Prevocational Programme

Guidelines
for Educators

Prevocational Project

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Foreword by Director

In the context of the reform of the Prevocational Education at Secondary level, we are pleased to provide Educators with guidelines for teaching in line with the new Curriculum Framework-Secondary (Prevocational).

This project necessitates a well-planned teaching based on a set of carefully designed materials. The MIE is providing the pedagogical support and appropriate materials for both teachers and pupils. We believe that all children are educable and we have incorporated in the students' text materials that would provide learning experiences appealing to a diversity of learners.

We propose that teachers use the guidelines to plan their teaching collaboratively. This is one of the basic conditions for the success of this project. We would wish to receive feedback from schools as regularly as possible and provide any additional support necessary for the success of this project. Teachers are encouraged to get in touch with us and, as far as possible, share good practices with each other.

I wish to thank all the staff of MIE who have written this guideline and the team of MIE graphic designers who have produced this booklet.

S. Thancanamootoo (Mrs)
Director

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1.0 General Guidelines

1.1 Introduction

This set of guidelines is proposed in the context of the New Programme for the Prevocational Education (PVE) sector which will spread over 4 years. It is meant to guide educators to familiarize themselves with the philosophy and approach of the new programme.

1.2 Contributors

This new programme has been designed by the Mauritius Institute of Education, Ministry of Education and Human Resources, Mauritius Institute of Training and Development and educators from prevocational stream. The programme is meant to meet the challenges facing the PVE sector.

2.0 Structure of this 'guidelines' document

The document starts with an overview of the new programme, presents the approaches to be adopted while implementing the new programme and introduces the modes of assessment to be used.

2.1 Overview of the Prevocational programme (Y1 – 4)

The current programme is proposed in the light of the reform in the PVE sector in Mauritius and Rodrigues as formulated in the National Curriculum Framework (NCF) for Secondary Education (2009) and as subsequently reviewed in 2011.

The following table presents an outline of the four year programme. After the prevocational programme, students should be able to join a vocational course at the MITD.

Structure of the PVE programme

Year	1	2	3	4
Organisation at school level (School/ MITD)	5 days in secondary school	5 days in secondary school	3 days in secondary schools and 2 days in MITD	2 days in secondary school and 3 days in MITD
Evaluation **Proposal to be** **confirmed**	Continuous assessment – modular mode Marks banked for final certification	Continuous assessment – modular mode Marks banked for final certification	Continuous assessment – modular mode Marks banked for final certification	To be communicated by MES

	2012	2013	2014
New NCF	Form I & II	Form I – II (Sec School) Form III (3 days in sec schools / 2 days in MITD)	Form I-II (Sec School) Form III - 3 days in sec schools /2 days in MITD Year IV – 2 days in sec schools / 3 days in MITD
Existing	Form III	Year 4: MITD	

The programme consists of 4 core learning domains as stipulated in the NCF:

- Communication Skills
- Numeracy and Problem Solving Skills
- Life Skills
- Livelihood and Trade Skills

3.0 Learning domains

The following are the learning domains according to the Secondary Education NCF.

Domains	Communication Skills	Numeracy and Problem Solving Skills	Life Skills	Livelihood and Trade Skills
	The Arts	Mathematics	Values and citizenship education	Design and Technology
	English	Science	Health and Physical Education	Home Economics
	French	ICT	ICT	Entrepreneurship skills
	ICT			ICT
Time Allocation (%)	**ICT – 4 periods (ICT also cuts across all learning domains)**			
	18 %	18 %	16%	30%
Based on 45 periods (4 periods for activities)	8	8	7	14
Based on 40 periods (4 periods for activities	7	7	6	12

Since prevocational education is divided into domains and NOT subject areas, one Educator should take the responsibility of one whole learning domain (See table above) and lead all planning for teaching, although s/he may be assisted by another Educator for certain specialist areas. In certain cases, and depending on practical considerations, one Educator may be responsible for two domains.

4.0 Bridging the Gap

Bridging the Gap for the prevocational stream is being introduced to ascertain a smooth beginning for learners entering the prevocational stream. It has been scheduled over 4 weeks from the beginning of the term after which educators will start to implement the formal prevocational curriculum in an integrated manner.

