



Ministry of Education and Human  
Resources Development

Policy Statement and Guidelines for the  
Development and Implementation of the  
National Curriculum in Solomon Islands

November, 2011

## Foreword

This National Policy Statement and Guidelines is for the Development and Implementation of the National Curriculum in all registered schools and TVET Centres in Solomon Islands. The work contributed by the Staff of the Ministry, members of the Technical Working Group and Development Partners is acknowledged for the development of this policy document.

This Policy Statement supports the learning and achievement of outcomes and focuses on student or learner-centred learning. It aims to improve quality development and production of curriculum materials, storage, distribution and management of educational resources and quality delivery of the approved National Curriculum. The reviews in 2009 of the NEAP, 2007-2009 and the Sector Wide Approach, 2004-2009 have identified the need for the development of a comprehensive curriculum that is responsive to the learning needs of all Solomon Islanders. This is an important goal in the Solomon Islands National Education Action Plan (NEAP), 2010-2012.

This Policy statement supports the goals of Education For All (EFA) and embraces holistic human development. It also emphasises the importance of having quality teaching and learning resources to support learners acquire essential knowledge, skills, attitudes and values, and their application. This will help learners become competent, productive and responsible citizens of Solomon Islands.

The development and implementation of a national curriculum policy is a national responsibility and this policy provides the foundation for curriculum development and implementation throughout the nation. It is important that all policy makers and education stakeholders support the implementation of this National Curriculum Policy.



Honourable Rueben Dick Inoana Ha'amori  
Honourable Minister of Education, 2011  
Ministry of Education & Human Resources Development

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## Abbreviations

<b>Initials</b>	<b>Explanation</b>
<i>ARTTLe</i>	Assessment Resource Tools for Teaching Learning
<i>CDD</i>	Curriculum Development Division
<i>DEFL</i>	Distance Education Flexible Learning
<i>EAs</i>	Education Authorities
<i>ECE</i>	Early Childhood Education
<i>ECS</i>	Early Childhood Schools
<i>EGR(N)A</i>	Early Grade Reading (or Numeracy) Assessment
<i>ERU</i>	Education Resource Unit
<i>ESP</i>	Education Strategic Plan
<i>ID</i>	Inspectorate Division
<i>MDG</i>	Millennium Development Goals
<i>NCS</i>	National Curriculum Statement
<i>NEAP</i>	National Education Action Plan
<i>NEB</i>	National Education Board
<i>NESU</i>	National Examination and Standards Unit
<i>NGO</i>	Non – Government Organisations
<i>OBE</i>	Outcomes-Based Education
<i>PAU</i>	Pacific Adventist University
<i>RTC</i>	Rural Training Centre
<i>SICHE</i>	Solomon Islands College of Higher Education
<i>SISTA</i>	Solomon Islands Standardised Tests of Achievement
<i>SOE</i>	School of Education
<i>SPBEA</i>	South Pacific Board for Educational Assessment
<i>TSD</i>	Teaching Service Division
<i>TTDD</i>	Teacher Training and Development Division
<i>TVET</i>	Technical, Vocational Education and Training
<i>UNESCO</i>	United Nations Educational Scientific and Cultural Organisation
<i>UNIGOR</i>	University of Goroka
<i>UNITECH</i>	University of Technology, Lae, Papua New Guinea
<i>UPNG</i>	University of Papua New Guinea
<i>USP</i>	University of the South Pacific
<i>VTC</i>	Vocational Training Centre

## Glossary

<b>Terms</b>	<b>Definitions</b>
<i>Achievement levels</i>	Particular levels in the development of a learner towards a learning outcome; where the top level is the expected learning outcome.
<i>Achievement Awards</i>	An award given to the learner at the end of an assessment period in recognition of the learners achievement
<i>Assessment</i>	Judging and evaluating the learning outcomes that a learner has achieved.
<i>Attitude</i>	Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.
<i>Curriculum</i>	All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learner takes part in. The formal part of the curriculum is control by Ministry but schools have freedom to determine other activities.
<i>Curriculum Standards</i>	Established and agreed requirements of the national school curriculum. It consists of knowledge, understanding, skills and attitudes/values which the learner is expected to have achieved at the end of the program.
<i>Early Childhood Education</i>	A term that refers to a variety of programmes (e.g. nursery, Playschool, kindergarten, day care and preparatory class etc.) that provide educational, social, emotional, moral and physical support for children between birth and 6 years of age.
<i>Early Childhood School</i>	An institution that provides early childhood education programmes.
<i>Goals</i>	General aims or Intensions for developing the policy
<i>Key Learning Outcomes</i>	The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Outcomes.
<i>Learner</i>	A person who is in the process of learning something, in our case in a school situation. In the outcomes-based education, Learner is used rather than Student or Students.
<i>Learner – centred</i>	An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.
<i>Learning</i>	The process of finding, exchanging or being given information which leads to changes in, or an increase in, our knowledge, abilities, attitudes and to strengthen important values.
<i>Learning material</i>	The core textbooks or other written material that presents the sequenced content for an entire course of study at a given Year level, at a conceptual level appropriate for the learners.

