MINISTRY of EDUCATION YOUTH & INFORMATION

CURRICULUM FOCUS & GUIDELINES FOR MODIFICATION AND ADAPTATION

2nd Edition

CURRICULUM INSTRUCTIONAL FOCUS AND 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 and 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

(d) Alignment of school level learning and intervention plan with the framework for the 2021 National School Learning and Intervention Plan (NSLIP)

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, so that they can effectively use the curriculum and the framework for the National School Learning and Intervention Plan (2021) 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
- Profile of the institution based on students' readiness to learn and the adoption of inclusive instructional practices
- 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 to ascertain their readiness to learn (experiential background, knowledge base, emotional tendencies, physical wellbeing etc.).

- Making decisions about the nature and extent of adaptation based on the general profile of students to include those who are to access intervention programmes/services.

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

- Examining 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 their complexity.

- Deciding 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.

- Orientating/Sensitizing stakeholders in regards to their roles and responsibilities and the measures required to sustain their contribution.

- Planning capacity building activities for various stakeholders who are involved in intervention activities.

- Deciding on the steps to be taken for communal accountability of processes and outcomes.

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 and an inclusive leadership style, 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).*

These elements of the national curriculum have been used to inform decisions about the nature of the framework for the NSLIP in terms of the learner centred principles that should guide action and ultimately practice. In light of this complementary feature of the NSLIP, adjustments to the curriculum at the school level should also reflect the dimensions of the framework that are conveyed as pillars and sustainable elements. *See Figure 2.*
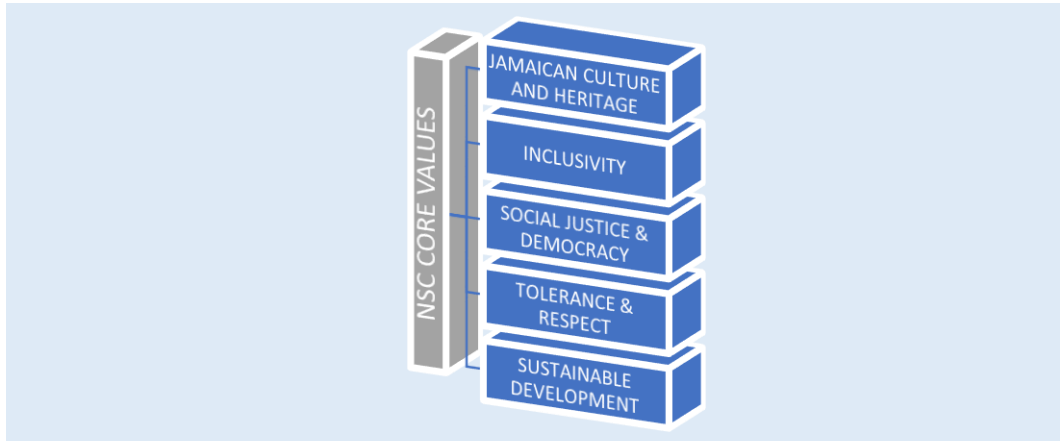
Figure 1: Conveying the Core Values of the NSC to inform decisions for modifying making adaptations to the school's curriculum and the approach to instruction

Figure 2: Highlighting the pillars and sustainable elements of the NSLIP (2021)

Examples of some principles of the NSC 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

It is important to note that these principles are also applicable to school level learning and intervention plans and are to guide the implementation of the plan. This expectation is also conveyed by the NSLIP.

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 must include the environmental conditions and the learning resources

- **Assessment Criteria,** 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.* Formative assessment strategies should be diversified and built into

the teaching learning process. See Regier (2012) for some useful and fun-based ones.

- **Extended Learning,** which requires the application of competencies learned in new situations/contexts using differentiated methods to cater to the diverse profiles of students. This element of the NSC is intended to enhance students' application of knowledge, skills and attitudes. If used sufficiently and for authentic learning, students are likely to benefit from its formative and summative assessment purposes.

