

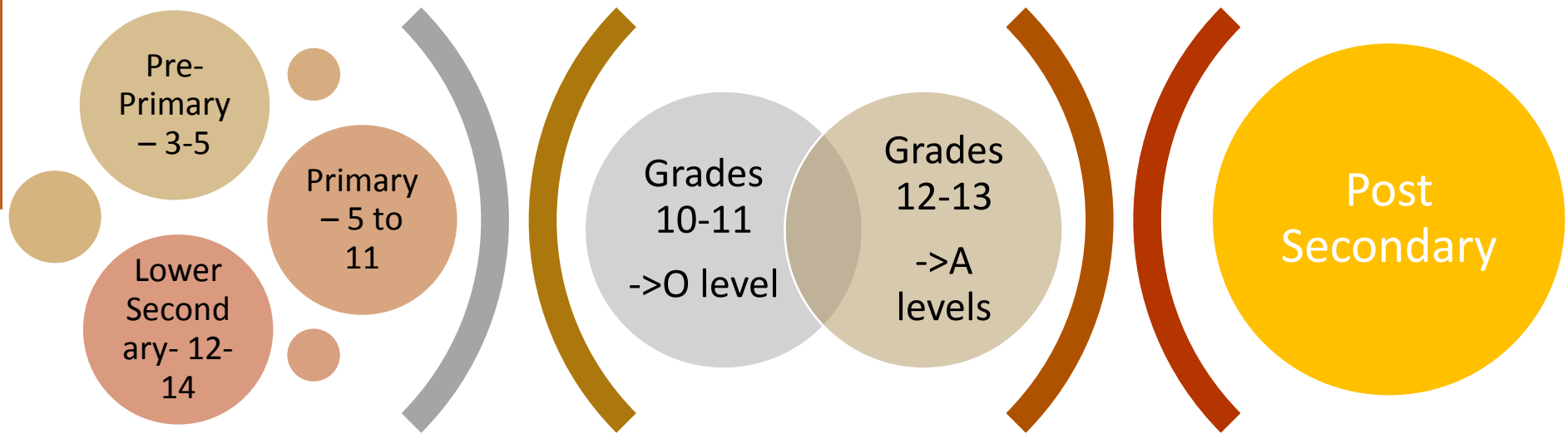
National Curriculum Framework

Nine-Year Continuous Basic Education
Grades 7, 8 & 9

REPUBLIC OF MAURITIUS

What, Why and How?

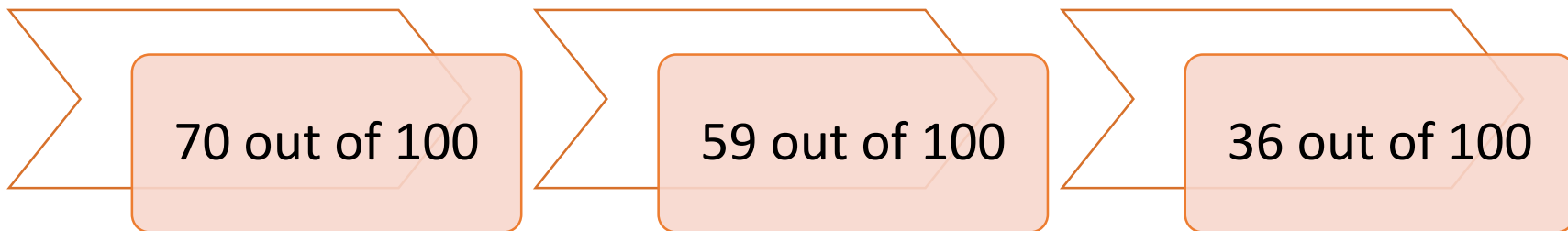
The present situation



Basic Education

Higher Secondary

Tertiary Education



Output
<ul style="list-style-type: none"> • Repeaters • No NQ Level 1

Output
<ul style="list-style-type: none"> • Quality output required for access to tertiary education

