**MINISTRY of EDUCATION
YOUTH & INFORMATION**

CURRICULUM FOCUS & GUIDELINES FOR MODIFICATION AND ADAPTATION

TABLE OF CONTENTS

CURRICULUM AND INSTRUCTIONAL FOCUS & GUIDELINES FOR MODIFICATION AND ADAPTATION

INTRODUCTION

The National Education in Emergency Framework indicates as one of its major goal, that students should continue to be provided with the opportunities required for their attainment of learning outcomes. This is necessary, as the vision for students as outlined in the curriculum framework will not change during the time of challenge, given its focus. The need for students' development of 21st century skills has not changed and requires serious attention at this time. Consequently, they are still to be guided and supported to become critical thinkers, life-long learners who are able to "play an active and responsible role as citizens and should value their heritage and culture. They should also be aware of their position as global citizens in an increasingly inter-connected and inter-dependent world." (National Standards Curriculum Framework, 2016).

This document will be used by various stakeholders including school leaders, teachers Xand parents to streamline and simplify their workload while ensuring that all students have access to quality education that is informed by the national curriculum, regardless of the Education in Emergencies (EiE) Model that is adopted. It provides information regarding the required focus of the curriculum for selected subject areas and suggests modifications and adaptations at the school level for reaching all students. The

alignment between curriculum and instruction will be helpful to teachers so that they can make better use of those practices that will help students to be meaningfully engaged, while enjoying the changes made to the teaching approach, scope of content and the environmental conditions for learning. To support efforts to plan for teaching and learning in the current context, the document presents guidelines for ascertaining the curriculum focus for various subject areas and recommendations for effective use of the formal curriculum to support teaching and learning. Specific information may be obtained about the following elements of the curriculum:

- The essential objectives to guide instruction (cognitive and other domains)
- The related content (skills, themes, strands etc.) for the objectives indicated

Suggestions for ensuring alignment and appropriate modification of elements such as learning activities, assessment practices and learning resources are also included. It is expected that at the school level, modifications and adaptation strategies will be used to ensure that the EiE Model that is adopted is adequately catering for all students. Based on the diverse and dynamic nature of school contexts, modification of elements of the curriculum must be relevant to the current realities and in particular the profile (background, ability and affective characteristics) of the learners.

GUIDELINES FOR MODIFICATION AND ADAPTATION

The framework on the EiE Models of Curriculum Alignment and Adaptation addresses the categories of subject areas that are to form the educational programme for students, scheduling options and distance education modalities considered. To expand on these curriculum design features and related processes, consideration should be given to:

(a) Scope of modification and adaptation

(b) Preparation for modification and adaptation

(c) Principles and strategies to support the required adjustments

Scope of Modification and Adaptation

For the purpose of the EiE Distance Learning Model, the approach to modifying and making adaptation to curriculum and instruction has been simplified. This modification process, which is usually a very complex and dynamic process with multiple levels and stages, was accelerated given the exigencies of the current pandemic context. The focus provided and the guidelines for a modified curriculum must therefore be seen as a means of supporting schools in the best way possible at this time, to effectively use the curriculum to provide quality learning experiences for students. This simplified approach however should not be trivialized nor should it be treated as a menial process. To guard against this practice, consideration should be given to some of the factors highlighted below, that will affect the scope of the changes made to curriculum and instruction at the school and/or classroom level:

- Requirements for change based on National policy priorities and protocols

- Socio-cultural situations that are affecting stakeholders' roles

- Curriculum design emphasis (learner-centred – inclusive)

- Recommended focus for the subject areas included

- Available support systems/conditions (e.g. resources)

Preparation for Modification and Adaptation

Before moving ahead to make changes, it is important that proper preparation is done to contribute to the quality of the outcomes. Preparation should include, although not limited to the following:

- Analysis of the existing curriculum in light of the recommended change. This will provide insights into the essential components of the curriculum that have been retained.

- Generating students' profiles using several strategies and not just testing. This will be useful in making decisions about the nature and extent of adaptation

- Examining current context to ascertain favourable and/or unfavourable conditions within which the change is to be made.

- Examine the standards to be maintained to ensure quality programme and instructional practice

- Identifying tools such as templates or framework and models to enhance the effectiveness of process, while reducing the complexity.

- Decide on the method that will be used to determine effectiveness. For example, through the CITs, feedback can be provided from sub-teams engaging in monitoring activities. See CIT Policy Guidelines.

- Orientation/Sensitization of stakeholders who will participate in the process

Principles and Strategies for Modification and Adaptation

Any adjustment that is made to the curriculum for school level application and to inform the instructional approach based on the 5E Model, is expected to be consistent with the focus of the national curriculum in terms of its:

- Aims

- Competencies

- Learner centred inclusive approach

- Core values and principles. See the NSC Framework (2016).