4.1 Activities and Objectives

Bridging the Gap is a compilation of doable and interactive activities that can be associated to specific themes such as 'Health and Safety', 'Sports and Leisure' and 'Communication' among others. Other activities do not necessarily belong to a theme but are essential for the holistic growth of the learner. All these activities are non-academic tasks and are meant to bridge the gap between the primary and the prevocational stream. They are easy to conduct and also make use of low cost materials or readily available resources.

The activities are planned on a fortnightly basis and educators may wish to identify the tasks as per the suggested format. The activities suggested are not restrictive and educators are invited to improvise activities to meet the objectives below according to the needs of the students, taking into consideration the possibilities and practical constraints of the context.

The suggested activities are meant to enable learners to:

- develop a **familiarity of the context** in which they are learning
- develop **confidence and self esteem** in themselves as learners
- contribute towards the creation of a **positive** learning environment
- develop **ownership** of their tools and games they engage in
- build new and friendly **rapports** among friends and the school staff
- **enjoy** a new beginning and look forward for an interesting journey ahead
- become strongly **motivated** through team building activities
- display **interest** in some specific areas

4.2 Planning

Educators and Heads of schools will receive the Bridging-the-gap document to familiarize themselves with the proposed activities. The first week is devoted to welcoming the learners, while during the second week educators will prepare activities based on Health and Safety. Activities based on Sports and Leisure will be carried out during the third week and during the fourth week on developing skills of communication. Activities are not necessarily theme-driven but are meant for teambuilding and motivating learners. At the end of each week, students should be encouraged to showcase their progress and achievements.

While working on the Bridging the Gap, the learners' likes and dislikes as well as the concerns of the learners should be identified and archived in a portfolio, thus keeping track of their learning progress. A good way of starting the portfolio is by encouraging each learner to present her/himself.

For a continuous representation of learner's progress, this portfolio will have to be updated on a weekly basis.

5.0 Curriculum Approaches

The programme allows educators to respond to the profile of the learners in PVE for their holistic development. This is made possible through the use of integrated and inclusive approaches together with the home-school community approach. In addition, the situated cognition mode of learning is used to make learning meaningful and relevant to the student's surroundings and life experiences.

5.1 Holistic development– emphasis on experiential learning

Although development is described by reference to progress in the different areas of the physical, social, emotional and intellectual, these must not be treated separately; they must be made to interconnect with each other to present learners with complete/comprehensive and healthy learning experiences. Instead of education being fact-driven or content-driven it must be made to become experiential. This allows learners to acquire the knowledge, skills, dispositions and attitudes they will need for their whole life. The curriculum with a holistic orientation expands on individual learner's existing knowledge, values and skills.

5.2 An inclusive approach

In the realization of the syllabus an inclusive pedagogy has been adopted. It is based on the practice of fairness and social justice. Inclusive education refers to the movement to include students of different profiles into the same classroom irrespective of gender, class, race or ability and offers the most appropriate learning opportunities.

An inclusive approach is based on the following considerations:

1. All children are capable of learning.

2. All children have right to an education with the peers in their community's schools and

3. The school system is responsible for attempting to address the unique needs of all children in the community.

Ways of making inclusive classrooms:

• Resources and infrastructures should be universally accessible.

• Use differentiated instruction to enable learners to learn according to their own pace, style and differences.

• Develop potential of all learners.

• Use learners' culture to promote learning and achievement.

• Develop learner's sense of social belonging and citizenship.

• Use a variety of resources to develop literacy instruction.

- Adopt an interdisciplinary curriculum – approach which draws in themes, issues, problem topics or experience from different learning domains.

- Carry out authentic assessment of the student performance – learners demonstrate learning through observation, producing, or demonstrating skills in real life contexts.

- Use technology in the classroom.

- Use peer learning to demonstrate collaborative strategies.

- Encourage home-school-community partnership.

5.3 An integrated approach

One of the elements of a good curriculum is integration. It has been suggested that this could be achieved through the combination of related domains. It uses theme teaching, projects, and units and builds webs to cover a variety of material. This approach allows children to learn in a way that is most natural to them.