Labour Market Readiness
<ul style="list-style-type: none"> • Unemployed Graduates • Underemployment

Corrective measures required

Developed countries: 76 out of 100

Middle Income countries: 33 out of 100

Source: WB/2015

International Context and obligations

NCF is grounded on **UNESCO's Sustainable Development Goal Four (SDG-4)** that seeks to

*“ensure **inclusive** and **equitable** quality education and promote lifelong learning opportunities for **all**”*

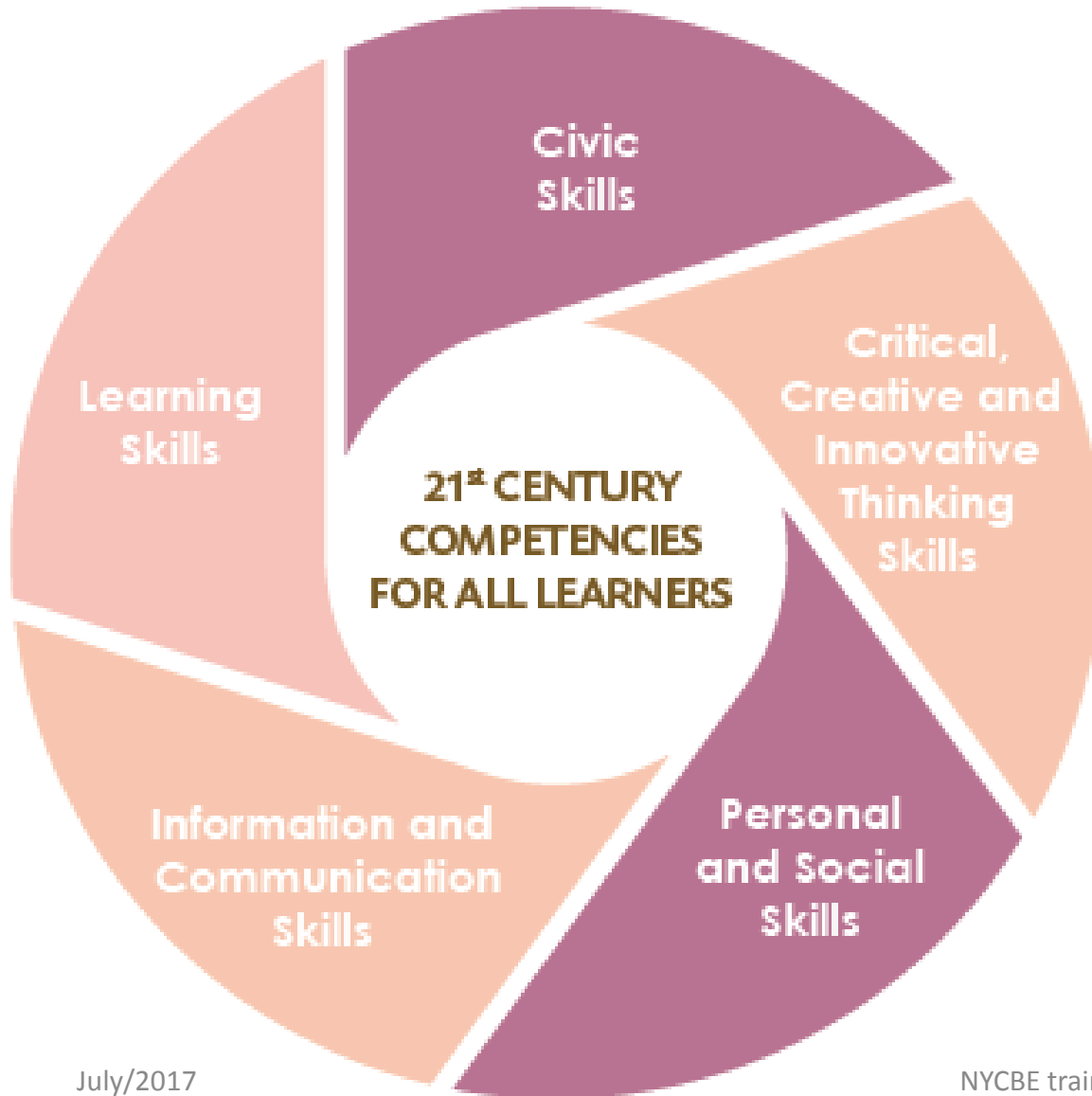
What is the developed world aiming at?