Figure 1: Conveying the Core Values of the NSC that are to be considered when modifying or making adaptations to the school's curriculum and the approach to instruction

Examples of some principles that govern modification and adaptation of the local curriculum are listed below. These are intended to influence student engagement and ownership for learning based on their stage of development and other aspects of their profile.

Principles undergirding modification and adaptation

- Manageable challenges for students to excel

- Preparation of students for the present realities and for the future

- Student progression towards high standards

- Development of the whole person (competencies)

- Thought-provoking experiences that inspire independent thinking

- Learning through play/fun-based situations

With reference to the NSC, minor adjustments have been made to the organization of two elements; **OBJECTIVES** and CONTENT. In terms of the objectives, those regarded as **essential/major** have been *identified and clustered to reflect the aligned content themes or skills and where applicable, specified subject related strands and attainment targets*

Modification of the other elements will occur at the school and/or classroom level and will vary from one context to the other. The elements that are subject to modification and adaptation are:

- Learning Activities, which includes the environmental conditions and the learning resources

- Assessment, which may be differentiated based on students; profile. *The NSC provides suggested assessment criteria as assessment is also regarded as a learning situation. As such, these criteria are useful guides for tracking students' progress and/or achievement.*

Although reference is made to the NSC Framework, it is important to note that this curriculum serves as the foundation for the upper secondary level. The aims however have been expanded to include Employability skills. In this regard, the core values and principles as well as suggested strategies are applicable to other curricula as these also promote wholistic development and students' acquisition of 21st century skills.
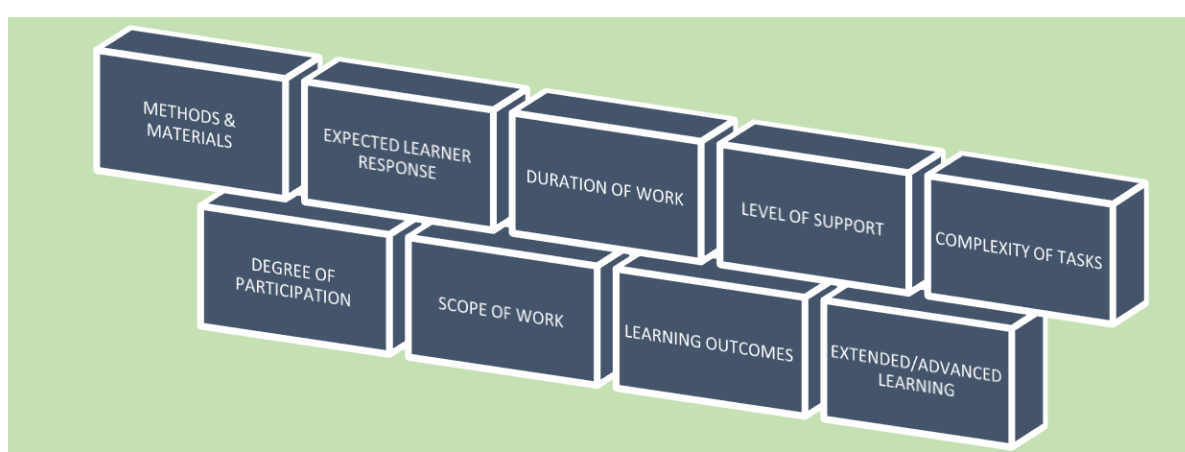
Figure 2: Highlighting aspects of curriculum and instruction to be varied and differentiated

While the curriculum recommends suggested learning activities, by differentiating for each dimension indicated, it is possible to cater to the diverse needs of learners. This is because the learning activities are related to the methods of teaching and the support conditions. This element also has implications for the role of teacher and learners. Adaptation to cater to learners with challenges and those who may be able to handle more advanced work, should be reflected in the extent of the change made for each aspect indicated by Figure 2. The essential objectives should be retained however, even if simplified or extended in order to preserve the quality of the educational programme for students. Adequate treatment of these essential objectives and the provision of the required support will enable students' achievement of learning outcomes.

For the upper secondary level, the principles are also relevant. Any change however, must be informed by the programme students are pursuing as a part of the Career/occupational pathways for this level.

ENSURING INCLUSIVITY

Classrooms are diverse spaces where students differ in several ways including physically, culturally, cognitively, socially and emotionally. Teachers must therefore ensure that instruction is designed to accommodate the needs of all learners. An inclusive classroom provides the support that each student needs in order to access the curriculum. This may include special accommodations like extra time for assignments, oral instead of written responses, using a computer instead of writing, providing a word bank, highlighting key points, giving students an outline or graphic organizer before class and providing large print or tactile diagrams, as well as providing breaks or movement for students who have difficulty staying on task. These special accommodations do not change the content or give the student an advantage over other students. Rather, they remove barriers to learning.