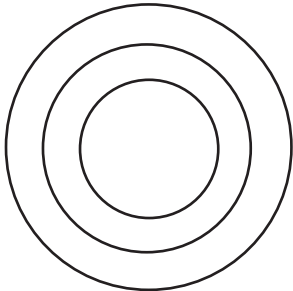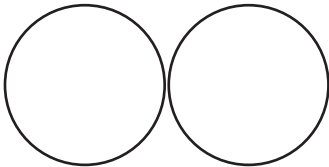**Characteristics of Integrated Curriculum**
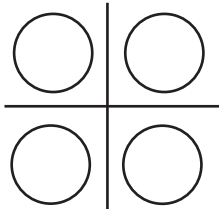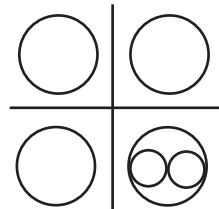
- The teacher also provides for whole class, small group work and individual study.
- Teaching methods are flexible. Discussions, seminars, field-trips and small-group activities form part of the methods utilized.
- Short and rigid periods are eliminated. They are replaced by longer and more flexible blocks of time.
- Barriers between domains are broken down thus unifying the lesson.
- Educators and pupils have their say in planning, modifying and discussing particular problems.
- Builds on children's interests and abilities in meaningful contexts.

Models of integration

Models of integration range from the simplest to the most complex. The following table illustrates the different possibilities that can be used depending on:

- Integration of learning domains

- Integration of competencies and skills

- Integration within a learning domain

The table below depicts the different models of curriculum integration:
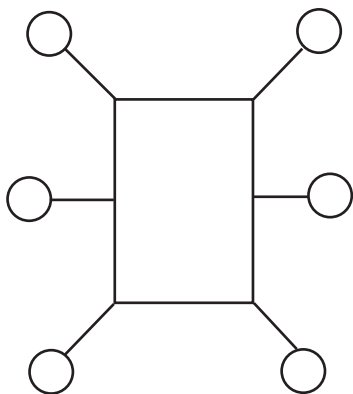
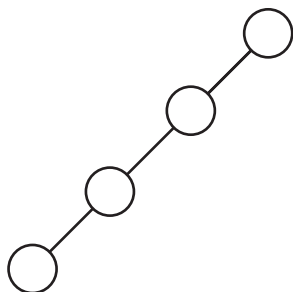| Name	Description
Fragmented	Separate and district domains
Connected	Topics within a domain are connected.
Nested	Social thinking and content skills are targeted within a learning area.
Sequenced	Similar ideas are taught in concert, although learning domains are separate.
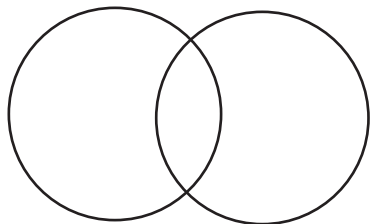
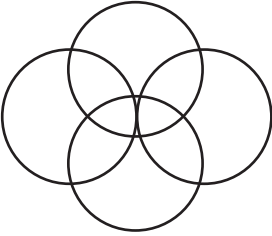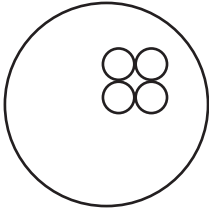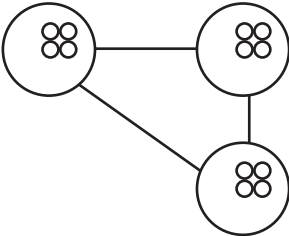| Shared	Team planning and/or teaching that involves two domains focuses on shared concepts, skills or attitudes.
Webbed	Thematic teaching using a theme as a base for instruction in many domains
Threaded	Thinking skills, social skills, multiple intelligences, and study skills are "threaded" throughout the domains.

Integrated	Priorities that overlap multiple domains are examined for common skills, concepts, and attitudes.
Immersed	Learner integrates by viewing all learning through the perspective of one area of interest.
Networked	Learner directs the integration process through selection of a network of experts and resources.