The 21st C Learner is . . .



Can Mauritius afford to Lag Behind?

21st Century Competencies for all Learners



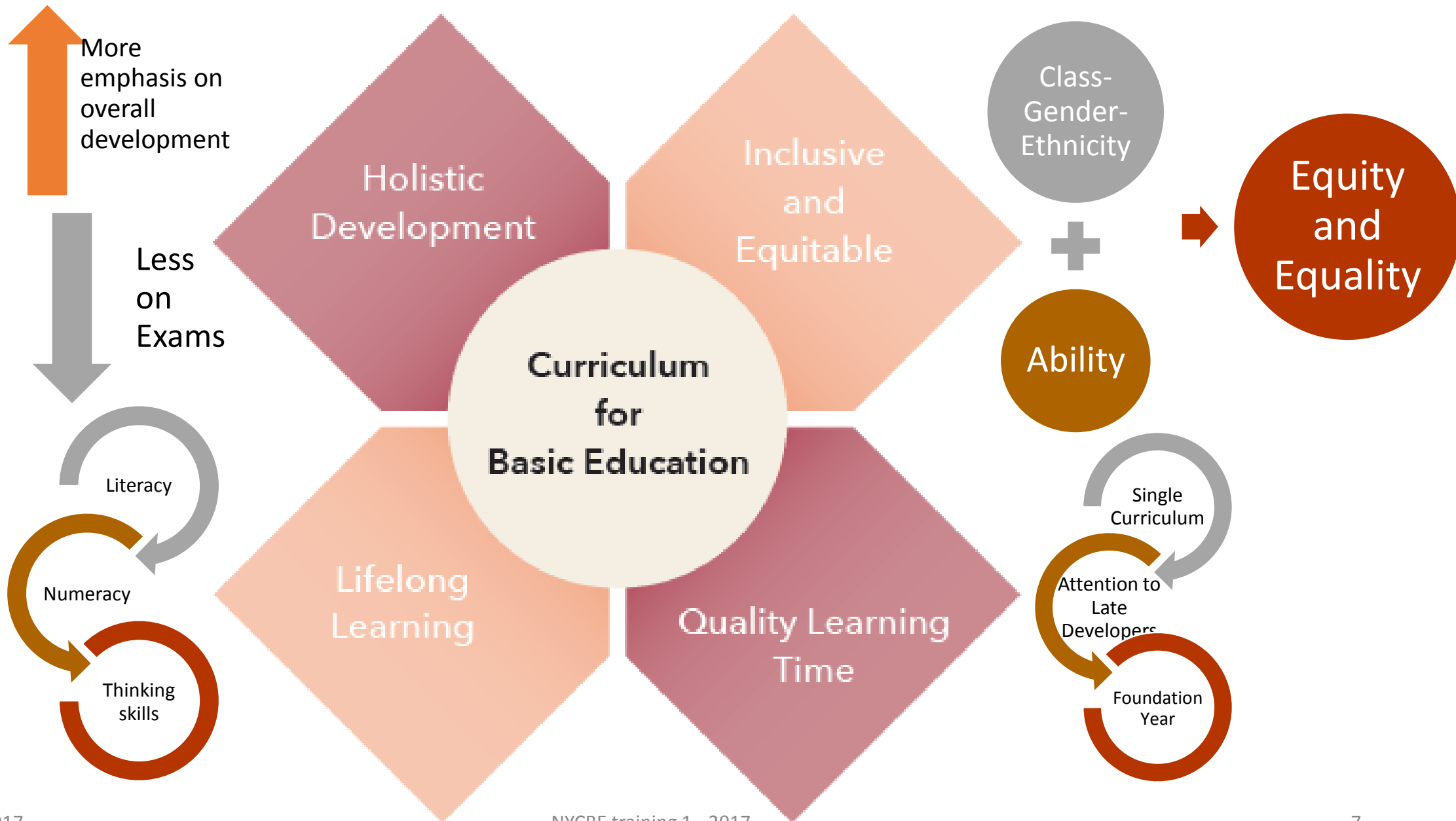
The competencies that informs the curriculum worldwide

