



**MINISTRY of EDUCATION
YOUTH & INFORMATION**

FORM TIME CONSIDERATIONS



2nd Edition

*Every Child Can Learn
Every Child Must Learn*

FORM TIME CONSIDERATIONS

© Ministry of Education, Youth and Information, 2020

First published in 2020

Second edition published in 2021

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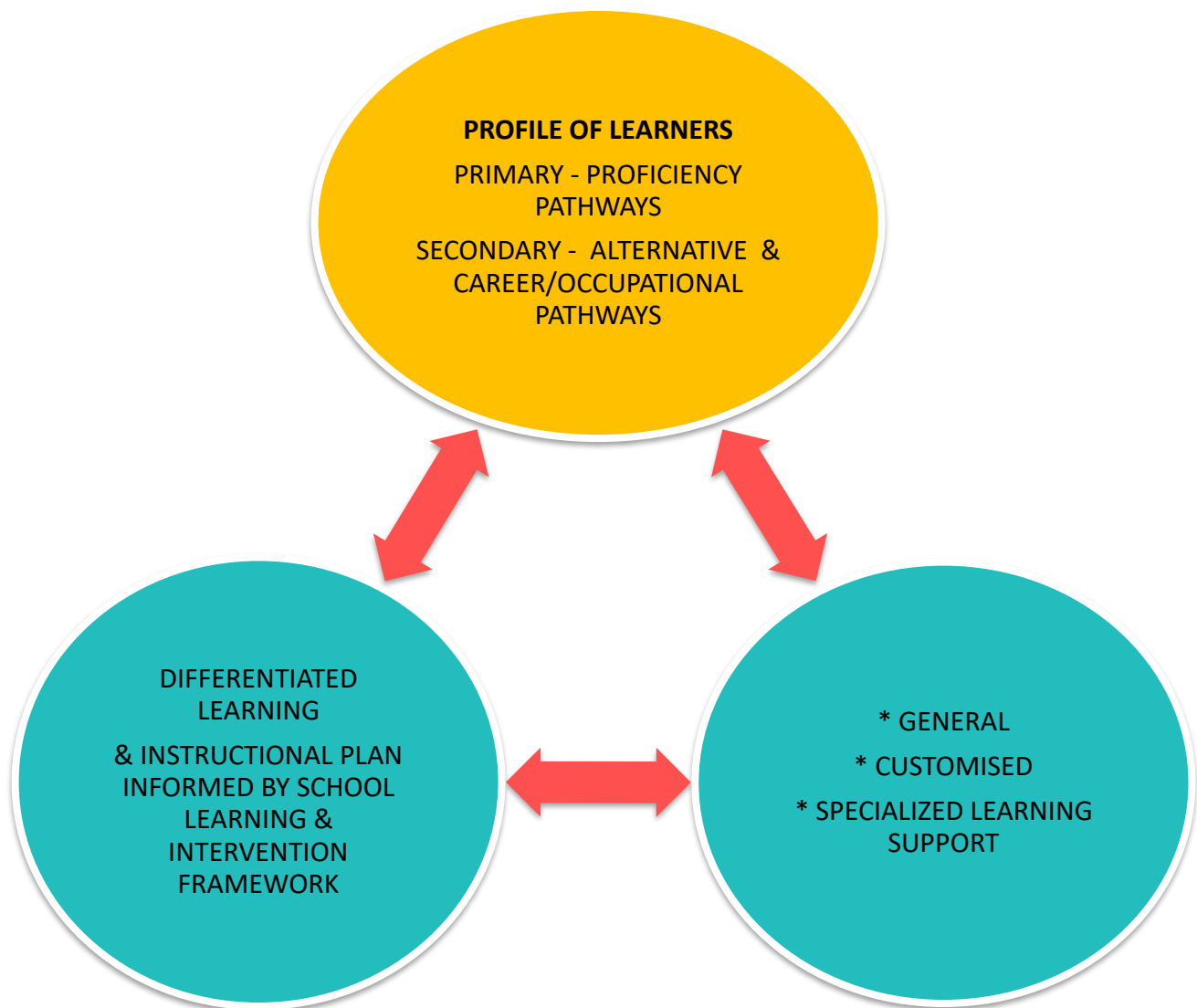
Developed by the Curriculum Unit, MoEYI
Design and layout by Media Services Unit, MoEYI