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 w/holistic development and students' acquisition of 21st century skills.
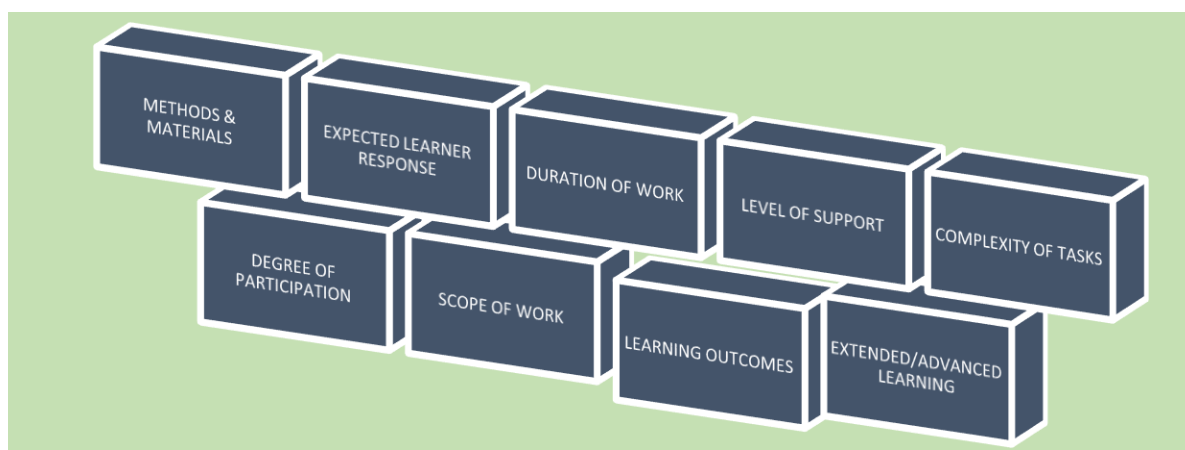
Figure 3: Highlighting aspects of curriculum and instruction to be varied and differentiated

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 3. The essential objectives should be retained, even if simplified or extended the quality of the educational programme for students should be preserved. 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 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. These students may include the gifted/talented who require more advanced work or psycho-social support because they do not understand why it is the norm for them to think or behave in ways deemed unusual. Other students may not be able to participate in an activity the same way as their peers because of a learning challenge/difficulty 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.

In using the principles of the UDL consideration should be given to the integration of learning or instructional strategies that promote collaboration and develop social competencies and contribute to an inclusive school/classroom. Examples of these strategies include:

- Buddy Programme/System
- Peer mentoring
- Peer assessors
- Group reflections
- Learning Teams/Communities

These should be used within the boundaries of the agreed core values for the school and translated at the classroom level in ways that are understood by all stakeholders. Teaching for the development of affective qualities should also be an integral part of the planned learning experiences. The national curriculum serves as a source of reference for identifying relevant objectives.

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. The guidelines for designing for designing a Form Time Programme should be used to identify principles and strategies for providing one that is inclusive, empowering and learner centred.

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

Remember, the illustrations above are based on the design of the NSC for children who were exposed and those who were not exposed to a readiness programme prior to entering Grade One. The Proficiency Pathway Approach for the Primary level is also applicable to the Grades 1-3 level and requires school leaders and classroom level teachers to facilitate children's holistic development for their transition from one grade level to another. Catering to children's learning needs at this level, should be informed by various data sources that should be used to prepare their READINESS PROFILE. This profile will serve as a useful tool for identifying the differentiated learning strategies and support systems that are to be integrated in shaping/designing an inclusive developmentally appropriate school learning programme and intervention plans for Grades 1-3.

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. The learning areas that comprise the NSC are also to be used to organize programmes that are based on the Proficiency Pathway Approach, that is guided by inclusive principles. For learners 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)

All the forms of integration when used, provide the opportunity for learners to transfer competencies (knowledge, skills, and attitudes) especially in educational contexts in which assessment is treated as a learning/developmental process that influences the weekly or daily schedule. See sample schedule in the Appendix.

To determine the number of sessions per day for Grades 4-6, the frameworks/models that are presented below should be examined to ascertain the version that will suit each school context, with or without modification.