Every child deserves to be equipped for the 21st Century living

The Reform: Nine Year Continuous Basic Education -NYCBE



- 1. Curricular Change**
- 2. Innovative Pedagogies**
- 3. Assessment**
- 4. Continuous Professional Development**
5. Learning Environment
6. System Governance and Accountability



NEW EDUCATION STRUCTURE AND LEARNING PATHWAYS

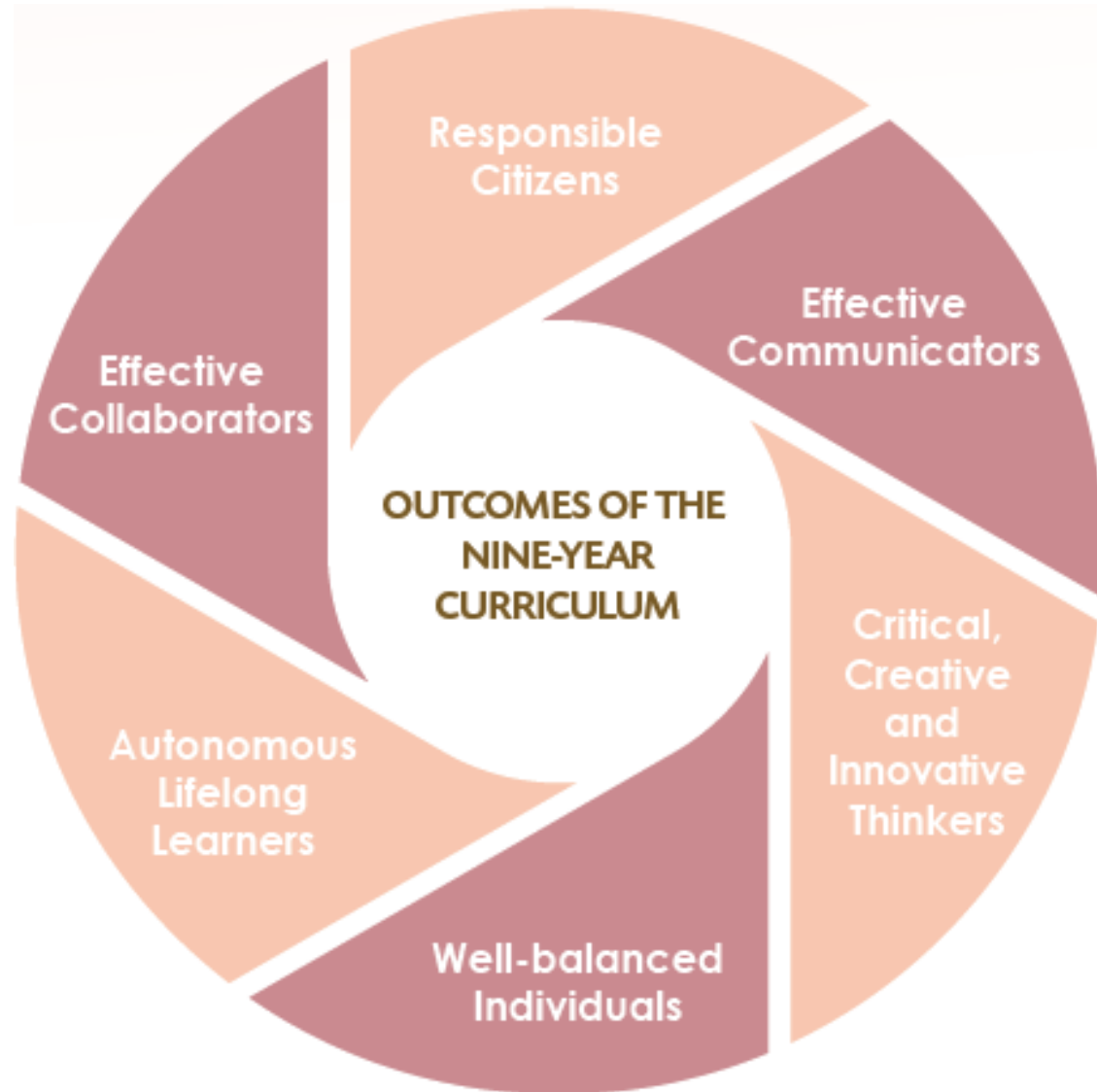
New Education Structure

	Level of Education	Duration	Age Group
1	Early Childhood Care and Education	2 years	3-5 years
2	Basic Education	9 years	5-14 years
3	Post Basic Education / Upper Secondary	4 years	14-18 years
4	Post Secondary / Higher Education	at least two years	above 18 years



	Grade	Level of Education	Setting
1	Grades 1-6	Basic Education (Primary)	Primary schools
2	Grades 7-9	Basic Education (lower Secondary)	Secondary Schools
3	Grades 10-11	Upper Secondary	Secondary Schools/Academies
4	Grades 12-13	Upper Secondary	Secondary Schools/Academies
5	Post Secondary	Diplomas/ Degrees	Polytechnics/ Tertiary Institutions

Desired Outcomes of the NYCBE



A **seamless** and progressive continuation of the curriculum for Grades 1-9.

A body of **knowledge** to be engaged with at Grades 7, 8 and 9.

Development of appropriate **skills, attitudes** and **values** by all students.

Learning Principles that inform the Curriculum

Knowledge is constructed in collaboration with others.