<i>Learning outcome</i>	A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values expected to have developed as a result of a learning process.
<i>Literacy</i>	The ability to read and write and be able to understand and use the information read.
<i>Ministry</i>	Ministry of Education and Human Resources Development
<i>Numeracy</i>	A proficiency which involves confidence in and competence with numbers and measures.
<i>Objectives</i>	Specific aims or intentions for developing the policy
<i>Policy</i>	A document that sets the direction for the development and implementation of the National Curriculum in Solomon Islands
<i>Rationale</i>	Underpinning principles, philosophies and reasons for developing the Policy
<i>School</i>	An institution that is registered with MEHRD to provide education following the rules and regulations that govern the Solomon Islands Education System. This includes Early Childhood, Primary and Secondary school.
<i>School based assessment</i>	Assessment by the teachers within the school rather than by National Examinations, although school based assessment may be included as a component of a National Examination.
<i>Specific Learning Outcome</i>	A statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome. These are specific statements and are measurable, observable and practical.
<i>Syllabus</i>	A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, as well as other guidance for teachers.
<i>Teaching materials</i>	Range of teaching materials utilised by teachers to assist with the process of facilitating learning
<i>TVET Centre</i>	An institution that is registered under the MEHRD with the purpose to providing education or giving instructions for people attending Technical Vocational Education and Training in Solomon Islands. This includes Rural and Vocational Training Centres and Community Learning Centres
<i>Value</i>	Moral standard of behaviour; principles which govern a person's actions
<i>Vision</i>	The overarching vision of the Education policy in Solomon Islands
<i>Year level</i>	A specific grade level that a learner has to complete in any academic year. The year level will replace the use of standards in Primary schools and forms in Secondary schools. For instance, Standard One will be replaced by Year One and Form one will be replaced by Year Seven.

## **1. Definition**

This document is called the “Policy Statement and Guidelines for the Development and Implementation of the National Curriculum in Solomon Islands”. The document shall be the governing instrument for curriculum development, approval, management, implementation, monitoring, assessment, evaluation and review in all registered schools up to year 12 and TVET Centres in Solomon Islands.

## **2. Authority**

The Authority of the Policy Statement and Guidelines for the Development and Implementation of the National Curriculum in Solomon Islands is derived from laws, rules and regulations including the following:

2.1 The Education Act 1978, clause 23;

2.2 Education Sector Investment Reform, 2004;

2.3 The National Education Action Plan, 2004 – 2006, 2007 – 2009 & 2010 – 2012;

2.4 The National Education Strategic Framework, 2007 – 2015,

This policy can be read in conjunction with other relevant policy documents and papers, presented in Annex 1.

## **3. Application**

The Policy Statement and Guidelines for the Development and Implementation of the National Curriculum in Solomon Islands applies to:

3.1 All registered Education Authorities (EAs);

3.2 All registered Education Institutions (Early Childhood, Primary and Secondary Schools and TVET Centres) within the Solomon Islands;

3.3 All teachers/instructors under the establishment of the Ministry.

## **4. Rationale**

The rationale for developing the Policy Statement and Guidelines for the Development and Implementation of the National Curriculum in Solomon Islands is to:

- 4.1 Shift towards an outcome - based approach to education. The paradigm shift is from an objective – based curriculum to an outcome – based curriculum.
- 4.2 Develop a comprehensive curriculum for all learners to acquire relevant knowledge, skills, attitudes and values. This will be facilitated through learning and achievement of outcomes through a learner centred approach;
- 4.3 Use a system that encourages continuous assessment for improving both learning and teaching processes in all registered schools and TVET Centres. This will include the use of an effective recording, monitoring and reporting system. Assessment results will be reported using achievement levels and awards;
- 4.4 Promote a holistic and integrated human development approach facilitated through team work and partnership between the Ministry, EAs, Schools, Parents and other key stakeholders.

## **5. Purpose**

The purpose of this Policy Statement and Guidelines for the development and implementation of the National Curriculum in Solomon Islands is to:

- 5.1 Inform all stakeholders about the Policy Statement and Guidelines and the guiding principles underpinning curriculum development in Solomon Islands;
- 5.2 Provide strategic direction for the development and implementation of the approved National Curriculum in Solomon Islands;
- 5.3 Achieve effective and efficient planning, development, approval, management, implementation, capacity building and training, monitoring, assessment, evaluation and review of the National Curriculum for schools in Solomon Islands;
- 5.4 Attain the “Education For All” goals on the relevance, effectiveness and quality of learning and teaching and other Millennium Development Goals (MDGs);
- 5.5 Explain the organisation, management, implementation, monitoring, review and evaluation of the National Curriculum in all registered schools and TVET Centres.

## **6. Vision and Goals**

### **6.1. Vision**

Our vision is that all learners develop as individuals who possess knowledge, skills and attitudes required to build a united and progressive society in which all can live in harmony with fair and equitable opportunities for a better life. We envision an education and training system responsive to its learners and efficiently managed by its stakeholders and beneficiaries. We wish to deliver quality education for all in Solomon Islands (adapted from NEAP 2007-2009 and 2010 – 2012).

### **6.2 Goals**

Consistent with the NEAP, 2007 – 2009 and 2010 – 2012 and the Strategic Framework, 2007 – 2015, the goals of this Policy Statement and Guidelines for the Development and Implementation of the National Curriculum in Solomon Islands are to ensure that:

- 6.2.1 All school aged children (ages 3 – 18) in the Solomon Islands have equitable access to quality curriculum;
- 6.2.2 Quality of curriculum development, approval, management, implementation, monitoring, assessment, evaluation and review are improved and enhanced;
- 6.2.3 Management of the National Curriculum by all concerned is effective, efficient and transparent.