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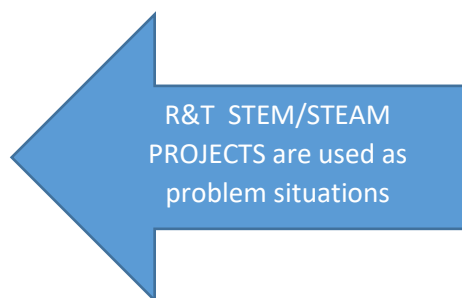
NB: Projects with an R&T STEM/STEAM focus. Through the use of videos, learning kits with appropriate manipulatives and through interactive radio and live online sessions, this approach can be adopted. These projects may also be used for formative and summative assessment purposes.

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) with attention given to the integration of art forms and affective development, including critical thinking qualities.
- Lesson 2 – Science
- Lesson 3 – Social Studies
- Lesson 4 – Mathematics
- Lesson 5 – Language Arts

In order to adequately prepare for the daily sessions, 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.

ASSESSING PRIOR LEARNING GAPS

There are various factors that may lead to students' lack of achievement of attainment targets or learning gaps at any grade level. Examples of these factors include:

- Absenteeism due to physiological, technology or socio-cultural reasons
- Limited engagement in planned learning activities due to time or resource constraint
- Lack of interest and/or motivation to learn (psychological).
- Challenges in the use of new technologies by teachers, students, parents etc.
- The use of instructional strategies that lack developmental appropriateness

When there is an educational crisis, all the factors above are likely to interplay and result in negative impact on students' learning. Diagnostic assessment may reveal the extent of the learning gaps. In some instances, fundamental competencies and experiences that are to serve as pre-requisite for students to be ready for a higher grade level may be lacking or under-developed. A situation of this nature will require an intervention approach that addresses prior grade level gaps. Figure 4 shows three approaches to consider based on their merits and demerits.
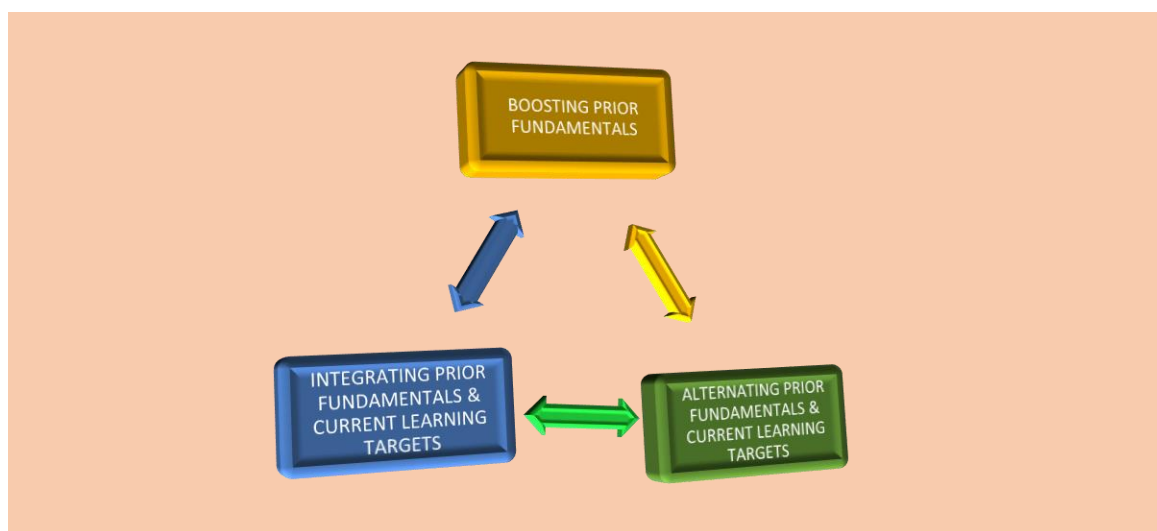

Figure 4 illustrating Approaches for addressing prior grade level learning gaps

Boosting Prior Fundamentals:

Nature of the Approach.   This approach entails an analysis of learning gaps for previous grade level and engaging learners in an intervention programme on a short term basis to build the competencies required for the current grade level. Since the curriculum is spiralled, identifying the pre-requisites in the curriculum guide for the current grade and comparing with attainment targets for the previous grade is an important part of the process. The preparation of differentiated Unit Plans would be informed by students' readiness profile and would also influence the scope of planned lessons using the 5E Model. It is important to note that there is no guarantee that the students' acquisition of the fundamental competencies will occur within the designated timeline. To enhance learning, the differentiated strategies may include the following:

- Learning Centres for independent and collaborative work (rotational peer mentoring/buddy system)
- Instructional Games that promotes competition against self and/or a given standard. Through the debriefing stage, information for corrective action can be obtained through reflection and various formative feedback strategies.
- Exploration of case Scenarios that require direct application of fundamental competencies.
- Direct Instruction that entails diverse interactive strategies

By using **diverse formative assessment strategies, tracking students' progress can be effectively done and used to plan appropriate lessons**. Despite this advantage, it is important to note that this approach can have undesirable psychological consequences if it is perceived by students that they are doing lower grade work due to lack of ability. To guard against this situation, students should be prepared for their roles and guided to

understand the nature of the approach and how it will help them to achieve learning goals.

Integrating Prior Fundamentals and Current Learning Targets:

Nature of the Approach. This approach requires identifying the fundamental competencies that are necessary for acquiring the new competencies based on the current grade level programme. Where the learning gaps are identified in relation to the prior learning fundamentals, the relevant objectives are included in the set of objectives for acquiring current grade level competencies. Based on students' profile, the differentiated Unit Plan is organized to include both set of objectives. In the preparing of lessons and in the teaching/learning process, appropriate integrative methods of teaching can be used. Examples of these methods that the NSC and other curricula promote include:

- Problem-Based Learning (through experiments, simulations, case studies etc.)
- Projects (Resource & Technology – STEM/STEAM Based and work-based learning)
- Creative/Performing Arts as cross disciplinary content drivers
- ICT integration for creative thinking, knowledge representation and sharing, portfolio designs etc.
- Journaling for critical self-evaluation
- Connecting co-curricular experiences in the formal learning situation.

In using this approach, **tracking progress in relation to <u>Grade Level Targets</u> is important.** Care has to be taken as well as to design tasks that provide manageable challenges for all learners. This will help in preventing oversimplification or trivializing of learning tasks/process.

Alternating Prior Fundamentals with Current Learning Targets.

In using this approach the identified prior fundamentals that are required for learning new competencies are taught first as a lesson, with the follow-up lesson being one that focuses on the new competencies. In addressing the new competencies, commonalities between prior and new are identified and integrated in the lesson. This alternating approach is like links of a chain that allows for the application of the boosting and integrative approaches. Although it can be time consuming to plan, **it enables the transfer and seamless progression of competencies.** Like all other approaches, formative strategies, tracking students' progress and engaging them as independent and collaborative learners are applicable. The use of differentiated learning principles to create and sustain an inclusive learning environment is also a major expectation.

An Eclectic Approach

 It is possible that an eclectic approach may be effective for whole school application. In this regard, the approach that would best suit a particular grade or group of students would be applied with the relevant system of support, such as tracking progress, monitoring for accountability, learning as communities. Although this approach may be demanding, the merits of all the approaches would contribute to the attributes of the school learning and intervention plan, especially in the design of learning pathways. To guard against the demerits however, the preparation of differentiated Unit Plans is required for appropriate use of the 5E Model. An inclusive learning culture would also help to enhance the application of the approach.

Using any of the suggested approaches or alternatives as a whole school, grade level or classroom level approach has to be a decision taken by various levels of leadership. Regardless of the level at which an approach is adopted, there should be adequate support and a monitoring model that enables the kind of practice required for effective use. The SMART and Assessment Walkthrough Tools provided by the MoEYI may be used by Assessment Coordinators and/or the instructional leaders, with some adaptation if required. The information gathered for the observation process should be used as a basis for reflection and to strategize to ensure the effectiveness of the approach adopted.