Importance of **cooperation**.. To be encouraged through a **collaborative pedagogy**

Learning is progressively complex and sophisticated.

Need to **push all learners** to greater heights- Vygotsky idea of **scaffolding**

Learning is multi-dimensional and meets the needs of a variety of intelligences.

No one-size-fits all teaching and assessment

Learning is enhanced by the use of technology.

Intelligent use of technology- from social networking to learning with Technology

Assessment informs and transforms learning.

Assessment is in-built- diverse forms- as, for and of learning... **beware of teaching to test.**

STAGES OF THE NINE-YEAR CURRICULUM

CURRICULUM STAGES				
	AGE	YEAR	STAGES	CURRICULA
Compulsory Education	15 - 16	Additional Years	Orientation Stage	<i>Lower Secondary Curriculum</i>
	12 - 14+	Grade 9		
		Grade 8		
		Grade 7		
	5+ – 11+	Grade 6	Consolidation Stage	<i>Primary Curriculum</i>
		Grade 5		
Grade 4				
Grade 3		Foundation Stage		
Grade 2				
Grade 1				

A Nine-Year Continuous and Holistic Curriculum

Curriculum Pedagogy & Early Support

3-Year Curriculum

Innovative Pedagogies

Remedial Teaching

Other Learning Support such as counselling
Special Needs Assessment and appropriate
Adaptation and accommodation

Differentiated 4-year Curriculum

Differentiated Content, pedagogy and assessment

Remedial Teaching

Other Learning Support such as counselling
Special Needs Assessment and appropriate
Adaptation and accommodation