## **7 Objectives**

### **7.1 General**

- 7.1.1 To develop a National Curriculum that introduce all learners to basic information, knowledge and skills necessary for a living, regardless of gender, age, geographical location, ethnicity, language and physical disability;
- 7.1.2. To develop and implement a National Curriculum that will enable all learners to realise their potentials, in terms of spiritual, mental and physical growth;
- 7.1.3. To develop a National Curriculum implementation framework that will improve the delivery of learning outcomes and provide evidence about learners' knowledge, understanding, skills, attitudes and values;

- 7.1.4. To develop and implement a relevant National Curriculum system that enables all learners to acquire knowledge, skills, values and attitudes, which will result in the establishment of a firm foundation for life-long learning for the whole person;
- 7.1.5 To develop and implement a National Curriculum that promotes national identity and unity which integrates religious, cultural values and beliefs.

## **7.2 Equitable Access**

- 7.2.1. To ensure that all learners have access to a National Curriculum that is comprehensive, coherent and enables individuals to become active, confident, innovative, critical and creative thinkers;
- 7.2.2 To develop a National Curriculum that recognizes and affirms the identity of individual learners' needs in terms of culture, language, values, beliefs, talents and addresses their learning needs;
- 7.2.3 To ensure that access to continuing quality relevant professional development is available to all teachers/instructors in response to identified needs and potentials.

## **7.3 Quality**

- 7.3.1 To develop a National Curriculum that will empower learners to realise their full potential, learn to achieve to the best of their abilities and to seek personal excellence regardless of their individual circumstances;
- 7.3.2. To ensure that all teachers/instructors adhere to the professional code of conduct and ethical practices as stipulated in the Teaching Service Handbook and other relevant professional standards and requirements;
- 7.3.3. To encourage the development of quality and competent teachers/instructors for all registered schools and TVET Centres and meeting the national teacher education needs in teacher education and training institutions in and outside of Solomon Islands.

## **7.4 Management**

- 7.4.1. To ensure that leadership and management of curriculum planning, design, production, implementation, delivery and assessment are effective, efficient and transparent and are based on partnership with EAs, teachers, School of Education (SOE) of the Solomon Islands College of Higher Education (SICHE), Non – Government Organization (NGOs), Development Partners, Communities and the Ministry;
- 7.4.2. To ensure that the development and implementation of the National Curriculum is cost-effective, manageable, realistic and regulated.

## **7.5 Capacity Building**

- 7.5.1. To develop a continuous professional support and training to all stakeholders involved in curriculum development process such as staff from the Ministry, EAs, teacher/instructors trainers from the SOE of SICHE, head teachers, principals, teachers/instructors and chairpersons of School Committees or Boards;
- 7.5.2. To ensure full integration of the approved National Curriculum into pre- and in-service training programmes and in professional development for all teachers/instructors.

## **7.6 Community Involvement**

- 7.6.1. To encourage parents to provide supportive roles in curriculum implementation and evaluation by monitoring their children’s learning progress and utilizing their technical expertise they might have in specific subject areas;
- 7.6.2. To involve the community in creating a holistic quality learning environment in all registered schools, TVET Centres and also at home.

## 8. Priorities

The priorities in the Policy Statement and Guidelines for Curriculum Development and Implementation in Solomon Islands are to:

- 8.1 develop and implement a National Curriculum that integrates the outcomes approach to education, which is aimed at developing knowledge, skills and attitudes needed for continuous learning, life in community, employment and other life experiences;
- 8.2 develop and implement syllabuses and learning and teaching resources of the approved National Curriculum for all subjects in all registered Schools and TVET Centres;
- 8.3 ensure that learning and teaching resources introduced into the education sector are selectively trialled and piloted before formally implemented in all registered schools and TVET Centres in the Solomon Islands;
- 8.4 ensure adequate number and good quality practical tools/equipment are in place for the learning and teaching of practical subjects in Primary and Secondary Schools, and TVET Centres;
- 8.5 ensure continuous capacity building for all Stakeholders including teachers, instructors, EAs, Staff of the Ministry and SOE of SICHE in the National Curriculum to encourage improved learning and to update all stakeholders with the newest development in the National Curriculum;
- 8.6 strengthen link with teacher/instructor training providers inside and outside of Solomon Islands and to incorporate the National Curriculum into its pre - and in - service training programmes;
- 8.7 ensure regular evaluation and revision of the National Curriculum in every ten (10) years time frame.

## **9.0 Guiding Principles**

The National Curriculum in Solomon Islands is based on the following principles:

### **9.1 Literacy and Numeracy**

The National Curriculum shall ensure literacy and numeracy are taught and addressed in all registered Schools and TVET Centres. Literacy and numeracy are two fundamental areas of competence that are required for effective functioning both in life and education. This should be taken into consideration in the allocation of learning hours; development of learning and teaching resources; in-service and pre-service teacher training; assessment approaches and follow up work to improve literacy and numeracy level. All subjects have specific literacy and numeracy needs which must be provided for in the curriculum.

### **9.2 Environmental Education**

The National Curriculum shall ensure Environmental Education is integrated in all registered schools and TVET Centres. Sustaining the natural environment and taking actions to protect and conserve the environment, anticipate and respond positively to the effects of climate change are important. Therefore the National Curriculum shall offer as many opportunities as possible to link to environmental action and emergency preparedness.