Some students however may require special modifications which include changes to the learning material or criteria. Some students may not be able to participate in an activity the same way as their peers but they may be able to participate with adapted material, adapted expectation or criteria, working with consistent or intermittent support from a peer or adult. A particular student may therefore focus on just a few objectives instead of all the objectives or skills or focus on a part of the content instead of the whole or be given fewer or more spelling words than the rest of the class.

Applying the principles of Universal Design for Learning (UDL) is a way of developing and implementing the curriculum that allows all students, including students with special education needs to have equitable access to the curriculum. Universal Design for Learning (UDL) applies three (3) basic principles:

■ Using multiple strategies for representation. This involves presenting information in a variety of ways so that all students can access. If students cannot access in one way then they will have access in another way. One way to do this is to engage two or more learning styles, including tactile and kinaesthetic activities, simultaneously at all times during lessons.

■ Multiple means of action and expression - This involves allowing students multiple means of demonstrating their learning.

■ Multiple means of engagement - This involves using various methods of motivating students and sustaining their interest. This includes offering choices in activities and engaging students using novel experiences and material and connecting learning to age appropriate authentic experiences.

SCHEDULING CONSIDERATIONS

The schedule is one of the means by which the beliefs and values of the school are conveyed. It is also one of the mechanisms for promoting inclusivity. With this understanding, the schedule for learning should allow each learner to be exposed to the various disciplines that comprise the curriculum. Each child is likely to benefit from the provisions of a particular learning pathway, and as such, the schedule for the day or the week should expose each of them to learning experiences from the following categories of disciplines:

- ENRICHMENT
- EXPLORATORY CORE
- CREATIVE EXPRESSIONS
- WORK-BASED LEARNING/RESOURCE & TECHNOLOGY.

These interdependent categories contribute to the w/holistic development of the learner through the application of relevant principles in the formal and informal settings. For learners to benefit as anticipated, they like other stakeholders should be prepared for their roles and responsibilities. Some **ENRICHMENT** sessions that are critical to students' success are:

- **Orientation sessions**: Various activities are used to help stakeholders to become familiar with the programme and the available support systems.

■ **Form Time**: Students from various learning pathways are organized and guided to become learning communities or learning teams. They are assisted in the preparation of their learning plan/contract.

NB: See sample schedules and learning plan template in Appendix.

Providing a W/Holistic Educational Programme for Grades 1-3

To ensure that the scope of work is manageable per day, consistent with developmentally appropriate practice and aligned with curriculum focus, consideration should be given to the child centred principles. These include the value of play, the emotional effect of routines and the benefits of integration. In terms of the latter, the transfer of competencies (skills, understandings, values) in various situations allows for a practical approach to problem solving. To encourage observation of the principles mentioned above, the following framework/models may be used to inform the number of sessions per day for Grades 1-3:

THE THREE-LESSON- A DAY MODEL

- ❖ Lesson 1 - Integrated Lesson (Enrichment session each day through Circle Time, Project Time, Creative Expressions based on themes and focus questions from the Integrated Curriculum and integrative teaching that connects other disciplines – Science, Mathematics, Language Arts, Social Studies.)
- ❖ Lesson 2 - Language Lesson as a window informed by the skill building programme document
- ❖ Lesson 3 - Mathematics Lesson as a window that is based on the programme document for concept and process exploration.

THE-FOUR-LESSON –A DAY MODEL

- ❖ Lesson 1 - Integrated Lesson (Circle Time & Project)
- ❖ Lesson 2 - Skill building through Language Arts Window/programme
- ❖ Lesson 3 – Quantitative reasoning through Mathematics Window/programme.
- ❖ Lesson 4 - Integrated multi-disciplinary lesson including the Creative Expressions

THE FIVE-LESSON-A DAY MODEL

- ❖ Lesson 1 - Integrated Lesson (Enrichment – Circle Time)
- ❖ Lesson 2 - Project Time based on the Integrated Studies Theme (STEM/STEAM)
- ❖ Lesson 3 - Skill building through Language Arts Window/programme
- ❖ Lesson 4 – Quantitative reasoning through Mathematics Window/programme
- ❖ Lesson 5 - Integrated multi-disciplinary lesson including the Creative Expressions

Providing a W/Holistic Educational Programme for Grades 4-6

The NSC for Grades 4-6 promotes learning within the context of discrete subject offerings for the development of competencies. To benefit from the interdependent nature of these disciplines in problem solving and/or in making wise choices, integration is encouraged. The forms of integration that are explicitly addressed in the NSC documents are:

- STEM/STEAM integration

- ICT integration

- TVET integration through Resource and Technology (R&T)

- Intra-disciplinary (within each discipline) and other forms of cross disciplinary linkages.

In supporting the use of integrated methods at the primary level the following explanation is to be considered:

"*Learning through multiple, integrated subjects can produce deeper conceptual understandings, development of skills, and higher achievement than learning the subject in isolation*" (Johnson, Peters-Burton, Moore (2015, P. 9)

In deciding the number of sessions per day for Grades 4-6, suggested the frameworks/models are presented below.

