



Ministry of Education and Human Resources,  
Tertiary Education and Scientific Research

# THE FOUR-YEAR EXTENDED PROGRAMME





## **1. INTRODUCTION**

The Nine Year Continuous Basic Education (NYCBE) strategy incorporates a four-year Extended Programme, a programme meant for pupils who have not attained the NQF Level 1 at the Primary School Achievement Certificate (PSAC). It will provide further opportunities and necessary support for ALL students to achieve the essential outcomes of the basic educational cycle and prepare for the National Certificate of Education (NCE) which is pitched at NQF Level 2. This will in turn open up avenues for further studies.

## **2. RATIONALE**

One underlying principle of the Educational Reform is that no child should be left behind. Research shows that ALL children have talents and potential. The curriculum and curriculum delivery are being made learner-centred and are tailored to ensure that students' academic needs are being catered for. Necessary support strategies will be introduced to enhance inclusiveness and equity.

## **3. UNDERLYING PHILOSOPHY**

The underlying philosophy of the 4-year Extended Programme as that of the Educational Reform in general and the Nine Year Continuous Basic Education in particular is inclusiveness, equity and quality in all teaching and learning processes.

## **4. THE GOALS**

Students will have acquired sufficient and necessary knowledge, skills and competences to become responsible citizens capable of pursuing their own personal development and also contributing to the well-being of their family and the development of society in general, and are ready for the next level of schooling and life-long learning.

## **5. OUTCOME**

All learners will complete basic education and are ready for upper secondary/vocational education.

## 6. SPECIFIC OBJECTIVES OF THE FOUR-YEAR PROGRAMME

- Students are reconnected with the school and the education system.
- Students have developed basic scholastic skills and executive functions for own personal development.
- Students have developed social skills to contribute to the well-being of their family and the development of the society in general, and
- Students have acquired sufficient and necessary knowledge, skills and competences to cope with the next level of schooling and ultimately, life-long learning.

## 7. KEY CHALLENGES

Students joining the Foundation Year in 2018 would be those who have not made the grades at PSAC Assessment 2017 and would most probably have a similar profile as the existing students of the Prevocational Stream. Experience in the Prevocational Education and interaction with practitioners in schools tend to show that the profile of these students is generally characterised by a number of factors, social and other including negative school experiences and health problems in some cases, that have led to coping difficulties, lack of motivation and self-confidence.

Students concerned may function in a stressed mode, may not have basic scholastic/social skills and executive functions, may not be fluent/proficient in any languages necessary for lessons and assessments, may sometimes not have the pre-requisites to understand the ongoing lesson, may generally, have difficulties to build up meaningful relationships with peers and the Educators.

It is felt that, prior to getting the students to embark on learning their subject matter, they must be provided with positive experiences that would contribute to develop in them vital personal skills, ensure their psychological and emotional well-being and restore their self-confidence and self-esteem. Developing a greater interest in school would certainly trigger in them a new motivation to learn and succeed. As importantly, they should feel supported on all sides whether at school or at home.

## 8. ORGANISATION OF THE FOUR-YEAR EXTENDED PROGRAMME

Year 4	▶ Grade 9 Extended	Adapted Curriculum + Support
Year 3	▶ Grade 9	Adapted Curriculum + Support
Year 2	▶ Grade 8	Adapted Curriculum + Support
Year 1	▶ Grade 7	Foundation Year

## 9. THE CURRICULUM OF THE EXTENDED PROGRAMME

Provisions have been made for a differentiated curriculum for all the students involved. All learners will be supported and given the opportunities to achieve the standards of knowledge, understanding and skills at the end of each grade, as prescribed in the core curriculum for Grades 7-9. A differentiated curriculum will address the readiness, learning difficulties, ability level and learning pace of the learners.

All essential elements, namely a differentiated pedagogy, appropriate learning materials, conducive learning environment and adapted assessment will be developed so as to achieve the agreed learning objectives. This includes proceeding at the pace of the learner in steps. In short, it is about delivering the curriculum through a learner-centred perspective.

The general description of the extended 4-year programme is provided in the National Curriculum Framework Grades 7 – 9, Chapter 3, pages 20 – 24.

## 10. LEADING THE PROGRAMME

The Rector/Deputy Rector/Senior Educator of the institution, who will be supported, would be prepared for the successful implementation of the programme.

A Facilitator will be identified to take charge of the class. His/her responsibilities will include leadership and supervision, coaching and mentoring. Such responsibilities will also include assisting the students to acquire life and scholastic skills and a sense of belonging.

## 11. WHOLE SCHOOL SUPPORT

The programme requires a whole school approach with the entire school community providing a supportive school environment facilitating the smooth adaptation, greater inclusion and total well-being of the students at school.

This would involve Educators, other students, the PTA and all parents within the school community to accompany, care for, guide and support the learner.

## 12. ADDITIONAL SUPPORT PROGRAMMES

- **Health and well-being screening**

A network including the Counselling Service, Social Workers and the representatives of Ministry of Health and Quality of Life, together with private parties who may wish to help will be set up to provide dedicated support to all students as soon as possible and to ensure that they are physically and emotionally ready for a balance life. Psychological and other support will be provided to those in need.

- **Afterschool programme**

Afterschool sports/Arts/Activities programme will be offered as part of a strategy to promote holistic development and a greater sense of belonging among students.

## 13. THE FOUNDATION YEAR

The Foundation Year aims at reconnecting the learners with the school and providing meaningful experiences to impact positively on further learning. The Foundation Year will provide for:

- A diagnosis of individual cognitive and socio-emotional needs
- A screening of the health situation so as to enable students to focus on learning
- A whole school approach with more collaboration between Educators and students

- Opportunities to develop proficiency in basic knowledge and acquire social and life skills

Sufficient and necessary support will be provided to Educators to achieve the above objectives.

## **14. HUMAN RESOURCE FOR THE EXTENDED PROGRAMME**

The Extended Programme requires the active involvement of all Educators to work together for the benefit of the learners and to share good practices.

Two PVE Educators per school will be responsible for the teaching of contextualized literacy and numeracy respectively while the designated Facilitator will take up the Life Skills and Values component.

Other Educators will be involved in the teaching of subjects such as the Sciences, ICT, Visual Arts, PE etc.

## **15. CAPACITY BUILDING**

The Educators will be provided necessary support and training by the MIE. Capacity building will be sustained through continuous professional development by the Ministry of Education in close collaboration with all stakeholders.

## **16. CONCLUSION**

The implementation of the four-year Extended Programme will require the active involvement and participation and dedication of all stakeholders including Rectors, Educators, students and parents.

Implementation will be holistic taking into consideration the psychological, sociological and pedagogical dimensions of teaching and learning.

The Ministry will closely monitor the programme and will ensure that appropriate resources are mobilised to create the most conducive environment for its implementation.



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