Version 2: August 2021; Form Time Considerations

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**FORM TIME AS AN EMPOWERMENT AVENUE FOR SUCCESSFUL
LEARNING PATHWAYS**



INTRODUCTION

The design of the National Standards Curriculum (NSC) is based on learner centred principles that support pathways to learning. At the Primary level, Proficiency Pathways is the established approach which necessitates tailoring students learning experiences to suit their individual profiles. At the Secondary level, it is known as the Alternative Pathways, with varied levels of special, customized and general support referred to as APSE I, II, & III. Pathways are guided by the vision for students and the guiding principles that are documented in the NSC Philosophical Framework. These pathways serve as avenues for students to achieve the following aims and competencies:



STATED NSC AIMS

- (a) Successful lifelong learners
- (b) Confident and productive individuals
- (c) Deeply rooted in National culture, identity and citizenship as Jamaicans



STATED NSC COMPETENCIES

The competencies for the learners on all Pathways (Proficiency, Alternative Pathways I, II, III and Career/Occupational Pathways) complement these aims and require learners to demonstrate:

- Critical, creative and independent thinking and learning skills as they solve problems and make decisions
- Personal/life skills to collaborate, communicate effectively with a wide range of people and independently tackle new problems
- Understanding of their heritage and culture that influences the high standards expected of them as Jamaicans

FORM TIME AS EMPOWERMENT SESSIONS FOR THE IMPLEMENTATION OF PATHWAYS APPROACH

Based on credible assessment that is informed by multiple methods, a student will be recommended for access to the provisions for a particular pathway that is customized to cater to that child's learning needs. To assist each student in her/his efforts to understand the purpose of their programme and their roles and responsibilities, there should be robust orientation exercises that are facilitated through Form Time Sessions. These exercises should help students to:

- Become familiar with their school
- Appreciate Form Time for its empowering benefits through the building of learning teams/communities
- Pay keen attention to success criteria that are provided for them based on the Pathway Approach
- Prepare their Learning Contract or Learning Plan and actively use feedback for success based on the plan
- Actively participate in the negotiation process for ascertaining standards and to agree on expectations and/or code of conduct and engagement
- Become familiar with the support services that are available to them and access as is required
- **Collaborate with others to achieve learning outcomes**

FORM GROUPING AND FORM TIME LIFESTYLE

At the school level, a system of assigning students to a homeroom is used. This may be based on alphabetical listing or random placement with a manageable teacher-pupil ratio based on school context. The system of form grouping or homeroom assignment should result in cohorts of students who will have access to the various Learning Pathways, being assigned to the same group/homeroom. Each form/homeroom grouping is also assigned a Form Teacher who serves as a guide, mentor, and reflective coach. At the Primary Level, the learning facilitator is likely to be the Form Teacher if the school has not adopted the Primary Specialist Model. In this case, the teacher is expected to treat Form Time as a separate session from those used to facilitate learning for each of the subject areas that comprise the curriculum.

At all levels, student leadership is encouraged and will be influenced by the policy of the school. The more mature and responsible students may serve as leaders such as peer coaches and/or peer mentors under the guidance of their Form Teacher or based on the school's volunteerism programme for the more mature students.

Form Time settings, whether face-to-face or virtual, are expected to be safe and caring spaces that invite openness to reflection, community/team learning and peer support. This setting is expected to be designed and managed in a manner that promotes students' contribution to learning and the life of their school community.