Key Stage 3
Assessment at the
end of Grade 6

Mobility

Regular - 3
Year Cycle

Extended 4 -
year Cycle

PSAC

Note:
Holistic
Education
prior to
PSAC with
specialist
teachers

Support
and
remedial
teaching

Learning Areas and Subject Disciplines

2.8.1 Learning Areas

The Learning Areas in Grades 7-9 are:

- Languages
- Mathematics
- Science
- Technology
- Social and Modern Studies
- Business and Entrepreneurship Education
- Physical Education
- The Arts
- Life Skills and Values

Subjects in Grades 7, 8 & 9

Core Subjects

- English
- French
- Mathematics
- Science
- Social and Modern Studies (SMS)
- Business and Entrepreneurship Education (BEE)
- Technology Studies (TS) (Design and Technology & Food and Textile Studies)
- Information and Communications Technology (ICT)
- Art and Design

Optional Core Subjects

- Kreol Morisien
- Asian Languages (Hindi, Marathi, Mo)
- Other language
- Arabic

Non-Core Subjects

- Performing Arts
- Physical Education
- Life Skills and Values

Based on Continuous
assessment14

New – Improved areas - contents

Language – includes Literature and communication Skills

Emphasis on all the 4 skills:

- Reading
- Writing
- Listening
- Speaking

Social and Modern Studies (SMS) drawn from History, Geography and Sociology.

Extension of what has been learnt in Grades 4 to 6,

up-to-date knowledge and thinking through the lenses of the three social sciences.

Business and Entrepreneurship Education (BEE)

To develop an entrepreneurial thinking and attitude in all our students from an early age.

Incorporation of Economics and Accounts

Technology Studies (TS)

Do away with the gender bias

Both boys and girls should benefit from the same core knowledge base

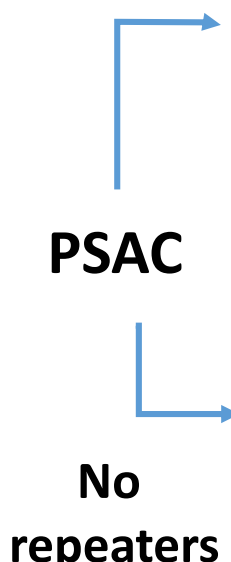
Access more opportunities and choices for the post-nine-year schooling.

National Assessment and Evaluation Framework

Assessment Framework

Stage	Assessment	Stage	Purpose
Foundation Stage	Primary School Readiness	Beginning of Grade 1	Transition from Pre-Primary to Primary
	Diagnostic Assessment	Beginning of Grade 3	Identify Learning deficits of pupils after two years of primary schooling
Stage	Assessment	Stage	Purpose
Consolidation Stage	Primary School Achievement Certificate	End of Grade 6	Assess pupil achievement at the end of primary education progression to Grade 7
Orientation Stage	National Certificate of Education	End of Grade 9	Assess student achievement at the end of basic education promotion to Grade 10
Stage	Assessment	Stage	Purpose
Post Nine Year	SC/O-level General Certificate SC/O-level Technical Certificate National Vocational Qualification	End of Grade 11	Move on to HSC Enter into Polytechnics for the technical diplomas Enter the labour market
Stage	Assessment	Stage	Purpose
Post Nine-Year	A-Level/ Higher School Certificate/ HSC Professional	End of Grade 13	Tertiary Education Institutions Polytechnics Enter the Labour market

Lower Secondary – 2017-2022

2017 (Age 11+)		2018 (Age 12+)		2019 (Age 13+)		2020 (Age 14+)		2021 (Age 15+)	
 <p>PSAC</p> <p>No repeaters</p>	Regular 3 Year Cycle	G7		G8		G9		May Repeat Grade 9	
	Extended 4 Year Cycle	G7 Foundation year		G7-8 Adapted		G8-9 Adapted		G9 Adapted	May Repeat Grade 9