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 and support resources may be accessed via the following website/platform:

- PEP Website - https://pep.moey.gov.jm/
- Book Fusion Platform - https://www.bookfusion.com/
- MoEYI Repository of Educational Resources – educate.gov.jm

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, intervention strategies, 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 and intervention plans that are to guide the teaching/learning process. Through capacity building initiatives for the various

stakeholder groups that are involved in the design and implementation of programmes as communities, it is likely that the goals of learning will be achieved. Communities comprising of school leaders, student leaders, parent groups, professional associations, resource developers, teacher educators are some that are active members of Curriculum Implementation Teams and learning communities that are action oriented. A monitoring framework that promotes communal accountability and a learning focused operational model will influence efforts to sustain inclusive practices of stakeholders.

REFERENCES

Center for Parent Information and Resources (2020). Supports, Modifications, and Accommodations for Students. Retrieved from: https://www.parentcenterhub.org/accommodations/

Ministry of Education, Youth and Information (2016). National standards curriculum: philosophical framework. Kingston, Jamaica: Core Curriculum Unit - Ministry of Education, Youth and Information

Ministry of Education (2016). *Scheduling Framework for the National Standards Curriculum*. Kingston,Jamaica: Core Curriculum Unit - Ministry of Education, Youth and Information

Ministry of Education, Youth and Information (2019). Pathways to education models. Kingston, Jamaica: Ministry of Education, Youth and Information

Ministry of Education (2020). *Draft National Standards Curriculum Companion Manual for the Jamaican Multigrade Context*. Kingston, Jamaica: Core Curriculum Unit – Ministry of Education, Youth and Information

Ministry of Education, Youth and Information (2020). Education in emergencies: Models of curriculum implementation for the reopening of schools. Kingston, Jamaica: Ministry of Education, Youth and Information

Ministry of Education, Youth and Information (2020). Education in emergencies plan. Kingston, Jamaica: Ministry of Education, Youth and Information

Ministry of Education, Youth and Information (2020). Guidelines for the implementation of the NSC at the primary level. Kingston, Jamaica: Core Curriculum Unit - Ministry of Education, Youth and Information

Ministry of Education, Youth and Information (2021). National School Learning and Intervention plan.

Regier, R. (2012). 60 formative assessment strategies. https://tinyurl.com/56rp5jdz

APPENDIX

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

A Guide for Teachers and Parents

Students 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	
	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	
	Concrete examples	
	Personalized examples	
	Chunk information into small pieces/ teach mini lessons	
Difficulty writing	Use an electronic device (tablet/laptop/smartphone) to type responses	
	Dictate answers/voice type	
	Additional time for assignments	
	Reduce the amount of writing required for completing the assignment	

Difficulty staying on task/fidgety		[Dear Teacher: Heartfelt Advice for Teachers from Students](#)
	Create a study carrel around the child's desk using cardboard or any other material that prevents the child from seeing around them
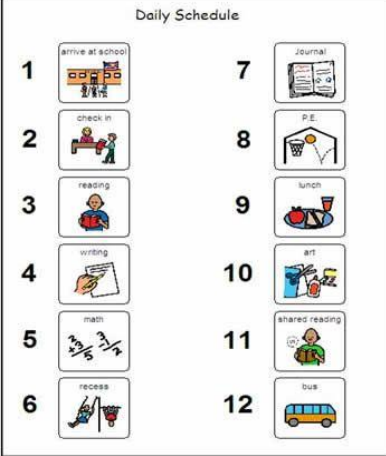
A study carrel made out of a cardboard box could be decorated by the child |
| | Space for movement or breaks

- 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) | [What is a Calm Down Space?](#)

[6 Low-Cost Sensory-Friendly Chairs](#) |

	• 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

Review previous material before teaching new material

Use of mnemonics

Have student restate information

Use concrete examples | Down Syndrome Working Memory Game

Visual and Spatial Memory with Child 35 (Early Math Collaborative at Erikson)

What are mnemonics? | Oxford Owl

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	Daily Schedule
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

[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)

SAMPLE SCHEDULE - GRADES 2 & 3 MERGED (MULTIGRADE)

