; grammar and punctuation. Students need to be able to understand and use language conventions to express ideas, feelings and opinions. This will help them use language more effectively.

There are 2 main languages used in Tuvalu and will be offered in all schools. Tuvaluan language and English language will be taught from the early primary years up to form 7. The Tuvalu Language Policy will guide the implementation of the curriculum in Tuvalu.

Learning Area 2: Mathematics

Year	Primary	Year	Secondary
Year 1-8	Mathematics	Year 9-13	Mathematics

Mathematics is a powerful way of knowing which uses a special language to calculate measure and describe quantifiable relationships. Mathematicians have developed particular processes and skills which can be used to conceptualize, analyze, and interpret the world mathematically. This requires high level of accuracy and precision, but it also requires estimation and simple and complex ways of predicting events, behaviors and relationships.

Students will be encouraged to use processes of problem solving, logical reasoning, mathematical tools, communication and estimation. They should be able to see the usefulness of mathematics in their everyday life. The study of Mathematics provides students with opportunities for

- Discovering patterns of numbers and shapes
- Observing relationships in the physical and natural world
- Being creative and represent ideas through models
- Representing relationship between data
- Communicating ideas and concepts

Mathematics is a single subject Learning Area and is compulsory from Year 1-13, unless otherwise advised by the Director of Education.

Learning Area 3: Expressive and Creative Arts

Year	Primary	Year	Secondary
Year 1-8	Music	Year 9-13	Music
	Art & Craft		Art & Craft

This Learning Area encourages children and students develop creative ways of expressing themselves and develop critical appreciation of their work and that of others in ways. They use their senses, perceptions, feelings, values and knowledge to communicate through the arts. Aesthetic understanding helps students to understand and critically respond to various art forms with enjoyment. Through their arts experiences, children and students come to understand broader questions about the values and attitudes held by some individual and communities.

A range of skills, knowledge and art techniques are necessary to explore different art practices, ideas and feelings. Indigenous arts provide a means of expressing and communicating our life experiences and imagination. This learning area will build upon the creativity and aesthetic experiences of students to explore newer contemporary forms of artistic expressions through music and visual arts.

Today the arts are economically significant and many countries wonder at our artistic endeavors. Demonstrating an art by creating music or dance is a way of making a living or a lucrative business venture. The arts also plays a significant role in providing lifelong pleasures and interest to many who like to watch and listen to others. Children and students should be encouraged to participate in the arts.

Learning Area 4: Health and Physical Education

Year	Primary	Year	Secondary
Year 1-8	Health Education	Year 9-13	Health & Family Life Education
	Physical Education		Physical Education

This learning area is concerned with the wellbeing of students including the physical, emotional, social, mental and spiritual aspects of life. The aim of the Health and Physical education Learning Area is concerned about the personal development of the students holistically. It will enhance the development of behavior for healthy lifestyle and will need community support. In order for children to reach their full potential it is important for them to be positive about their health and wellbeing. It is not sufficient to assume that they will pick up the necessary health seeking behaviors and skills from their friends or family members and neither can we leave this to life chances.

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

- Healthy lifestyles
- 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.

Learning Area 5: Science

Year	Primary	Year	Secondary
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Year 1-6	Elementary Science	Year 9-10	Basic Science
Year 7&8	Basic Science	Year 11-13	Biology/Chemistry/Physics

This Learning Area is concerned with describing and explaining the physical and natural world. Sometimes the only way describing the science phenomena is to use the language of mathematics, hence the strong relationship between science and mathematics. Science education is concerned with enabling children and students to observe and use their five senses and test ideas through careful experimentation. Tuvalu with its chain of islands has features that unique only to the country. Children and students will explore and understand their local environments through their science lessons and develop useful skills and practices to ensure their livelihoods and inhabitation is not threatened but sustained.

Children and students will develop an investigative and enquiry mind through science learning. By asking questions and seeking answers or explanations, young people will learn to 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.

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

Learning Area 6 Technical Vocational Education and Training

Year	Primary	Year	Secondary
Year 1-8	Business Studies	Year 9-13	Home Economics, Agriculture, Technical Drawing, Computer Education,

Technology is a creative and purposeful area of learning aimed at meeting the needs of people and utilizing opportunities through development and creation of products, systems or environment. In this area of learning area students will develop knowledge skills and attitudes that will assist them to realize their full potential.