5.4 Home school community approach

The school has the potential of grouping students from diverse social backgrounds, ethnic groups and regions. It is therefore essential to respect this diversity and work towards a Home School Community approach that makes room for parents, the community, educators and the learners in order to strive towards the civic development of learners. Stakeholders   intervention such as parents, community members, specialists, through PTA, Home-school link programmes, Family support programmes, Environment Clubs, community outreach have the potential of increasing expectations and foster learning situations for learners and strengthen the home-school-community partnership.

The following are some suggestions which you can take into consideration:
*	an understanding of the concerns and problems faced by learners and their parents
*	the school as a service provider to the community (E.g. after school hours)
*	setting up of clubs that could increase the literacy achievement of learners through book clubs, drama clubs and others
*	community outreach through civic and environmental initiatives
*	events such as Open days and cultural events with the collaboration of parents
*	sharing scholastic expectations and sustained feedback on learners' academic and non-academic performance
*	encouraging home and school based communication between parents and learners, parents and parents, and parents and the school members
*	encouraging parental supervision and monitoring

5.5 Situated cognition

Situated cognition is a theory of instruction that suggests learning is naturally tied to authentic activity, context, and culture.
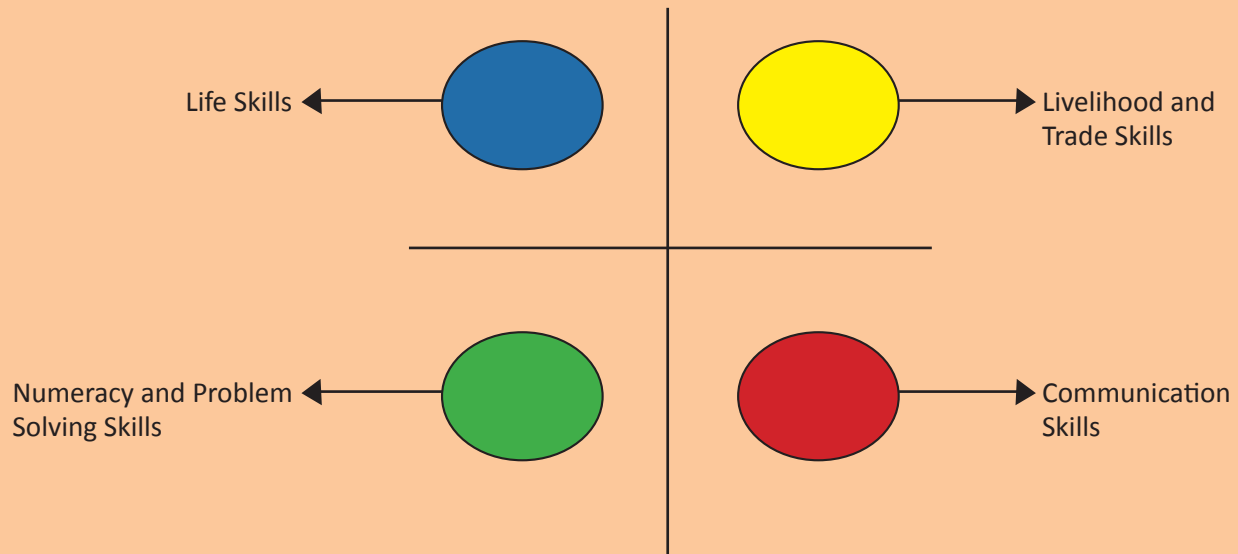
Characteristics of situated cognition:
*	Students collaborate with one another and their instructor works toward some shared understanding.
*	promotes a culture of learning: processing concepts and information more thoroughly, considering multiple opinions, perspectives, or beliefs
*	makes learning contextual and situates it in learners' social environment
*	provides for experiential learning

6.0 School based curriculum

School based curriculum development gives flexibility to educators to adapt the PVE Curriculum to the specific needs of the learners.