EXAMPLE OF A FOUR-LESSON DAY

- Lesson 1 - Enrichment Lesson (either RE, HFLE, Civics, Spanish or PE). Relevant Clubs could provide further exposure to principles and practices.

- Lesson 2 - Project (R & T or Social Studies or Science – STEM/STEAM focus)

- Lesson 3 – Exploratory Core (Language Arts, Mathematics, Integrated Science, Social Studies)

- Lesson 4 - Creative Expression (Music, Drama, Visual Arts). Relevant Clubs could provide further exposure to principles and practices

EXAMPLE # 1 - A FIVE-LESSON-DAY

- Lesson 1 - Enrichment
- Lesson 2 - Language Arts
- Lesson 3 - Mathematics
- Lesson 4 – Social Studies
- Lesson 5 - Science

R&T STEM/STEAM PROJECTS are used as problem situations
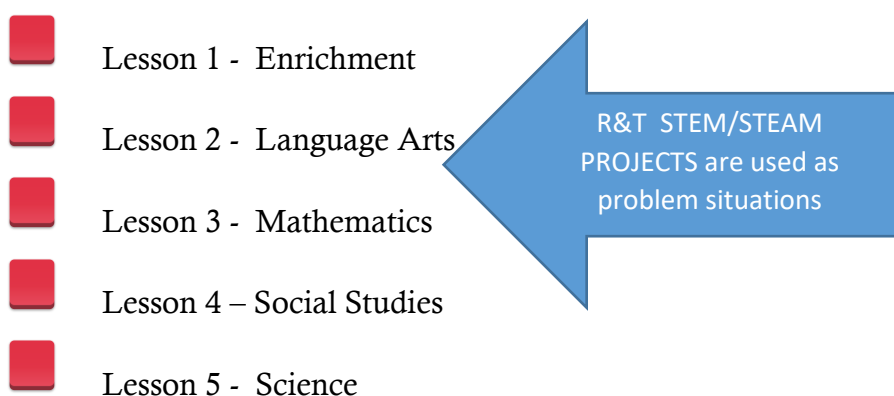
NB: Projects with an R&T STEM/STEAM focus. Through the use of videos, learning kits with appropriate manipulatives and through interactive radio and live online sessions, this approach can be adopted. These projects may also be used for formative and summative assessment purposes.

EXAMPLE # 2 - A FIVE-LESSON-DAY

- Lesson 1 - Science
- Lesson 2 - Social Studies
- Lesson 3 - Language Arts

- Lesson 4 – Mathematics

- Lesson 5 - Creative Expression/Enrichment/R&T Project

For this model, emphasis may be placed each term on one of the subjects from each of the following categories: Creative Expression, Enrichment, R&T Project. A rotational model of scheduling would be applicable in this case. Note that this model would give more time per week for focussed attention on skills and dispositions within fewer subject boundaries. If, however, more than four lessons per day are required, the following arrangement may be used:

EXAMPLE 3 - A FIVE-LESSON-DAY

- Lesson 1 – Project Time (STEM/STEAM)

- Lesson 2 – Science

- Lesson 3 – Social Studies

- Lesson 4 – Mathematics

- Lesson 5 – Language Arts

In order to prepare for the daily session, it is important that users of the curriculum are aware of and understand the focus of the curriculum at this time. Details that pertain to the focus and the steps to be taken to modify the curriculum elements, may be obtained from the documents entitled, *Curriculum Analysis: Essential Objectives & Content Focus* for the various grade bands at the primary and secondary levels.

ACCESSING INFORMATION ON CURRICLUM FOCUS

The various subject areas that form a component of the NSC are categorized based on particular emphasis. Students are to be exposed to each category each term, based on the EiE model selected. For each category, essential objectives are provided and these have been used to develop diagnostic tools for ascertaining learning gaps. These objectives and other related information are presented in Part 2 of this document; entitled *Curriculum Analysis, Essential Objectives and Content Focus*. The NSC documents may be accessed via the following website/platform:

- PEP Website - https://pep.moey.gov.jm/

- Book Fusion Platform - https://www.bookfusion.com/

CONCLUSION

Students success is dependent on multiple factors, which include the design of the curriculum and the support services and conditions that are provided to cater to their individual needs. The design of the national curriculum, is based on the several learner-centred principles, including inclusivity so that each child/learner is considered. In light of this understanding, it is important that the focus of the curriculum is not limited to a set of topics to be taught but that consideration is given to other

dimensions of curriculum that have implications for students' achievement based on expected learning outcomes.