### **9.3 Health education**

The National Curriculum shall ensure Health issues such as Human Immunodeficiency Virus (HIV) and sexually transmitted infections (STIs), personal hygiene and other general health are taught in all registered schools and TVET Centres.

### **9.4 Practical and Problem solving skills**

The National Curriculum shall promote an emphasis on the development of practical and problem solving skills and other important life skills useful for all learners when they leave school and TVET Centres. Learners shall be assisted to develop the range of processes and skills that are useful for learning and applying them successfully in their communities.

### **9.5 Inclusive Curriculum**

The National Curriculum shall ensure special education is integrated in all registered schools and TVET centres. The inclusive nature of the curriculum would allow learners with special needs to be able to participate in the normal education system, or that special provision is made for them.

#### 9.6 **Effective learning and teaching**

The National Curriculum shall ensure that teachers apply the basic principle underlying effective learning and teaching in schools and TVET centres. This approach is learning by doing. The learning and teaching processes shall include the integration of indigenous education in our communities.

#### 9.7 **Cultural and Social Values, Traditions and Beliefs**

The National Curriculum shall ensure that teachers/instructors are mindful of diverse cultural sensitive issues, social values and traditional beliefs that are practiced by various societies and communities in Solomon Islands and be conscientiously aware of them.

#### 9.8 **Sensitive and Controversial issues**

The National Curriculum shall ensure that teachers/instructors are neutral in teaching sensitive and controversial issues and must show respect to political, religious and our cultural beliefs.

#### 9.9 **Safety**

The National Curriculum shall ensure that teachers/instructors take reasonable precautions to ensure their safety and that of learners in their care. They are expected to be familiar with curriculum resources and the situations in their learning and teaching processes which may have some risk to their own or their learners' safety.

#### 9.10 **Partnership**

The development and implementation of the Policy statement and Guidelines shall be based on the spirit of partnership and team work amongst all stakeholders.

## 10.0 **Key Learning Outcomes (KLO)**

The National Curriculum shall be developed into syllabuses and, learning and teaching resources and shall make contributions towards academic excellence and the achievement of each of the Key Learning Outcomes described below:

- 10.1 Culture promotion. The National Curriculum shall integrate awareness of the Solomon Islands culture; in particular, the promotion of the concept of 'unity in diversity, the need for equity, gender equality and inclusiveness in our communities and societies;
- 10.2 Lifelong learning. The National Curriculum shall integrate the realisation that learning is a lifelong experience; encouragement of innovation, effective discipline, creativity and a positive view of learning after school;
- 10.3 Ethics and good citizenship. The National Curriculum shall integrate development of positive moral and ethical values, with respect to others, based on personal integrity, leadership and social responsibility, focused on values education, civics and citizenship;
- 10.4 Peace and Reconciliation. The National Curriculum shall integrate development of positive attitudes and values with the mind and heart to create peace, reconciliation and be able to live in harmony in multi-ethnic and diverse communities and societies;
- 10.5 Science and Technology. The National Curriculum shall integrate use of appropriate traditional, modern science and technology to improve community standards of living in our communities and societies;
- 10.6 Entrepreneurship. The National Curriculum shall integrate development of entrepreneurial skills for making a living through initiative and creativity in our communities and societies;
- 10.7 Environment, Conservation and Climate Change. The National Curriculum shall integrate development of positive attitudes and values towards the preservation and conservation and sustainable use of the environment, and adaptation and management of the effects of climate change;
- 10.8 Development of the whole person. The National Curriculum shall integrate personal and professional development of the whole person including social, physical, mental and spiritual life of the individual, environmental and health awareness and good health practices.

## **11.0 Procedures and Guidelines**

### **11.1. Improved Quality of Curriculum development**

- 11.1.1 The planning and designing of the National Curriculum shall be carried out by technically qualified professionals and agencies that can meet the predefined quality procedures/standards. This process will be administered by the Ministry and its key stakeholders. Technical and financial support can be provided by professional individuals, agencies or consultants based on specific national demands and terms of references;
- 11.1.2 The development of syllabuses, learner books, teacher guides and other learning and teaching resources of the approved National Curriculum shall be the responsibility of the Ministry and its key stakeholders;
- 11.1.3 The development and implementation of the National Curriculum shall encourage, promote and prepare learners for life skills and lifelong learning across all subjects in all registered schools and TVET Centres.

### **11.2 Procedures for approving National Curriculum practices**

- 11.2.1 The procedures for the development and approval of the National Curriculum for all registered schools and TVET Centres are as follows:
  - 11.2.1.1 Subject Advisory Committee (SAC). The SAC shall develop syllabuses for the National Curriculum using the approved curriculum framework;
  - 11.2.1.2 Subject Working Groups (SWG). The SWG shall develop learning and teaching resources for the approved syllabuses of the National Curriculum;
  - 11.2.1.3 The Curriculum Coordination and Implementation Committee (CCIC). The CCIC shall provide quality assurance on the syllabuses, learning and teaching resources and other curriculum documents to be used by the learners and teachers/instructors throughout the schools and TVET Centres in Solomon Islands;
  - 11.2.1.4 The National Curriculum Advisory Board (NCAB). The NCAB shall investigate the suitability of any curriculum resources and make recommendations for final endorsement or approval by the National Education Board;
  - 11.2.1.5 The National Education Board (NEB). The NEB is the highest body that has the authority to make the final approval or disapproval of learning and teaching resources recommended for implementation in all registered schools and TVET centres.