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	

Time	Group Arrangement & Instructional Strategy	Monday	Tuesday	Wednesday	Thursday	Friday
7: 50 - 8:15		HOMESCHOOLING: ONE OR MORE DISTANCE LEARNING MODALITIES				
		General Devotion			Grade/House/Club Devotion	
8:15 - 8:45	Whole Group Small Groups Diversified Integrated Task	Circle Time: Values & Attitude Focus using the Integrated Studies Focus Questions and support resources (RE, HFLE, Civics, Spanish)				
8:45 – 9:15		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 TEMPLATE

2020/2021

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

Gender: ☐ Male ☐ Female

Institution _____Pathway: ☐ 1/R ☐ 2/AR ☐ 3/NR

Your school has a variety of services available to you. These include: student coaches/mentors, 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(s) 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

<table>
<tr><td style="background-color:orange">**Personalize Areas of Study: (Place a tick beside the subjects you are presently pursuing)**</td></tr>
<tr><td>_**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.)_</td></tr>
<tr><td style="background-color:lightgray">**Areas of Study Following the National Standards Curriculum Format:**</td></tr>
<tr><td>**Enrichment:**

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

☐ Personal Empowerment   ☐ Club   ☐ Other

NB: All students should do some kind of physical activity unless excused</td></tr>
<tr><td>**Exploratory Core:**

☐ Lanuage Arts   ☐ Mathematics   ☐ Integrated Studies

☐ Social Studies   ☐ Other</td></tr>
</table>

Resource & Technology: Problem Solving/Work Based Learning:

☐ Business Basics   ☐ Agriculture   ☐ Industrial Techniques

☐ Other   ☐ Other

NB: These areas provide project ideas. At least one is recommended

Creative Expressions:

☐ Music   ☐ Visual Arts   ☐ Drama

☐ Dance

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?

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.

MINISTRY OF EDUCATION, YOUTH & INFORMATION

FORMATIVE ASSESSMENT WALKTHROUGH INSTRUMENT

Introduction

Learning success is dependent on factors such as (a) the quality of the support for students and teachers based on the curriculum (b) the relationship between the preferred learning facilitation models and the design of the curriculum (c) the use of data to inform actions to deal with learning needs or challenges. A curriculum that places the learner and learning at the centre of school life requires an emphasis on instructional assessment for the purpose of learning and as a part of the learning process. This tool may be used for team walkthroughs or by individual curriculum leaders. The checklist of questions/items is to be used to guide the formative assessment process. Where necessary, additional questions or items may be added based on the purpose of the walkthrough. The comment section serves as a space for recording general observations, concerns and commendations. Curriculum decisions are to be informed by these data and others. A record of actions taken and outcome is to be maintained.

???

QUESTIONS/ITEMS TO GUIDE THE ASSESSMENT WALKTHROUGH PROCESS

1. What curriculum standards and related goals is the class addressing?
2. What does the class profile reveal about students' learning needs based on diagnostic activity/activities or record?
3. Does each child have a learning plan that indicates the area of focus and strategies for success?
4. Does the learning facilitation plan (5Es) show evidence of customization to meet diverse students' needs?
5. How are students informed of their roles/responsibilities in relation to their learning plan or the purpose of the session?
6. What evidence is there during the session of students' reflection on their learning based on success criteria?
7. What do students do to deal with challenges/difficulties they face?
8. What sources of evidence are used to determine progress/reduction in learning gaps?
9. What is the approach of the teacher/peers in providing feedback to students?
10. What is the evidence of student's use of suggested actions/recommendations for them to make progress?
11. What is the evidence of collaboration as part of the assessment process?

12. What are the signs of a healthy atmosphere (warmth versus coldness)?

13. How is the teacher coping with the demands of the learning process?

14. Others (specify as required)

General Comments

Direction: For each of the items included as a component of the formative assessment process, indicate if present (P) or absent (A) in the relevant column. Use the comments column to record any evidence that supports/justifies claims in relation to the formative process being used at the time of the walkthrough.