These dimensions are conveyed through the formal plan for learning, the support provided in the form of policies, services and other resources; actual learners' experiences, assessment and unintended outcomes of the hidden curriculum. Modifications and adaptation of the curriculum and instruction will influence these dimensions and ultimately the quality of the educational encounter for students. It is for this reason, why the focus of the curriculum must be considered in terms of the complementary nature of the objectives, content, learning experiences and assessment and how these elements are affected by changes in their design. Decisions regarding modifications and adaptation should be informed by the feedback obtained from various stakeholders. In the Jamaican context, a major support mechanism that allows for the kind of deliberation among teachers who are responsible for curriculum adaptation and modification at the classroom level, is Common Planning Time. Through collaborative engagement of these practitioners, suggested change can be interrogated and the findings used to design the programmes/instructional plans that are to guide the teaching/learning process.

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APPENDIX

ADAPTING THE NATIONAL STANDARDS CURRICULUM (NSC) FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

A Guide for Teachers and Parents

S tudents with mild intellectual disabilities, learning disabilities, sensory impairments or other disabilities who are served in the mainstream setting are taught using the [National Standards Curriculum](#) (NSC). These students may however require curricular modifications and accommodations in order to have equitable access to learning opportunities which will enable them to achieve their full potential.

Modifications and accommodations may seem like the same thing, but their meaning and application are quite different. A modification changes **what** a student is taught or expected to learn. An accommodation changes **how** a student learns the material.

Modifications may include altering the standard expectations for a course or assessment, as the student may not be able to learn all of the material, or particular parts of the material presented. In the classroom, modifications can include shortening assignments or providing texts that are easier to read.

Accommodations are alterations to the way tasks are presented or in how students show what they have learnt. Accommodations allow students with disabilities to complete the same classwork and assignments as their classmates while not changing the content of the work or giving them an advantage over their peers. Accommodations allow students to access content and show what they know without being impacted by their disability.

Click the link below for more information regarding accommodations and modifications.

[Understanding Accommodations](#)

[Modifications vs Accommodations: Difference and Examples](#)

As a teacher or parent who is using the NSC to work with your child, you may need to provide one or more of the following accommodations or modifications.

Support Need	Possible Accommodations	Examples and Links for the Accommodation
Student has difficulty seeing print	Large print textbooks/reading material	
	Text-to-Speech software on laptop or tablet (see links for lists of free software)	10 Free Screen Readers For Blind Or Visually Impaired Users The best free text to speech software
	Text to speech on Windows software (see links in next column)	How to use text to speech (Voice Narrator) on windows 10 How to Use Windows 10's Narrator to Read Your Screen Aloud
	Use of magnifying equipment	Magnifying glass

	Audio books on tape or online and e-books	[8 best audiobook apps you can use on your Android phone or tablet](#)
	Allow for dictated responses i.e. let child answer out loud and parent writes down what he/she says	
Slow/difficulty processing	Additional time for assignments	[Special Education Learning Tips for Visual Chunking Homework](#)
	Concrete examples	
	Personalized examples	
	Chunk information into small pieces/ teach mini lessons	
Difficulty writing	Use an electronic device (tablet/laptop/smartphone) to type responses	[Supporting Students With Dysgraphia](#)
	Dictate answers/voice type	
	Additional time for assignments	
	Reduce the amount of writing required for completing the assignment	

Difficulty staying on task/fidgety		
	Create a study carrel around the child's desk using cardboard or any other material that prevents the child from seeing around them	A study carrel made out of a cardboard box could be decorated by the child
	Space for movement or breaks - Rest breaks - Alternate between quiet and active time - Quiet corner or room to calm down and relax when anxious - Use seats that are built to allow child to move around but still remain seated e.g. sitting on an exercise ball (see link for ideas on how you can create a low-cost sensory-friendly chair)	
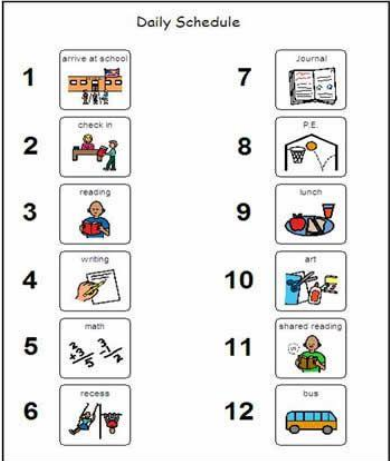
	● Allow child to sit on a chair and keep feet on a block/brick under the desk or tie a band across the front legs of the chair for child to put feet	
Memory challenges	Review of directions	Down Syndrome Working Memory Game
	Review previous material before teaching new material	Visual and Spatial Memory with Child 35 (Early Math Collaborative at Erikson)
	Use of mnemonics	What are mnemonics? | Oxford Owl
	Have student restate information	
	Use concrete examples	Repeating Patterns with Child 32 (Early Math Collaborative at Erikson)

	Present information visually and auditorily at the same time	
The need for routines	Visual schedules	
Difficulty with organizing work/managing time	Teach time management skills Work-in-progress check Verbal and visual cues regarding directions and staying on task Visual daily schedule Graphic organizers	Time Management for Kids | Character Education

General support	Worksheets with highlighted instructions	
	Fewer problems on each page	
	Graph paper to assist in organizing or lining up math problems	
	Use of computers and calculators	
	Books on tape	
	Hands-on activities	
	Use of manipulatives	
	Extra visual and verbal cues and prompts	
	Fewer objectives or reduced content	

If you have any questions or concerns please contact the Special Education Unit at specialedu@moey.gov.jm or (876) 967-2312.

