National Curriculum Framework

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

What, Why and How?

REPUBLIC OF MAURITIUS
The present situation

Basic Education
- Grades 10-11
  - Post Primary – 3-5
  - Primary – 5 to 11
  - Lower Secondary- 12-14

Higher Secondary
- Grades 12-13
  - Improved grades

Tertiary Education
- Grades 12-13
  - A levels

Developed countries: 76 out of 100

Middle Income countries: 33 out of 100

Output
- Repeaters
- No NQ Level 1

Quality output required for access to tertiary education

Labour Market Readiness
- Unemployed Graduates
- Underemployment

Corrective measures required

Source: WB-2015
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?

Can Mauritius afford to Lag Behind?

July 2017

NYCBE training 1 - 2017
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
Class - Gender - Ethnicity

Holistic Development

Inclusive and Equitable

Ability

Equity and Equality

Literacy

Numeracy

Thinking skills

Single Curriculum

Attention to Late Developers

Foundation Year

More emphasis on overall development

Less on Exams

Curriculum for Basic Education

Lifelong Learning

Quality Learning Time

Holistic Development

Inclusive and Equitable

Ability

Equity and Equality

Literacy

Numeracy

Thinking skills

Single Curriculum

Attention to Late Developers

Foundation Year

July/2017

NYCBE training 1 - 2017
# New Education Structure and Learning Pathways

## New Education Structure

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Duration</th>
<th>Age Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Early Childhood Care and Education</td>
<td>2 years</td>
<td>3-5 years</td>
</tr>
<tr>
<td>2 Basic Education</td>
<td>9 years</td>
<td>5-14 years</td>
</tr>
<tr>
<td>3 Post Basic Education / Upper Secondary</td>
<td>4 years</td>
<td>14-18 years</td>
</tr>
<tr>
<td>4 Post Secondary / Higher Education</td>
<td>at least two years</td>
<td>above 18 years</td>
</tr>
</tbody>
</table>

## Grade-Settings

<table>
<thead>
<tr>
<th>Grade</th>
<th>Levl of Education</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grades 1-6 Basic Education (Primary)</td>
<td>Primary schools</td>
</tr>
<tr>
<td>2</td>
<td>Grades 7-9 Basic Education (lower Secondary)</td>
<td>Secondary Schools</td>
</tr>
<tr>
<td>3</td>
<td>Grades 10-11 Upper Secondary</td>
<td>Secondary Schools/Academies</td>
</tr>
<tr>
<td>4</td>
<td>Grades 12-13 Upper Secondary</td>
<td>Secondary Schools/Academies</td>
</tr>
<tr>
<td>5</td>
<td>Post Secondary Diplomas/ Degrees</td>
<td>Polytechnics/ Tertiary Institutions</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Age</th>
<th>Year</th>
<th>Stages</th>
<th>Curricula</th>
</tr>
</thead>
<tbody>
<tr>
<td>5+ - 11+</td>
<td>Grade 1</td>
<td>Foundation Stage</td>
<td>A Nine-Year Continuous and Holistic Curriculum</td>
</tr>
<tr>
<td></td>
<td>Grade 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 - 14+</td>
<td>Grade 7</td>
<td></td>
<td>Lower Secondary Curriculum</td>
</tr>
<tr>
<td></td>
<td>Grade 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade 9</td>
<td>Orientation Stage</td>
<td></td>
</tr>
<tr>
<td>15 - 16</td>
<td>Additional Years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Stage 3 Assessment at the end of Grade 6

PSAC

Note: Holistic Education prior to PSAC with specialist teachers
Support and remedial teaching

Regular - 3 Year Cycle

Mobility

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

Extended 4-year Cycle

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
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 assessment
### New – Improved areas - contents

<table>
<thead>
<tr>
<th>Language – includes Literature and communication Skills</th>
<th>Social and Modern Studies (SMS) drawn from History, Geography and Sociology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on all the 4 skills:</td>
<td>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.</td>
</tr>
<tr>
<td>✔ Reading</td>
<td>Business and Entrepreneurship Education (BEE)</td>
</tr>
<tr>
<td>✔ Writing</td>
<td>To develop an entrepreneurial thinking and attitude in all our students from an early age.</td>
</tr>
<tr>
<td>✔ Listening</td>
<td>Incorporation of Economics and Accounts</td>
</tr>
<tr>
<td>✔ Speaking</td>
<td>Technology Studies (TS)</td>
</tr>
<tr>
<td></td>
<td>Do away with the gender bias</td>
</tr>
<tr>
<td></td>
<td>Both boys and girls should benefit from the same core knowledge base</td>
</tr>
<tr>
<td></td>
<td>Access more opportunities and choices for the post-nine-year schooling.</td>
</tr>
</tbody>
</table>
## Assessment Framework

<table>
<thead>
<tr>
<th>Stage</th>
<th>Assessment</th>
<th>Stage</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td><strong>Stage</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Stage</strong></td>
</tr>
<tr>
<td>Stage</td>
<td></td>
<td><strong>Beginning</strong></td>
<td><strong>of Grade</strong></td>
</tr>
<tr>
<td><strong>Consolidation</strong></td>
<td><strong>Stage</strong></td>
<td><strong>End of Grade</strong></td>
<td><strong>Stage</strong></td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td><strong>Stage</strong></td>
<td><strong>End of Grade</strong></td>
<td><strong>Stage</strong></td>
</tr>
<tr>
<td><strong>Post Nine</strong></td>
<td><strong>Year</strong></td>
<td><strong>End of Grade</strong></td>
<td><strong>Stage</strong></td>
</tr>
<tr>
<td><strong>Post Nine</strong></td>
<td><strong>Year</strong></td>
<td><strong>End of Grade</strong></td>
<td><strong>Stage</strong></td>
</tr>
</tbody>
</table>

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### National Assessment and Evaluation Framework

### July 2017-2017 NYCBE training 1
<table>
<thead>
<tr>
<th>Year</th>
<th>Cycle Type</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
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<tbody>
<tr>
<td>2017</td>
<td>Regular 3 Year</td>
<td>G7</td>
<td>G8</td>
<td>G9</td>
<td>May Repeat</td>
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<tr>
<td>(Age 11+)</td>
<td>Cycle</td>
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<td>Grade 9</td>
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<tr>
<td></td>
<td>PSAC</td>
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<td>No</td>
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<tr>
<td></td>
<td>repeaters</td>
<td></td>
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<tr>
<td>2018</td>
<td>Extended 4 Year</td>
<td>G7-8</td>
<td>G8-9</td>
<td>G9</td>
<td>May Repeat</td>
</tr>
<tr>
<td>(Age 12+)</td>
<td>Foundation year</td>
<td></td>
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<td>Grade 9</td>
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<tr>
<td>2019</td>
<td></td>
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<td>(Age 13+)</td>
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<tr>
<td>2020</td>
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<tr>
<td>(Age 14+)</td>
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<tr>
<td>2021</td>
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<tr>
<td>(Age 15+)</td>
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</tbody>
</table>
Fig. 4.4: Learning Support Team

- Referral
- Remedial Teaching
- Rector, Deputy Rector, and Senior Educator
- Subject Teachers
- Form or Grade Teacher

Early Learning Support
Home and School Nexus

School Culture: a culture of respect

Engaging Parents

A culture of inclusive schooling

School Staff inclusion

Accommodation, Reduce unhealthy competition

Success at schools
Thank You!

July 2017