DIMENSIONS OF THE FORMATIVE PROCESS	YES/NO	COMMENTS
1. Curriculum Standards and related goals are being addressed.		
2. Class profile reveals students' learning needs based on diagnostic activity/activities or records		
3. Each child has a learning plan indicating success criteria to be met (Example: *I can* statements)		
4. Learning facilitation plan (including the 5E Instructional Model) is customized to meet diverse students' needs (Example: Tasks of different levels of complexity, gender, access to support etc.)		
5. Students observe the expected roles/responsibilities for the session (Example: I will statement)		
6. Students reflect on their learning strategies based on success criteria (Example: Sharing what is working/not working and plan of action)		
7. Students seek help with challenges/difficulties when individual efforts do not work		

8. More than one data source used to collect evidence of progress		
9. Descriptive feedback on progress is given by teacher and/or peers in relation to success criteria		
10. Learner/s use suggested actions for success to make corrections where needed		
11. Members of the class, including the teacher, collaborate as a part of the assessment process		
12. The learning environment/atmosphere is warm/inviting.		
13. Teacher is coping with the demands of the learning process		

General Comments

---

1. **Class profile** – This is a general description or outline of the learners in a specific class. It includes their learning styles, their interests and their particular learning needs based on their strengths and limitations

2. **Classroom atmosphere** – The general feeling and attitudes conveyed in the learning environment that may affect the learning experience in positive or negative ways. The atmosphere may be described as supportive, non-threatening, risk-tolerant, inclusive, exclusive or threatening.

3. **Collaboration** – The act of working *flexibly* together to achieve a common learning goal.

4. **Curriculum** – The experiences or educational encounters for students that are influenced by the national teaching/learning plan that serves as the formal guide that outlines teaching and learning expectations across Units and Terms of the school year. This document standardizes the attainment targets, benchmarks objectives, assessment criteria and learning outcomes. It also includes suggested learning activities and general and specific guidelines for teachers. The curriculum focuses on achieving the standards that form the base of this document through the provision of developmentally appropriate learning support systems and conditions.

5. **Digital/Electronic Driven Formative Assessment**: This is the use of Information and Communication Technology, including relevant devices to present assessment tasks and to enable students to use assessment as one of the means for make progress towards expected learning outcomes.

6. **Formative Process** - The steps in facilitating the development of targeted skills. It involves providing assessment criteria, providing meaningful feedback and scaffolding students' efforts to self-correct as required.

7. **Formative Walkthrough/Acknowledgement** –This is a focused observation during a teaching/learning episode aimed at monitoring the assessment component of the curriculum implementation process in order to provide the necessary support to

teachers. It may be done online or face to face. It is also treated as an assessment tour to find evidence of students' progress from appropriate use of assessment principles.

8. **Goals**: Statements of expected achievements in regards to process, performance and outcomes of assessment

9. **Learning Facilitation Plan:** A document outlining the approach and activities that will be used by facilitators to prepare self and students to engage in the learning process and to execute other planned lessons. It also addresses activities to be done after scheduled sessions and how instructional and student performance will be assessed and findings used.

10. **Learning Plan**: A document outlining the customized set of goals for students to achieve learning outcomes and the strategies and support mechanisms that will serve as part of the enabling and accountability framework

11. **Reflection** - A process of looking back before taking action and looking critically in the moment of acting as well as after the moment. The process is carried out within the boundaries of the philosophy of the curriculum and is carried out to enable achievement of goals or to solve problems. In this context, the focus is on teaching, learning, assessment and other related activities.

12. **Standards** – Broadest level of descriptions of what students should know and be able to do at the end of a specific grade level. The curriculum programme for each subject discipline is based on these standards.

13. **Success Criteria** – A set of parameters or dimensions or features of a completed student task that must be present to achieve the learning goal. They should be written in child-friendly terms such as "I can" statements based on the objectives of the lesson.

References

Blair, C. (2002). *School readiness: Integrating cognition and emotion in a neurobiological conceptualization of child functioning at school entry*. American Psychologist, 57(2), 111-127. EJ 646 501. https://tinyurl.com/4zdvvrz

Lichtenthal, C. (1990). *A self-study model on readiness to learn. In Murphy, S. (2019). Learning styles and clinical education*. Retrieved from: https://tinyurl.com/3jk777zp

Regier, R. (2012). *60 formative assessment strategies*. https://tinyurl.com/56rp5jdz