Learning Area 7 Social Science

Year	Primary	Year	Secondary
Year 1-6	Social Studies	Year 9-10	Social Science Commercial Studies
Year 7&8	Social Science	Year 11-13	Geography, History, Economics, Accounting

This learning area will ensure that children and students in Tuvalu will develop knowledge of Tuvalu and its place in the global community; the challenges of its environment and people, their cultural heritage and political, legal and economic system. This learning will develop a respect for our different cultures and societies as well as an understanding of how we relate to other cultures in the region and beyond.

The different subjects in this learning area will engage students in the investigation of people and events in relation to their culture, resources and environment to enable them to gain better understanding of how individual and groups interact with each other and their environments. Children will learn to explain and describe their social world through the socioeconomics, historical and geographical phenomena's.

Children and students will gain the skills needed to value the world and cultures around them and feel empowered to promote positive development. Through the enquiry approach, learners will investigate issues, select useful and relevant information and communicate their findings critically and effectively. Young people will gain enterprising skills and apply them to the social, political, historical, geographical and economical concepts to create solutions to challenges they may encounter. The collective grasp of the different disciplines contributes to the interrelationships of human activities and environments over time thus enabling children and students to make informed and thoughtful decisions.

SECTION 6

ASSESSMENT

REPORTING STUDENT ACHIEVEMENT

MONITORING STUDENTS LEARNING

What is assessment?

Assessment is the process of seeking evidence for use by learners and teachers to decide where they are in their learning (achievement levels) and teaching. The primary purpose of assessment is to improve students' learning and the quality of learning programmes. Classroom assessment will make a strong contribution to learning, only if it is part and parcel of effective classroom pedagogy. This means assessment information is used to further plan teaching and learning opportunities.

Assessment which promotes learning has the following features:

- it is embedded in a view of teaching and learning of which it is an essential part;
- it involves sharing learning goals with pupils;
- it aims to help pupils to know and to recognise the standards they are aiming for;
- it involves pupils in self-assessment
- it provides feedback which leads to pupils recognising their next steps and how to take them;
- it is underpinned by confidence that every student can improve
- it involves both teacher and pupils reviewing and reflecting on assessment data
- Professional development opportunities to assist teachers improve assessment practice is implemented.

Assessment information is also used for reporting student's progress at certain points in time and for providing information that provides assurance about the quality of education. The Year 4 and Year 6 (TUSTA 1 & 2) tests can be a good source of evidence for this. Another purpose of assessment is to determine access to places in different programs. Unfortunately this purpose of assessment has tended to dominate our focus at all levels.

In the medium term some rationalization of the existing examination regime is desirable to achieve the fundamental policy goal of establishing just and impartial assessment which benefit the student, recognize and enhance the development nature of all learning; and enable equitable access throughout the system.

This will be assisted to a great degree by the development of a single comprehensive assessment policy across the whole of the school system.

Reporting student's achievement

To be active partners with schools, parents must have the relevant information to enable them to support the learning of their children. The most common sources of information for parents are parent evenings, newsletters, conversations with teachers, and direct inquiries to schools. Studies have found that schools are more effective at providing information about 'social events' and 'activities' within the school and less effective in informing parents about teaching and learning processes and the curriculum.

Reports on student progress provide parents with information they require in order to support the education of their children. Written reports and parent-teacher meetings are the most common means through which parents receive this information.

Parents and adults responsible for children are very clear and consistent about what they want in student reports. They want to be:

- kept well informed about their children's progress;
- given information about achievement and progress in both academic and non-academic areas of learning;
- informed about both strengths and weaknesses of their children; and
- provided with pertinent and constructive advice about how they can support their children's learning.

The reporting process to parents should therefore address these issues and ensure that accurate and honest information about student achievement provides feedback on progress made. Reports to parents including the parent-teaching interviews should also provide the future learning goals for the student and informed advice from the teacher on how parents can support the child towards achieving these goals.