Special session should be designated for Form Time activities that are primarily used to empower students. A major activity that students should be guided in doing is the preparation of a personal customized learning plan or learning contract. They may collaborate with a coach, their parent/s and teacher in doing this task so that they can be supported as they monitor their learning using their Individualized Learning Plan or a suitable plan. A common feature of these types of plans, is the role the learners will assume to become responsible and strategic players in the educational process. Knowledge of their learning style preferences, their strengths, talents, interests and areas for growth is a necessary starting point in preparing them for their roles and responsibilities and will also help to contribute to a positive sense of self (self-efficacy)

Additionally, timelines, strategies for achieving the goals of the plan and the terms of the contract are also components of the plan. Students who demonstrate the tendency to self-monitor and seek out ways to manage their learning using reflective feedback, would be guided to prepare the learning contract, which would include the support they would require and how this would be accessed. Those who need on-going monitoring and specialized support, would be guided by the requirements of their Individual Learning Plan (ILP).

A major purpose for engaging students in the preparation of their learning plan is to provide them with information about themselves as learners. In this regard, the learning plan should also serve as a tool for developing intrinsic motivation as the plan indicates positive attributes for learning success and learning gaps to be addressed as a part of their goals. Some aspects of self-knowledge are highlighted in the diagram below. As students develop competencies, they should be invited to connect observations and reflections with various aspects of self-knowledge.



Self-knowledge will also help students to identify factors that enhance or impede how they operate as members of a learning team or learning community. Teaching social skills and team-building skills will help students to be more effective in their efforts to support each other.

SUGGESTED ROLE OF FORM TEACHER

Form Teachers are expected to work closely with the following stakeholders:

- Instructional leaders assigned to support them
- Parents/Guardians/Care Givers
- Guidance Counsellors (at the school or via the Guidance Counselling Unit of the MoEYI)
- Special Educators as coaches or support team of the Special Education Unit of the MoEYI
- Technology Support Staff
- School's Learning Intervention Coordinator (if applicable)
- Culture Agents
- Members of the school's Alumni Association, where this support exists
- Professional colleagues at the school level based on the leadership arrangement. Form Teachers should be represented on Curriculum Implementation Teams (CITs). They are also members of a wider professional community through the Quality Education Circle (QEC) and professional associations.

FORM TEACHER AS ADVOCATE & LEARNING SUCCESS GUIDE

A Form Teacher should be a professional who is trustworthy and regarded as an advocate for the success of the learners who are assigned to a form. There should be routine activities for monitoring the following processes that contribute to the psycho-social and academic dimensions of a learner's life under the guidance of the school:

- Celebrating successes based on authentic and fair assessment
- Voicing concerns and making recommendations
- Participating in school activities through the formal and informal curriculum
- Journaling to learn based on intervention and/or as a learning task
- Designing and managing learning portfolio
- Preparing for transition from one grade to another or from accessing the provisions of one learning pathway to another pathway

SUPPORTING FORM TEACHERS

The Curriculum Implementation Team (CIT) is an internal system that schools rely on to support the role of Form Teachers. Concerns of this group should be given serious attention and school leaders should adopt the kind of leadership approach that empowers them to play their part as expected. There should be capacity building and empowerment sessions for Form Teachers and these should be informed by feedback from reflections, observations and other means of obtaining evidence of their professional and psycho-social interests or needs.

The Curriculum Implementation/Monitoring Process is also a means by which this group will be supported. Through their professional teaching portfolio or sample of work, these teachers will be able to provide evidence of their contribution to the w/holistic development of students and the achievement of their professional development goals that are relevant to this important function that they serve.

FORM TEACHER AS HOME-SCHOOL RELATIONSHIP BUILDER



Working with parents is an important part of the educator's life and there are many avenues available for teachers and parents to operate as student support partners. The CIT at each school should have a parent representative who also supports the activities of the Parent Teachers' Association. There are also Parent Mentors who have been trained for their roles by the National Parenting Support Commission (NPSC) who are able to serve as community mobilizers who help to strengthen home-school relationship.