SAMPLE SCHEDULES FOR SCHOOLS

The schedule is one of the most powerful tools for operationalizing the curriculum and conveys its philosophy in action. It also conveys the values of the institution and should promote these publicly declared (espoused) values by its design. Schools that are guided by learner-centred principles, based on the emphasis of the National Standards Curriculum, would organize the schedule into blocks of opportunities for different kinds of experiences as demonstrated by the ensuing samples provided (Ministry of Education, Youth and Information, 2017). Children should use these schedules at home or at face-to-face sessions, as they serve to establish a natural rhythm and structure for students. This is particularly needful in the current pandemic as students and teachers grapple with the many uncertainties characteristic of this season. It is also critical that in using these schedules, the scope of work, medium, learning materials and methods utilized be developmentally appropriate for the particular group concerned.

GRADES 1-3 (AT SCHOOL OR HOME)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-8:00	GREETING & DEVOTION (Focus: Values/Attitudes/Dispositions)				
8:00 – 8:30	CIRCLE TIME: GROUP EMPOWER-MENT **Getting Ready for the Week**	CIRCLE TIME: Health & Family Focus	INDOOR/OUTDOOR GAMES	CLUB/SPANISH FUN TIME (Alternate week)	CIVICS & CULTURE TIME
8:30 – 9:15	INTEGRATION THROUGH PROJECTS	INTEGRATION THROUGH PROBLEM/WORK BASED LEARNING/PROJECTS - STEA[1]M (Developing and Showcasing the Project – R&T/TVET integration)			
9:15-9:30	SHORT BREAK				
9:30 – 10:15	EXPLORATORY CORE (Mathematics Window)				
10:15– 11:00	EXPLORATORY CORE (Language Arts)				
11:00 – 12:00	LUNCH, FREE PLAY & REST TIME				
12:00 – 12:45	EXPLORATORY CORE (Integrated Studies)				
12:45-1:30	INTEGRATION THROUGH CREATIVE EXPRESSION (Dramatic Play/Visual Art – digital/non-digital/Dance/Poetic Talk)				
1:30-1:45	Reflection, Registration, Dismissal (RRD)			RRD / PLANNING SESSION	Reflection, Registration, Dismissal

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[1] The A in STEAM is used to promote affective development through the art forms - Literary, visual, performing, creative thinking skills and through reflective talks with an ethical focus that is fun-based and emotionally uplifting. Emphasis is given to sharing joyful moments and making decisions about behaviours that make learning a happy time for everyone. Link is also made to negotiated agreements from the start of the day and during other/previous activities/sessions. The reflective conversations are used to make connections to values, attitudes and dispositions and to encourage ethical reasoning (reflexive thinking) and the nurturing of healthy emotions (emotional intelligence).

SAMPLE SCHEDULE FOR GRADES 4-6 (HOMESCHOOLING – ONE OR MORE DISTANCE LEARNING MODALITIES)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
REGISTRATION & DEVOTION				
HFLE (45 MINS)	RE (45 MINS)	SPANISH (45 MINS)	CIVICS & CULTURE/ CLUB (45 MINS – alternate weekly	PE (60MINS)
INVESTIGATING THROUGH PROJECTSPROBLEM/WORK BASED DRIVER		STEAM/OTHER PROJECTS	CIVICS & CULTURE/CLUB (45 MINS – alternate weekly	
R&T FOCUS (45 MINS – 1HR/DOUBLE SESSION)		STEAM/OTHER AREAS OF FOCUS (45 MINS – 1HR)	MATHEMATICS	MATHEMATICS
SHORT BREAK (10- 15 mins)				MATHEMATICS
MATHEMATICS	LANGUAGE ARTS (2- 1HR SESSIONS)	SOCIAL STUDIES	INTEGRATED SCIENCE	INTEGRATED SCIENCE
MATHEMATICS	LANGUAGE ARTS	SOCIAL STUDIES	INTEGRATED SCIENCE	INTEGRATED SCIENCE
LUNCH (1HR/DAY)				
LANGUAGE ARTS	MATHEMATICS	LANGUAGE ARTS	SOCIAL STUDIES	LANGUAGE
(DRAMA/MUSIC/VISUAL ARTS (digital/non-digital) - Rotation 1 SESSION FOR 30 MINS/DAY				
Reflection, Registration, Dismissal (RRD) - 15 MINS			RRD (10 MINS)	Reflection, Registration, Dismissal: 15 MINS
			COMMON PLANNING SESSION	

SAMPLE SCHEDULE - GRADES 2 & 3 MERGED (MULTIGRADE)