Records of Learners Achievement

The most common record of achievement used by schools are descriptive reports and those based on marks or grades, such as 'A', 'B', 'C', etc. Regardless of the form that assessment takes, parents need an objective benchmark or standard against which they can make judgments about the progress for their children. The timing of reports is also important. Reports earlier in the year, allow parents to give support to their children with any learning improvement. The end of year report, usually summative in nature, is too late for any constructive use other than to provide a record of what the student has achieved.

Monitoring the quality of teaching and learning

Monitoring the quality of teaching and learning is an essential element in school improvement. It provides the schools with information on the effectiveness of teaching practice, learning experiences, student participation in learning, and their achievement. It enables Education Department the parents/guardians and communities to have confidence that all staff are working towards meeting the educational needs of their students and the goals of the school.

As school level principals are required to systematically define, support and evaluate staff performance, and to link staff efforts to the overall direction of the school. Individual staff will know what is expected of them, the support available to them to meet those expectations, how their performance will be monitored and evaluated, and how they can further develop their skills.

Monitoring the quality of teaching and learning shall be carried out through observations of teaching, displays in the teaching and learning environment, teacher interviews, peer discussions, review of teachers' plans, analysis of students' assessment results, and students' work.

Effective monitoring occurs in a supportive working environment where there is a high level of communication and trust. The key objectives are to:

- improve learning outcomes for students by improving the quality of teaching and leadership;
- integrate policies, practices, standards and procedures that link the goals and objectives of the school and staff;
- set agreed performance expectations and establish processes for measuring performance against those expectations; and
- focus on the professional development of every teacher.

Monitoring reports will give teachers specific information on their strengths, and what to do to improve. They will form part of the teachers' records for appraisal purposes. Subject leaders will incorporate monitoring information into curriculum review, and planning for professional development.

SECTION 7

GLOSSARY AND REFERENCES

Glossary

The following terms appear in the NCF and these brief descriptions should assist the reader. The definitions are stipulated to the local Tuvaluan context.

Activities	Learning opportunities for children and students that are designed by the teacher to assist them to develop knowledge, skills and attitudes and to enable them to demonstrate what they can do, know and understand.
Adolescence and puberty	A stage of human development sometimes referred to as the 'teenage years'. Typically, all students undergo similar physical and emotional changes during this period and these indicate the transition between childhood and adulthood. These changes can affect how students' learn and how well they learn and how they socialize. Puberty is the beginning of adolescence when changes in physical appearance begin to show and these signify the end of childhood. The significant phase of development is sometimes celebrated and recognized in different ways by various cultures.
Aesthetics	One of the Foundation Areas of Learning and Development: Aesthetics, Creativity and the Arts. Aesthetics is about learning through the arts such as painting, dancing, making music, using materials to create 2-dimensional and 3-dimensional objects. Young children are encouraged to use all of their sense to express their feelings and emotions and to appreciate the beauty of their surroundings and in art by creating, exploring and imagining through their artistic endeavours.
Assessment for Learning	A range of strategies used by teachers to assess children and students' learning as they learn. These include strategies such as observations, student portfolios, self-assessments, interviews, tasks and assignments. Information gained from 'assessments for learning' can be used to improve learning.
Assessment of Learning	Examinations and tests are used to measure student achievements usually on the completion of a course of study. Examinations and tests such as NEY are often set, marked and reported by an examination authority and are used to rank students for selection to further study.
Balanced Assessment	Assessment in its many forms provides information that is used to make judgments about students' achievements. Examinations and tests are too often the only form of assessment used. Consequently, the information gained about students' achievements is not balanced because important aspects of students' achievements such as decision making, being enterprising, conducting investigations cannot be assessed just using examinations and tests. Balanced assessment uses a broad range of assessment strategies to ensure students' are well informed about all aspects of learning not just those aspects assessed using examinations.