### **11.3 Management of the National Curriculum**

- 11.3.1 The Solomon Islands government shall adequately resource the development and implementation of the approved National Curriculum and prioritise quality education for its clients and beneficiaries (see chapter 13, Finance);
- 11.3.2 The Ministry shall establish a strong coordination mechanism for effective management of the National Curriculum developed by CDD and shall be supported by other key stakeholders;
- 11.3.3 Effective development, production, communication and distribution systems must be in place to establish an effective National Curriculum;
- 11.3.4 Clear guidelines for the roles and responsibilities of different Stakeholders, (see Chapter 12, Roles and Responsibilities) is necessary;
- 11.3.5 The monitoring and evaluation of the National Curriculum system, its quality, its regular use and outcomes is the responsibility of the Ministry (see chapter 12);
- 11.3.6 The government shall support with financial and technical assistance for the promotion of the approved National Curriculum and ensure a good number of quality practical tools and equipment are provided to assist the learning and teaching of practical subjects at the Secondary Schools and TVET Centres;
- 11.3.7 There shall be full integration of the approved National Curriculum into pre- and in-service training and professional development for all teachers/instructors in Solomon Islands. Consistent with NEAP (2010-2012), National Framework and Strategic Action Plan, these Professional Development Activities will be provided by other training modalities such as SOE of SICHE, UNIGOR USP, PAU, UPNG, DFL, Summer School, Short Courses and other training providers and supporters such as UNESCO and SPBEA.

### **11.4 Implementation of the National Curriculum**

- 11.4.1 The implementation of the National Curriculum shall involve curriculum delivery, presentation, learning and teaching, assessment and evaluation, monitoring and recording and reporting of learners' performance, progress and achievements;
- 11.4.2 All learning and teaching resources introduced in the education sector must be subjected to piloting, trialling and analysis to ensure quality, appropriateness, familiarity and reliability of the National Curriculum;
- 11.4.3 The allocation of instructional hours to each subject for all registered schools and TVET Centres throughout the school day and year shall be clearly stated in the National Curriculum Statement and each subject syllabus for each sub-strand and will be available to all teachers/instructors;

- 11.4.4 There shall be clear indication of how the National Curriculum should be delivered by the teacher/instructor for each subject in each year;
- 11.4.5 The curriculum shall be clearly stated in the learning and teaching resources available to all teachers/instructors for each subject for each year level and desired learning outcomes.

## **11.5 Monitoring of the National Curriculum**

- 11.5.1. The Ministry shall be responsible for the monitoring of the implementation of the National Curriculum, effective use of learning and teaching resources and the monitoring of the learner's progress and achievements;
- 11.5.2. The monitoring of the National Curriculum is a continuous process which is mostly done by teachers/instructors at the school or institution level, and or by the Ministry, through the CDD and the Inspectorate Division. However, all EAs, teacher/instructor education providers such as the SOE of SICHE, other key stakeholders such as the NGOs, private sector and parents/guardians are also encouraged to participate in this important process;
- 11.5.3 Class observation and specific research are needed to collect authentic data and establish better understanding about learning outcomes and the factors that are determining these outcomes;
- 11.5.4 The monitoring of the quality of learning and teaching in the formal education sector throughout the country shall be part of the Performance Assessment Framework (PAF) of the Ministry.

## **11.6 Assessment of the National Curriculum**

- 11.6.1 Assessing the National Curriculum in various subjects taught in schools and TVET Centres is a continuous planned process of gathering, analyzing and interpreting learner's knowledge, skills and attitude. Formative and Summative assessments shall be conducted in all registered schools and TVET Centres to promote "*assessment for learning*" and "*assessment of learning*". These assessments are conducted continuously for improving both learning and teaching and are administered by individual teachers/instructors in the schools and TVET Centres;
- 11.6.2 Teachers/Instructors shall identify achievement level for each learner and shall offer enrichment support for learners who have achieved the learning outcomes and remedial tasks as intervention strategies for learners who have not achieved the learning outcomes to assist them acquire the curriculum requirement or benchmark;
- 11.6.3 Summative Assessments of National Examinations in Solomon Islands are administered by NESU at the end of each academic year. These assessments are conducted for ranking, grading and selection purposes.

## **11.7 Reporting of the National Curriculum**

- 11.7.1 Assessment results shall be reported using achievement levels and awards. Reporting of learners' achievement and progression will be kept and disseminated to learners in standardized assessment forms and shall be administered by teachers/instructors in all registered schools and TVET Centres;
- 11.7.2 Assessment results of formative and summative assessment shall be reported to parents/guardians and other key stakeholders at the end of each assessment period using the approved reporting instrument;
- 11.7.3 Assessment results of summative assessment administered by NESU shall be reported to parents/guardians, Ministry, EAs and other key stakeholders at the end of each academic year using the approved reporting instrument;
- 11.7.4 The Ministry shall ensure that there is regular reporting about the National Curriculum standards across the country, provinces and EAs. Data will be collected for example from specific assessment tools such as SISTA, EGR (N) A, ARTTLe or Life Skills.