Fragmented (see note below)

Life Skills ← 🔵

🟡 → Livelihood and Trade Skills

Numeracy and Problem Solving Skills ← 🟢

🔴 → Communication Skills

N.B: Teachers are not encouraged to use the fragmented curriculum model and the domains are separated

Connected
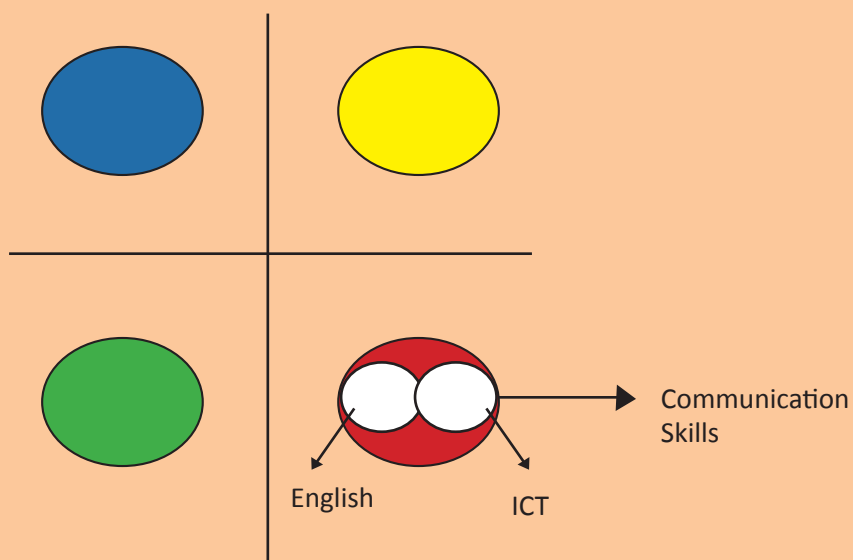
🔵   🟡

🟢

🔴 → Communication Skills

English   ICT

An example of the **Connected** model:

The topic of "Myself" from the domain "Communication Skills" whereby **English** is used as a medium to introduce oneself orally and in written form and **ICT** is also used to introduce myself through drawings using the paint brush tool / writing using Microsoft word / presenting using PowerPoint presentation.

Sequenced

Life Skills

Communication Skills

Sports

French or English

An example of the **Sequenced** Model:

During a volleyball game / match, as students become proficient in the game, they are also encouraged to listen to and use language related to the game which would facilitate language acquisition.

Shared

Numeracy and Problem Solving (e.g Science)

Livelihood and Trade Skills (e.g Design & Technology)

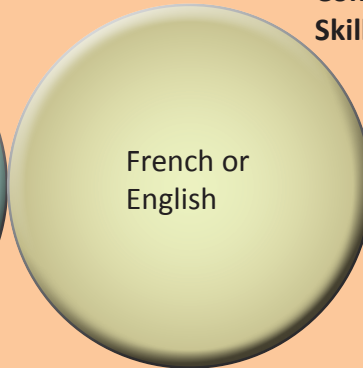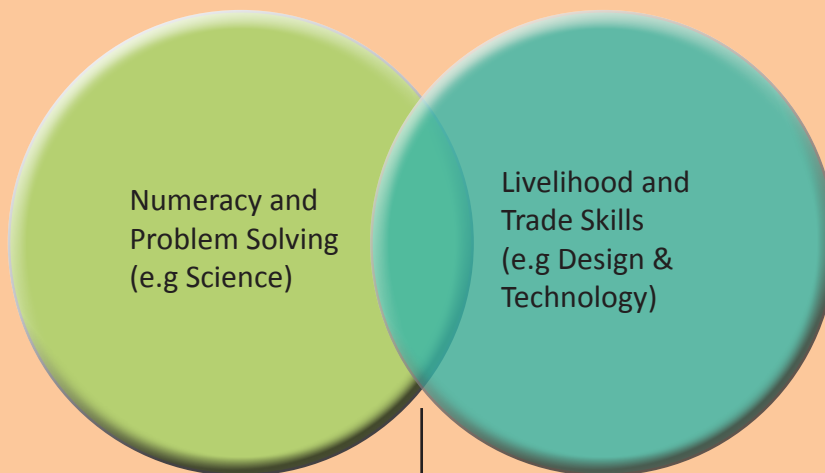An example of the **Connected** model:

The topic of "Myself" from the domain "Communication Skills" whereby **English** is used as a medium to introduce oneself orally and in written form and **ICT** is also used to introduce myself through drawings using the paint brush tool / writing using Microsoft word / presenting using PowerPoint presentation.