Child centred pedagogy	In this teaching situation, the child learns by doing and the teacher facilitates and motivates the child by providing a stimulating environment
Competency	The desired knowledge and skills acquired as a result of learning or the necessary knowledge and skills required to satisfactorily accomplish a task
Curriculum	Curriculum is a combination of the total planned educational programs and resources developed and designed for the schooling experience in Tuvalu. These include subject syllabuses, teacher's guides, units of work, teacher resources, student's texts and learning and teaching aids, assessment and reporting tools.
Curriculum standards	These are agreed statements that describe what a typical child should achieve (do, know and show) at a particular stage of their development
Internal Assessment [IA]	Assessment that is conducted by the teacher in school hence the term 'Internal Assessment'. This term is abbreviated to IA. IA is usually used to describe 'Formative Assessment' because teachers use a range of strategies over time to assess children and students' learning as they learn.
Formative assessment	A general term that describes all the strategies used in 'assessment for learning' that inform the development of the child or student.
Summative assessment	A general term that refers to examinations and tests because the information gained is used to summarize students' progress at the end of a period of study.
Empowered learners	When children and students take responsibility for their learning they are empowered or in depended learners. Empowered learners confidently face new challengers, making decisions about what and how they learn. Teachers encourage children and students to become more independent and responsible.
Enterprise	An endeavour to generate solutions using a range of problem solving processes. Children and students are encouraged to collect ideas and information; pursue and access opportunities; generate and use creative ideas and processes in order to generate solutions that can be innovative and creative solutions to problems they have identified.
Facilitators of learning	A teacher is a catalyst for learning, encouraging children and students to make decisions about what and how to learn. When teachers are facilitators of learning they actively support children and students. They create an environment where children and students do such things as they explore, research, ask questions, problem solve, be enterprising, search for and select information. Teachers can spend most of the time directing learning; telling children and students what to do and how to do it. When teachers do this, children and students have little opportunity to take responsibility for their own learning.

Foundation Areas of Learning	The curriculum at Early Childhood is organized into six areas of learning and development that together cover all the dimensions of children's learning and development; their creative, emotional, intellectual, physical, social and spiritual needs.
Global community	All people in the world are depended upon each other; having to live together and share and be responsible for our world's limited resources. Together people in the world form a global community, living together, recognizing, accepting and supporting many diverse cultures and ways of living. We in Tuvalu are members of this global community. While we are an independent nation, we contribute to the well-being of the global community and we benefit from being a member of it.
Holistic education	A holistic education is concerned with developing the full potential of children and students in all aspects: intellectual, emotional, spiritual, social, physical, artistic and creative and so the whole person is educated.
Inclusivity	All children and students are valued in our education system and all have an opportunity to succeed, no matter what their gender, race, culture and or intellectual ability, socio-economic background, or geographic location. Equity is essential to ensure children and students are not related unjustly. Children and students have different needs and these must be taken into account so that all have an equal opportunity to lean and succeed. The Tuvalu national curriculum is inclusive of all children and students from Early Childhood to Form 7.
Learning Area	The curriculum at Primary, Secondary and TVET is organized into seven groups called Learning Areas (LA's). Each group contains subjects that share similar knowledge, skills and attitudes. For instance, the Expressive and Creative Arts includes the following LA subjects: Music Drama and Arts and Crafts. For each LA subject there is a syllabus.
Children and students	Children refer to learners in the ECCE level and students beginning from primary year 3 to year 13 including TVET. Other terms like learners or youths are used and the emphasis is on children and students.
Learner's prior knowledge	All learners no matter what their gender, race, culture, physical or intellectual ability, socio-economic background, or geographic location have experiences which contribute to their knowledge and understanding of the world around them. Because of these differences, pupils bring to the classroom different knowledge, understandings, and skills and these represent prior knowledge. This prior knowledge may be inadequate and it always should be considered before new learning begins.
Literacy and forms of literacy	Literacy usually refers to the pupils' ability to read, write, speak and listen in a language that is their vernacular and or one adopted by the country to

conduct their affairs. To participate in society, such as shopping, form filling reading the newspaper, listening to the radio and television it is necessary to have a basic level of literacy. Literacy is also used to describe pupils' ability to function in other areas of the curriculum such as science – scientific literacy, mathematics – mathematical literacy, social studies – social literacy.

Paramount Learning Outcomes (PLO's)

These are vital learning destinations for all learners and apply to all areas of the curriculum. Pupils' achievements in all LA subjects contribute to their achievement of these outcomes. PLOs identify essential processes that all need to be capable of performing in order to be productive citizens.

Multicultural society

Peoples from many cultures living together.

Multi-grade Teaching

When children and students of two age groups form one class, this is referred to as a composite class. When composite classes form one class, this class is referred to as a multigrade class because it contains children from three or more age groups or classes or forms. Over 50 percent of schools in urban areas have multigrade classes and over 90 percent of schools in rural areas have multigrade classes. Teachers who teach composite or multigrade classes have to use teaching strategies that meet the needs of all these children such as grouping students within a multigrade class depending on their learning needs.