Information about student's background is useful in making decision about the nature of the approach for partnering with parents. Since students are expected to have an accountability partner as a part of their self-monitoring approach, preparing parents for this process should be considered during their orientation. Parents should also be in agreement with the person/s identified to serve as accountability partners. Some strategies for enhancing home-school partnership include:

- Creating an environment that encourages dialogue
- Engaging parents as resource persons
- Negotiating the partnership arrangement
- Ensuring that parents understand the profile of their child and the value of the learning plan
- Sharing schedule of critical events and routine activities
- Inviting parents to empowerment sessions
- Providing tips for parents to support Form Time initiatives and interventions

- Using various forms of technology to keep parents informed. Having a common means of communication will be useful in keeping everyone in the loop.
- Recognizing progress and achievements and validating parents' contributions
- Promoting collective ownership of concerns and outcomes
- Promoting parental engagement in activities of the NPSC
- Sharing information on how to access special services such as Special Education, financial support (e.g. PATH benefits, scholarship/grant opportunities etc.) and Guidance & Counselling support
- Adopting inclusive practices bearing in mind the importance of guarding against stereotyping tendencies.

SUPPORT RESOURCES

Below are some important support resources available to Form Teachers. These may be accessed via the following link: educate.gov.jm

- Curriculum Implementation Team Manual
- Curriculum Focus and Guidelines for Modification and Adaptation
- Reach while you Teach – Audio Clips
- Learning Kits Framework
- System for Monitoring Activities, Resources & Teaching Observation Protocol

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APPENDIX

Personal Learning Plan 2020-2021

Student's Name: _____ Grade: _____ Date of Birth: _____		
Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		
Institution _____ Pathway: <input type="checkbox"/> 1/R <input type="checkbox"/> 2/AR <input type="checkbox"/> 3/NR		

Your school has a variety of services available to you. These include: student coaching support/mentoring support, extra lessons, language learning lab, math learning lab, counselling on learning style and strategies, 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? _____

Core Values of your school/class are

Planning Considerations

What motivates you to learn?

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

Motivation:

Aspirations/Goals

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)
<p>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 Solving/Work Based Learning, (Example: R & T-Business, Agriculture, Industrial Techniques) and Creative Expressions (Examples: Music, Visual Arts, Drama, Dance etc.)</p>
<p>Areas of Study Following the National Standards Curriculum Format:</p>
<p>Enrichment:</p> <p> <input type="checkbox"/> Physical Education <input type="checkbox"/> Religious Education <input type="checkbox"/> Health & Family Life Education <input type="checkbox"/> Personal Empowerment <input type="checkbox"/> Club <input type="checkbox"/> Foreign Languages <input type="checkbox"/> ICT <input type="checkbox"/> Other </p> <p>NB: All students should do some kind of physical activity unless excused</p>
<p>Exploratory Core:</p> <p> <input type="checkbox"/> Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Integrated Studies <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other </p>
<p>Resource & Technology: Problem Solving/Work Based Learning:</p> <p> <input type="checkbox"/> Business Basics <input type="checkbox"/> Agriculture <input type="checkbox"/> Industrial Techniques <input type="checkbox"/> Family and Consumer Management <input type="checkbox"/> Other </p> <p>NB: These areas provide project ideas. At least one is recommended</p>
<p>Creative Expressions:</p> <p> <input type="checkbox"/> Music <input type="checkbox"/> Visual Arts <input type="checkbox"/> Drama <input type="checkbox"/> Dance </p>

Special Services/Resources Required:

Accountability Partner: Who will be helping you to stay focus?

Collecting & Sharing Evidence:



Electronic Portfolio



Non-Electronic Portfolio

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: (Success, challenges, resources required for improvement)

(Were your learning needs met? What next?)