## **11.8 Evaluation of the National Curriculum**

- 11.8.1 Evaluation of the National Curriculum shall be conducted by all stakeholders and shall be done on regular basis. Although, it is usually done at the school or institution level or by the Ministry, EAs, teacher/instructors education providers, NGOs, private sector, parents or guardians and communities are also encouraged to participate;
- 11.8.2 The evaluation of the quality of the learning and teaching in the formal education sector throughout the country will be part of the Performance Assessment Framework (PAF) of the Ministry;
- 11.8.3 The Ministry shall ensure a review after publication of data about the quality of learning and teaching which will improve the delivery of learning outcomes at all levels of education;
- 11.8.4 The Ministry shall use specific indicators to get a better understanding on the quality of learning and teaching processes in the classroom through:
- availability and distribution ratio of learning and teaching resources, tools and equipment and consumables in the schools and TVET Centres;
  - attendance rate of teachers/instructors and learners;
  - achievements of curriculum standards or benchmarks at a particular level;
  - careful analyses of learners' achievement profile and
  - achievement levels and awards of a particular outcome.

11.8.5 Regular inspection of all subject syllabuses and, learning and teaching resources that are used in all registered schools and TVET Centres are very important component to assist the Ministry to establish better understanding on the quality of learning and teaching processes and the relevancy and effectiveness of the National Curriculum.

## **11.9 Development and Implementation of other Curriculum**

11.9.1 Any production, implementation or adaptation of other curriculum resources other than the prescribed and approved National Curriculum of the Solomon Islands, shall be seen as unlawful and may not be taught in all registered schools and TVET centres under the Ministry unless approval is granted by the Honourable Minister of Education in Solomon Islands.

## **11.10 Curriculum Review**

11.10.1 This policy may be subjected to review in order to meet the needs of all learners and beneficiaries of the education system in Solomon Islands. If such review occurs, it shall be carried out by qualified independent individuals and agencies, every 10 years. A mid- term review shall be conducted at the end of the fifth year;

11.10.2 The revision of the National Curriculum shall consider evaluation feedbacks from the Ministry, EAs, Schools, TVET Centres, NGOs, private sector, Parents, Guardians, Communities and other key stakeholders.

## **12. Roles and Responsibilities**

### **12.1. Solomon Islands Government**

12.1.1. The Solomon Islands Government shall recognise the importance of the approved National Curriculum in all registered schools and TVET Centres, and the impact it has on the quality of learning and teaching processes. It shall therefore allocate a relatively high budget share of the recurrent education budget to the National Curriculum;

12.1.2. The development and implementation of the approved National Curriculum in all registered schools and TVET Centres depend on the availability of relevant learning and teaching resources, qualified teachers/instructors, good infrastructures and effective communication and management systems.

## **12.2 Curriculum Development Division (CDD)**

- 12.2.1. To design the National Curriculum and develop subject syllabuses, learner books, teacher/instructor guides and other learning and teaching resources. This includes: curriculum planning, writing, editing and, sample piloting and trialling;
- 12.2.2. To promote, manage, organize, monitor, evaluate and report on the National Curriculum Policy Statement and Guidelines;
- 12.2.3. In partnership with other teacher/instructor training providers to organise, arrange and supervise curriculum in-servicing programmes to teachers/instructors, according to this policy. That means to assist in training on the development, implementation, monitoring, evaluation, reviews and reporting on the National Curriculum Policy Statement and Guidelines;
- 12.2.4. To improve the quality of the National Curriculum, syllabuses, learner books, teacher guides and other learning and teaching resources for each subject;
- 12.2.5. To strengthen link with teacher/instructor training institutions such as SOE of SICHE and other providers inside and outside Solomon Islands;
- 12.2.6. To ensure a detailed and sufficient budget is prepared for effective and successful implementation of this policy;
- 12.2.7. To ensure that partnership is created and maintained between the Ministry and its key stakeholders.

## **12.3 CDD Production unit**

- 12.3.1. To print and reprint learning and teaching resources on the advice of the Director of CDD.

## **12.4 Education Resource Unit (ERU)**

- 12.4.1. To procure, store and distribute learning and teaching resources, tools and equipment to all schools and TVET centres throughout Solomon Islands;
- 12.4.2. To monitor distribution of learning and teaching resources in consultation with CDD;
- 12.4.3. To manage and keep accurate stock and record of all learning and teaching resources, tools and equipment for used in all registered schools and TVET Centres;

- 12.4.4. To assist schools and TVET Centres procure and manage learning and teaching resources, tools and equipment including scientific apparatus.

## **12.5 National Examination and Standards Unit (NESU)**

- 12.5.1 To work in partnership with CDD, Inspectorate, teachers/instructors and schools to advise what is appropriate in terms of schools and national assessments for all subjects in the formal education system in the country;
- 12.5.2. To work in partnership with CDD in developing assessment instruments for achievement of the expected learning outcomes for all subjects in Early Childhood, Primary, Junior and Senior Secondary education and TVET.

## **12.6 Education Sector: ECE, Primary, Secondary and TVET.**

- 12.6.1 To work in partnership with CDD on Curriculum planning and development of learning and teaching resources of the approved National Curriculum;
- 12.6.2 To work in partnership with CDD in the implementation of the approved National Curriculum;
- 12.6.3. To work in partnership with CDD on reviews and evaluation of the National Curriculum.

## **12.7 Inspectorate Division (ID)**

- 12.7.1 The Inspectorate is responsible for monitoring effective delivery and implementation of the National Curriculum. Also to monitor the availability of the learning and teaching resources, equipment and tools and to ensure these resources are used for educational purposes and are stored in a safe and orderly manner in all registered schools and TVET Centres.