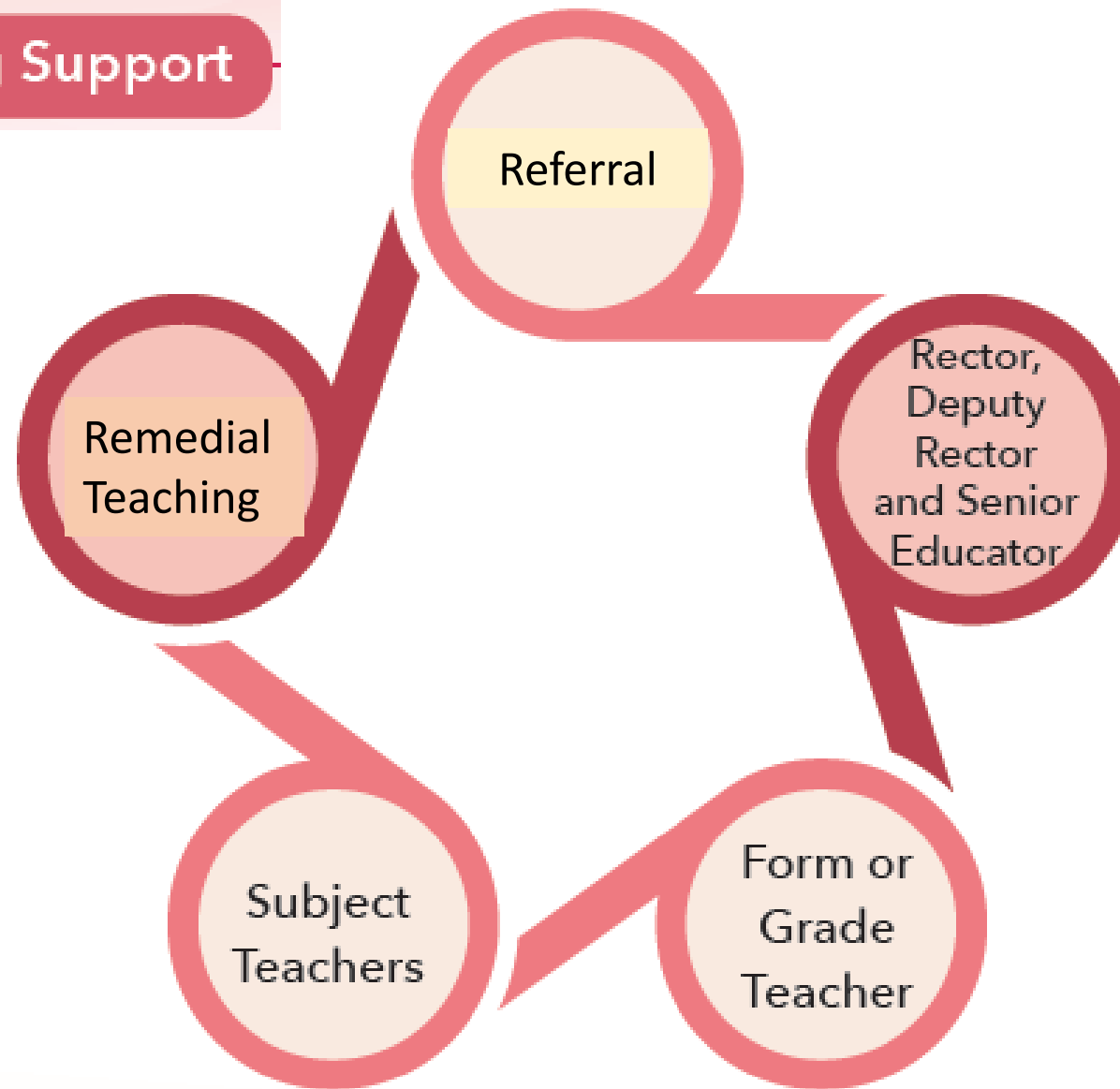
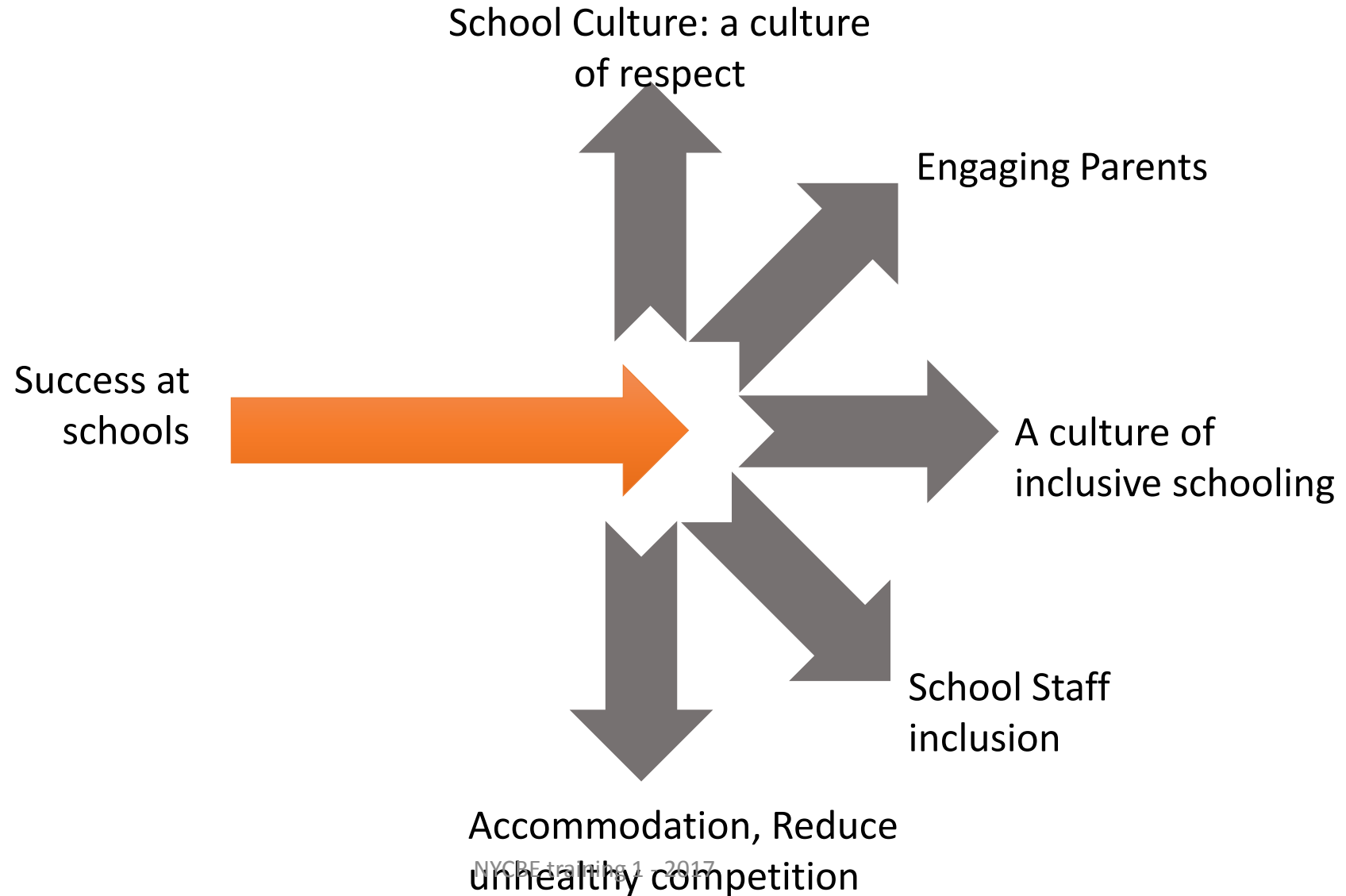


Fig. 4.4: Learning Support Team

Home and School Nexus





July2017