Time	Group Arrangement & Instructional Strategy	Monday	Tuesday	Wednesday	Thursday	Friday
7: 50 - 8:15	Group Arrangement & Instructional Strategy	HOMESCHOOLING: ONE OR MORE DISTANCE LEARNING MODALITIES				
7: 50 - 8:15		General Devotion		Grade/House/Club Devotion		
8:15 - 8:45	Whole Group	Circle Time: Values & Attitude Focus using the Integrated Studies Focus Questions and support resources (RE, HFLE, Civics, Spanish)				
8:45 – 9:15	Small Groups Diversified Integrated Task	STEAM PROJECTS ACROSS ONE OR MORE R&T AREAS – Commenced at school and extended				
9:15 – 9:45	Independent Grade Specific Tasks Followed with Paired Sharing or Whole Class	Mathematics	Mathematics	Mathematics	Mathematics Project linked/ Extended	Mathematics Assessment & Feedback
9:45 – 10:15	Independent Grade Specific Tasks followed with Paired Sharing or Whole Class	Language Arts	Language Arts	Language Arts	Language Arts Project linked/ Extended	Language Arts Assessment & Feedback
10:15 – 10:30		B	R	E	A	K
10:30 – 11:00	Grade Specific Independent	Integrated Studies	Integrated Studies	Integrated Studies	Integrated Studies	ASSESSMENT CHALLENGE (SS/Sc.)
11:00 – 11:30	Grade Specific Group Sharing & Reviewing	Integrated Studies	Integrated Studies	Integrated Studies	ENRICH-MENT/ CLUB	HEALTH & WELLNESS – MOVEMENT/ PE
11:30 – 12:00	Extending independent/Group	Integrated Studies	Integrated Studies	Integrated Studies	ENRICH-MENT/CLUB	Mixed Grade Groups/ Grade Specific Groups/ Independent Skill Building
12:00 - 12:45		L	U	N	C	H
12:45 - 1:15	Mixed Grades Grouped/ Independent Skill Building	CREATIVE EXPRESSIONS (Music, Dramatic Play, Visual Arts				
1:15 – 1:45		LEARNING PACKAGES OR PORTOFLIOS FOR INDEPENDENT SKILL BUILDING & REFLECTION				
1:45 – 2:00		Dismissal	Dismissal	Dismissal	Planning Session	Dismissal

MINISTRY OF EDUCATION, YOUTH & INFORMATION

STUDENT'S PERSONAL LEARNING PLAN

2020/2021

With the help of your parent and/or teacher, please complete this form at the beginning of the school year. As the year progresses you may review and make changes to some of your responses.

Student's Name: _____ Grade: _____ Date of Birth: _____

Gender: ▢ Male   ▢ Female   Region [1] [2] [3] [4] [5] [6] [7]

Institution: _____ Pathway: ▢ 1   ▢ 2   ▢ 3

▢ Other Pathway (specify)

▢ The Ministry of Education Youth and Information has a variety of services available to you, including, coaching support, reflective sessions, mentorship, educational assessment, career counselling, individual counselling and group counselling for all grade levels.

Would you like to access one of these services?   ▢ Yes   ▢ No   ▢ Possibly

If you answer yes, which service are you requesting/considering?

_____

If no, state why

_____

Core Values/Attitudes

Planning Considerations
What are your aspirations for this academic year? What are your unique learning needs?

_____   _____
Student's Signature   Date

_____   _____
Parent Signature   Date

_____   _____
Teacher's Signature   Date

Personalize Areas of Study: (Place a tick beside the subjects you are presently pursuing)
Planning Requirements: _Your subject selections must reflect a holistic approach that takes into consideration subjects from all four categories:_ **_Enrichment,_** _(Example: PE, RE, HFLE, Personal Empowerment)_ **_Exploratory Core,_** _(Example: Language Arts, Mathematics, Integrated Science, Social Studies),_ **_Problem/Work Based Learning,_** _(Example: R & T- Business, Agriculture, Industrial Techniques) and_ **_Creative Expressions_** _(Examples: Music, Visual Arts, Drama, Dance etc.)_   **Other subject/s specify: -**   _____

Areas of Study following the National Standards Curriculum Format:

Enrichment:

☐ Physical Education ☐ Religious Education ☐ Health & Familiy Life Education

☐ Personal Empowerment ☐ Spanish ☐ Other/s

Exploratory Core:

☐ Language Arts ☐ Mathematics ☐ Integrated Studies

☐ Social Studies ☐ Other

Problem Solving/Work Based Learning:

☐ R & T – Business ☐ Agriculture ☐ Industrial Techniques

☐ Other ☐ Other

Creative Expressions:

☐ Music ☐ Visual Arts ☐ Drama

☐ Dance

Resources:

Area of Study/Subject: _____

General Outcomes: (write at least two)
1.
2.