## **12.8 Teacher Training and Development Division (TTDD)**

- 12.8.1 To work in partnership with CDD and Inspectorate division to coordinate and organise in-service training programmes for all teachers/instructors and EAs on the approved National Curriculum for all educational actors in the provinces, registered schools and TVET Centres to be fully aware and be competent for implementing the National Curriculum.

## **12.9 Teaching Service Division (TSD)**

- 12.9.1 To work in partnership with CDD to ensure adequate supply of trained teachers/instructors to teach the National Curriculum;
- 12.9.2 To work in partnership with CDD to ensure that the recruitment of teachers/instructors takes into account the subjects and number of hours required and teacher-learner (student) ratio to teach the National Curriculum.

## **12.10 School of Education (SOE), Solomon Islands College of Higher Education (SICHE)**

- 12.10.1 To incorporate the approved National Curriculum into its pre- and in - service training programmes;
- 12.10.2. To work in partnership with the Ministry in the provision of professional and technical expertise and capacity building programmes for curriculum development and training and the delivery of the approved National Curriculum;
- 12.10.3 To work in partnership with the Ministry on the review and evaluation of the National Curriculum.

## **12.11 Other Teacher Education Providers: University of the South Pacific (USP), Pacific Adventist University (PAU) and University of Goroka (UNIGOR)**

- 12.11.1 To work in partnership with the Ministry on teacher/instructor training and development in Solomon Islands;
- 12.11.2 To work in partnership with the Ministry on facilitating in-service training and capacity buildings programmes on effective delivery of the approved National Curriculum;
- 12.11.3 To work in partnership with the Ministry on the review and evaluation of the National Curriculum.

## **12.12 Education Authorities: Provincial, Church & Private.**

- 12.12.1. To work in partnership with the Ministry on the monitoring of the implementation of the National Curriculum and ensure learning and teaching resources, equipment and tools are used for educational purposes and are stored in a safe and orderly manner in all registered schools and TVET Centres;

- 12.12.2. To work in partnership with the Ministry and teacher/instructor training institutions on facilitating in-service training and capacity building programmes on the effective delivery of the approved National Curriculum;
- 12.12.3 To work in partnership with the Ministry on the review and evaluation of the National Curriculum.

### **12.13 School Committee and School Board of Management**

- 12.13.1.To work in partnership with EAs and the Ministry on the monitoring of implementation of the National Curriculum and ensure that learning and teaching resources, equipment and tools are used for educational purposes and are stored in a safe and orderly manner in all registered schools and TVET Centres;
- 12.13.2.To work in partnership with teacher/instructor training institutions and EAs on facilitating and in-service training and capacity building programmes on the delivery of the approved National Curriculum;
- 12.13.3. To work in partnership with the Ministry on the review and evaluation of the National Curriculum.

### **12.14 Parents and Communities**

- 12.14.1 To support the Ministry and EAs in curriculum development and evaluation at the school level and ensure learning and teaching resources, equipment and tools are used for educational purposes and are stored in a safe and orderly manner in all registered schools and TVET Centres;
- 12.14.2 To provide support for learners' learning through mentoring, guidance and counselling;
- 12.14.3.To support the Ministry in curriculum development and implementation in the areas of cultural knowledge and practices;
- 12.14.4 To work in partnership with and the Ministry on the review and evaluation of the National Curriculum.

## **12.15 Development Partners**

- 12.15.1. To work in partnership with the Ministry in providing technical assistance on Curriculum planning and development of the National Curriculum;
- 12.15.2. To work in partnership with the Ministry in the implementation of the approved National Curriculum in all registered schools and TVET Centres;
- 12.15.3 To work in partnership with the Ministry on developing additional learning and teaching resources for all registered schools and TVET Centres;
- 12.15.4 To work in partnership with the Ministry on the review and evaluation of the National Curriculum.

## **12.16 Non Government Organisations (NGOs)**

- 12.16.1 To work in partnership with the Ministry in providing technical assistance on Curriculum planning and development of the National Curriculum;
- 12.16.2 To work in partnership with the Ministry in the implementation of the approved National Curriculum in all registered schools and TVET Centres;
- 12.16.3 To work in partnership with the Ministry on developing additional learning and teaching resources for all registered schools and TVET Centres;
- 12.16.4 To work in partnership with the Ministry on the review and evaluation of the National Curriculum.

## **12.17 Private Sector**

- 12.17.1 To work in partnership with Ministry in providing technical assistance in Curriculum planning and development of the National Curriculum;
- 12.17.2 To work in partnership with the Ministry in the implementation of the approved National Curriculum in all registered schools and TVET Centres;
- 12.17.3 To work in partnership with the Ministry on developing additional learning and teaching resources for all registered schools and TVET Centres;
- 12.17.4 To work in partnership with the Ministry on the review and evaluation of the National Curriculum.

## 13 Finance

- 13.1 Funding should be secured for the development and implementation of the National Curriculum: This involves the development, approval, management, implementation, monitoring, assessment, evaluation and review in all registered schools up to year 12 and TVET Centres;
- 13.2 The Ministry shall develop a detailed and cost-effective plan through its Policy Framework and Strategic Action Plan (See Annex 2);
- 13.3 The Ministry based on the specific work plan (Policy Framework and Strategic Action Plan) shall negotiate specific technical assistance and additional funding with the Development Partners, when the Government is not able to fully fund all implications of this policy.