Multiple perspectives

There are often many ways of looking at the same problem or subject matter. Giving children and students the opportunity to examine issues, problems and also present content from different perspectives or viewpoints is important.

Numeracy

...[N]umeracy is the effective use of mathematics to meet the general demands of life at home, in paid works, and for participation in community and civic life. [Australian Association of Mathematics teachers [AAMT] Inc 1997:39]

Outcomes

Outcome are descriptions of learning destinations – what children and students will demonstrate if they follow the curriculum and the general principles are applied. Outcomes begin with an active verb and identify what student can do, know and understand because of teaching and learning.

Outcomes Based approach

In an outcome based approach, the learning destinations are identified for all children and students, using outcome statements that identify what children and students will demonstrate as they move towards these destinations. How children and students will achieve these outcomes is not described in an outcomes based approach. How children and students reach these destinations is what teaching is all about. Teachers develop teaching programmes to enable children and students to achieve the outcomes; the learning destinations. Pupils may need many opportunities to do this.

Preschool	In Tuvalu, preschool refers to the period of time when children ages 3 – 6 years attend a centre for early childhood education.
Productive citizens	These are citizens able to contribute in positive ways to socialize and economic wellbeing their communities, wherever these may be.
Pupils with disabilities	Some children and students have intellectual, physical, emotional or social difficulties or combinations of these that can affect the quality of their lives and their capacity to participate fully with others. Some children and students need specialist teaching support and attend special schools that are able to meet these pupils' needs. Some pupils with disabilities attend mainstream schools and teachers need to be aware of their special needs so that they have the same opportunity to succeed as other pupils.
Qualitative processes for monitoring	
	These are processes used to collect data that are difficult to represent as a statistic or number, such as written descriptions using open questionnaires, or transcripts of recordings of interviews and discussions.
Reliability	This is a measure of the trustworthiness and dependability of data collected about students' performance using assessment strategies. An examination or test must assess what it says it is assessing if it is to provide reliable data. If an examination or test is given again to other students under the same condition similar results will be obtained it is reliable. Similarly, qualitative methods of assessment such as observation schedules or portfolios must provide reliable information. One way of improving reliability of qualitative methods is to make the assessment criteria explicit to the person making the assessment.
Student or child-centered	
	A child-centered approach to curriculum, teaching and learning emphasizes the development of children and students' to be independent learners. Knowing what children and students want to achieve the teacher can support them to reach the learning destinations. The teacher promotes diverse thinking by focusing on the children's needs, encouraging them to use the knowledge, skills and processes identified in the Paramount Learning Outcomes. In a teacher-centred curriculum, the teacher emphasizes the acquisition of knowledge; knowledge is passed from teacher to pupil. In this situation, teachers are in control of the learning proves. Neither approach is appropriate to be used all of the time. While the Tuvalu curriculum identifies key concepts and attitudes it also encourages teachers to use student and child centred approaches in line with the general principles identified in the TNCPF.
Syllabus	A document that describes a course of study in a particular subject for a particular class or form. The syllabuses for Classes 1 to Form 7 identify the Key Learning Outcome, the Strand outcomes, sometimes Sub strand outcomes, and content outcomes are described as concepts and skills, attitudes.
Transfer of learning	A documentation that describes a course of study in a particular subject for a particular class or form. They syllabuses for Classes 1 to Form 7 identify the Key

Learning Outcome, the Strand outcomes, sometime Sub strand outcomes, and content outcomes are described as concepts and skills, attitudes.

Validity

Validity is a judgment or measure of how well an assessment assesses what it claims to assess. To be valid an assessment should be derived from aspects of the curriculum that the students' have studied and the purpose of the assessment should be clear and made explicit to the students. All assessments should be valid.

Vernacular language

This is the language spoken by and that belongs to particular cultural groups in a country. For instance, in Tuvalu, Tuvaluan is the vernacular language spoken by indigenous Tuvaluans. Another term used 'mother tongue' which is the language spoken by a person's mother at birth. A mother tongue is commonly also a person's vernacular language.

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