Specific Learning Outcomes: (This list may be reviewed or completed the end of each term)

Evaluation Scores/Grades:		

Term 1:

Date	Classwork	Test

Term 2:

Date	Classwork	Test

Term 3:

Date	Classwork	Test

Reflection on work done: (Challenges, limitations and resources required for improvem

(Were your learning needs met?)

LEARNING KITS

The MoEYI is committed to its mantra – *"Every child can learn, every child Must."*

In light of this position, the inclusive pathways approach to education is to be used as guide to ensure that the support systems and conditions are in place and that these are appropriately used to facilitate children's attainment of learning targets as a part of their profile.

Learning Kit is a resource geared for students who are challenged with accessing education via the face to face or virtual learning approaches. It is estimated that 30% of our students will have a challenge accessing virtual learning due mainly to the lack of technological devices or the inability of parents to afford the cost of data plans. It is expected that with the distribution of the 40,000 tablets to students on PATH, and the procurement of devices by parents who can afford to, this number will be reduced.

Design of the Kits

These kits are based on the objectives for the current term based on the relevant curricula and are aligned to the activities being facilitated via other learning modalities (live online sessions, radio, television etc.)

Learning Kits will be used along with the televised and radio learning approaches and includes the use of assigned tasks in approved textbooks, workbooks, practice papers, worksheets etc. Activity sheets/booklets are designed with a personal style, project related tasks, answer sheets/booklets and in some cases, manipulatives. Students are to maintain a **learning portfolio** (electronic or non-electronic) of artefacts that were reviewed and adjusted by students if/where required.

The activity sheets/booklets are to be completed by students with the guidance of a responsible and knowledgeable person to minimize or prevent frustration.

Access to Kits

- ❖ Activities and support resources for the kits are provided by Curriculum Unit, Regional Officers, Principals/Teachers, Resource Developers and other resource persons.
- ❖ Kits that are provided by Resource Developers will be distributed to agreed "drop-off" points such as the Post Office
- ❖ Access to resources designed at the school level will be supported by the Regional Offices through the provision of services for printing and packaging. Printing machines have been procured and delivered to each regional office to facilitate preparations of the kits.
- ❖ Drop off/Collection points are agreed on by key stakeholders – parents, the regional and school personnel.
- ❖ Ready Kits are collected by parents using the relevant system of accountability and tracking.
- ❖ Work that is completed by students based on the agreed schedule to the expected central points (e.g. Post Offices). Scope of work for students would be based on the weekly/daily schedule.
- ❖ Teachers review work done by students and provide feedback using various channels of communication - WhatsApp Groups, telephone conversations, teacher prepared notes to students that are placed in "Replenished Kits".

MOTIVATIONAL STRATEGIES FOR STUDENTS' ENGAGEMENT

To encourage students to be actively engaged, it is recommended that the kits are designed and used as follows:

(a) Child Centred Lesson Plan based on 5E Model
(b) Self-Knowledge activities
(c) Student Learning Plan
(d) Diversified activities with options for children to make choices
(e) Multi-sensory tasks
(f) News Papers for Children/Youths (Example: Children's Own and Youthlink Publications by The Gleaner)
(g) Reflective Journaling for inclusion in portfolio

(h) Showcasing of exemplary work through public display boards at pick up points and/or at prominent places. Public announcements and/or interviewing of children may be considered.

(i) Mixed with the televised and radio programmes

Assessment

As is expected, the approach to assessment that is promoted by the curriculum will be used.

- Diagnostic
- Formative
- Summative

Student's progress will be monitored for each pathway and report will be generated by school or parent depending on the EiE Distance Education Model being used. Assessment will also be differentiated to suit students' profile.

Supervision

The Principals and the Education Officers including the Social Workers will be expected to provide weekly update on the number of students benefiting from this approach and to implement interventions to ensure ongoing success. Regular parent feedback will be crucial.

Learner Preparatory Activities

Based on the recommended Pathways Model, there are some preparatory activities that are to be done to prepare learners for their roles and responsibilities. Some of these activities include:

- ❖ Organizing student learning teams or communities as members of a particular Form. It is expected that each Form will be identifiable by a name that inspires and encourages positive sense of self and family

- ❖ Engaging students in various activities to obtain information for a learner profile. These activities should be varied and with the following features: fun-based, manageable, psycho-socially and physically safe and with the appropriate level of challenge.

- ❖ Preparation of preliminary profile of student's characteristics that are to be shared with students
- ❖ Engaging students in the preparation of their learning plan based on their profile.
- ❖ Engaging students in brain teasing activities to keep them mentally active as a part of preparing them for diagnostic tests and/or tasks
- ❖ Preparing students to work as self and peer assessors in ways that are developmentally appropriate
- ❖ Orienting students to the use of the Learning Kits to include using feedback to take corrective actions with or without the input of others.
- ❖ Preparing students to work in online space as well as own their learning through the use of other modalities.