## Annex 1. Relevant documents

- The Government policy on education as outlined in the *Coalition for National Unity and Rural Advancement, CNURA Policy Framework, 2008-2010*
- The Government policy on education as outlined in the *National Coalition for Reform and Advancement, NCRA Government Policy Framework, 2010*
- The *Education Strategic Framework 2007 – 2015*, June 2007
- The *National Education Action Plan, 2010-2012*, August 2009
- The *Public Expenditure Review Report, 2007-2009*, July 2009
- The *Review of the Sector Wide Approach, 2004-2009*, October 2009
- Ministry of Education and Human Resources Development, *Education for living, approved policy on Technical, Vocational Education and Training*, March 2005
- Ministry of Education and Human Resources Development, *The National Curriculum Statement*, October 2010 (Final draft)
- Ministry of Education and Human Resources Development, *National Early Childhood Education Policy Statement*, 21<sup>st</sup> of April 2008
- Ministry of Education and Human Resources Development, *Policy statement and guidelines for Basic Education in Solomon Islands*, November 2009
- Ministry of Education and Human Resources Development, *Policy statement and guidelines for Tertiary Education in Solomon Islands*, February 2010
- Ministry of Education and Human Resources Development, *Annual Report 2009*
- Ministry of Education and Human Resources Development, *Performance Assessment Framework (PAF), 2007-2009*, December 2010
- Ministry of Education and Human Resources Development, *Policy statement and guidelines for learners' assessment in schools (Final Draft)*, September, 2010.

## Annex 2: Framework and Strategic Action Plan

No.	Policy Objectives	Strategies	Time	Responsible
2.1	To develop and implement a National Curriculum that is outcomes based aimed at developing knowledge, skills and attitudes needed for continuous learning, life in community, employment and other life experiences;	<p>Develop practical curriculum guidelines for ECE teachers</p> <p>Implement National Curriculum Statement (NCS) for all schools &amp; TVET Centres.</p> <p>Review curriculum guidelines for TVET (5 core subjects)</p>	<p>February - July 2011</p> <p>2011</p> <p>Syllabuses, materials/tools for 5 courses by 2011.</p>	<p>Ministry</p> <p>Ministry</p> <p>Ministry &amp; Vangga Teacher College</p>
2.2	To develop and implement outcomes based syllabuses, learner books and teacher guides for subjects in the Primary, Junior Secondary Schools and TVET Centres;	<p>Finalize Outcomes - Based syllabuses for Primary, Junior Secondary and TVET sectors</p> <p>Review and publish Primary School Curriculum resources (3 primary subjects: Science, Social Science, Health Education, and other subjects (Mathematics, English, Christian Education, Creative Arts &amp; Culture and ICT) for year 6, 3 and years 1, and 2.</p> <p>Review and publish Junior Secondary Curriculum resources for major subjects such as English, Maths, Science, Social Studies, Agriculture, Business, Health, Home Economics, Christian Education, Creative Arts &amp; Culture, Physical Education, and Technology.</p>	<p>Completion dates:</p> <p>Year 6 -2011; Year 3 -2012 Year 1 &amp; 2 – 2013;</p> <p>Completion dates:</p> <p>Year 7 – 2011; Year 8 – 2012; Year 9 – 2013.</p>	<p>Ministry</p> <p>Ministry, Pearson Australia &amp; Printlink</p> <p>Ministry, Pearson Australia &amp; Printlink</p>

	To develop outcomes-based syllabuses, learner books and teacher guides for subjects in the Senior Secondary Schools	Develop Outcomes based syllabuses for Senior Secondary Schools	2012-2015	Ministry
		Review and develop teaching and learning resources for Senior secondary schools.	2012 - 2015	Ministry
2.3	To ensure that all teaching and learning resources introduced in the education sector are selectively trialled/piloted before formal implementation in schools & TVET Centres	Develop an instrument in partnership with EAs, and schools for trialling and piloting of the new curriculum resources.	2011- 2015	Ministry & SICHE
2.4	To ensure adequate number and good quality practical tools/equipment are in place for the teaching of practical subjects for Secondary Schools and TVET Centres.	Identify a good number of quality practical tools and equipment, and consumables to aid teaching of practical subjects for the Secondary Schools and TVET Centres.	2011 - 2012	Ministry & Donor Partners
2.5	To strengthen link with teacher trainers (SOE of SICHE and other providers inside and outside of Solomon Islands) to incorporate Outcomes – based approach to education into its pre - and in - service programmes;	Establish continuous dialogue with teacher trainers such SOE of SICHE. Develop and Communicate implementation programme.	2011-2015	Ministry & SICHE
2.6	To ensure continuous capacity building for all Stakeholders about Outcomes - based curriculum to encourage improved learning and to update all stakeholders	Develop in partnership with TTDD and SOE of SICHE, a comprehensive training system (pre-and in-service training) for all Education stakeholders	2011 - 2015	Ministry & SICHE
2.7	To regularly evaluate and to review the National Curriculum in a ten years time frame.	Develop Terms of Reference for audits of school curricula, syllabuses and learning and teaching resources and curriculum process	2011- 2012	Ministry & Donor Partners
		Identify organizations or consultants that could implement external audits of the National Curriculum system	2012 - 2015	Ministry & Donor Partners