• Measurement

• Environmental Awareness

Creativity

Personality

Values

Structure

A
d
v
e
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b
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W
o
r
d
s

Text Writing

Attitude

Group thinking

Verbs

Media

Experiences
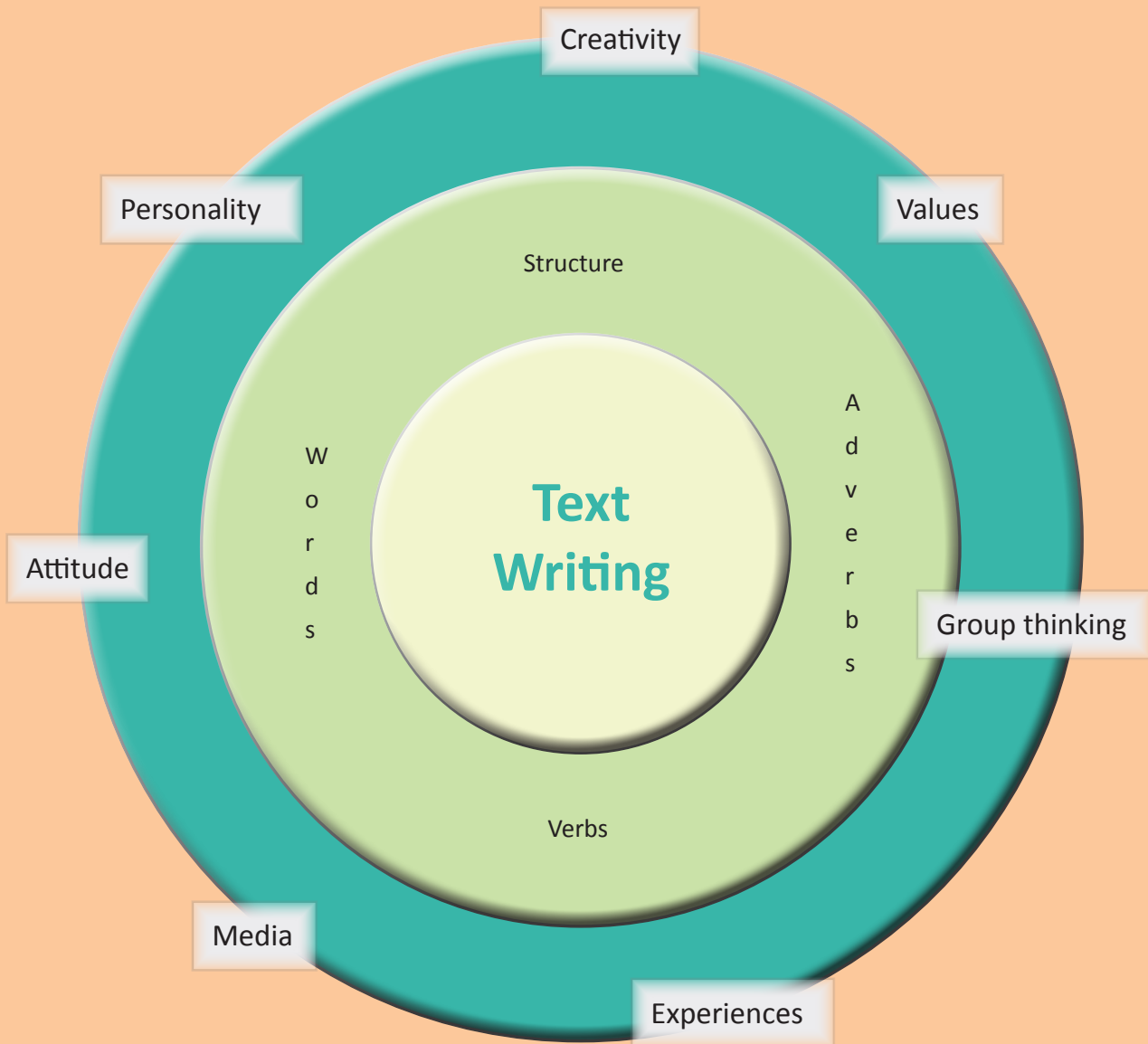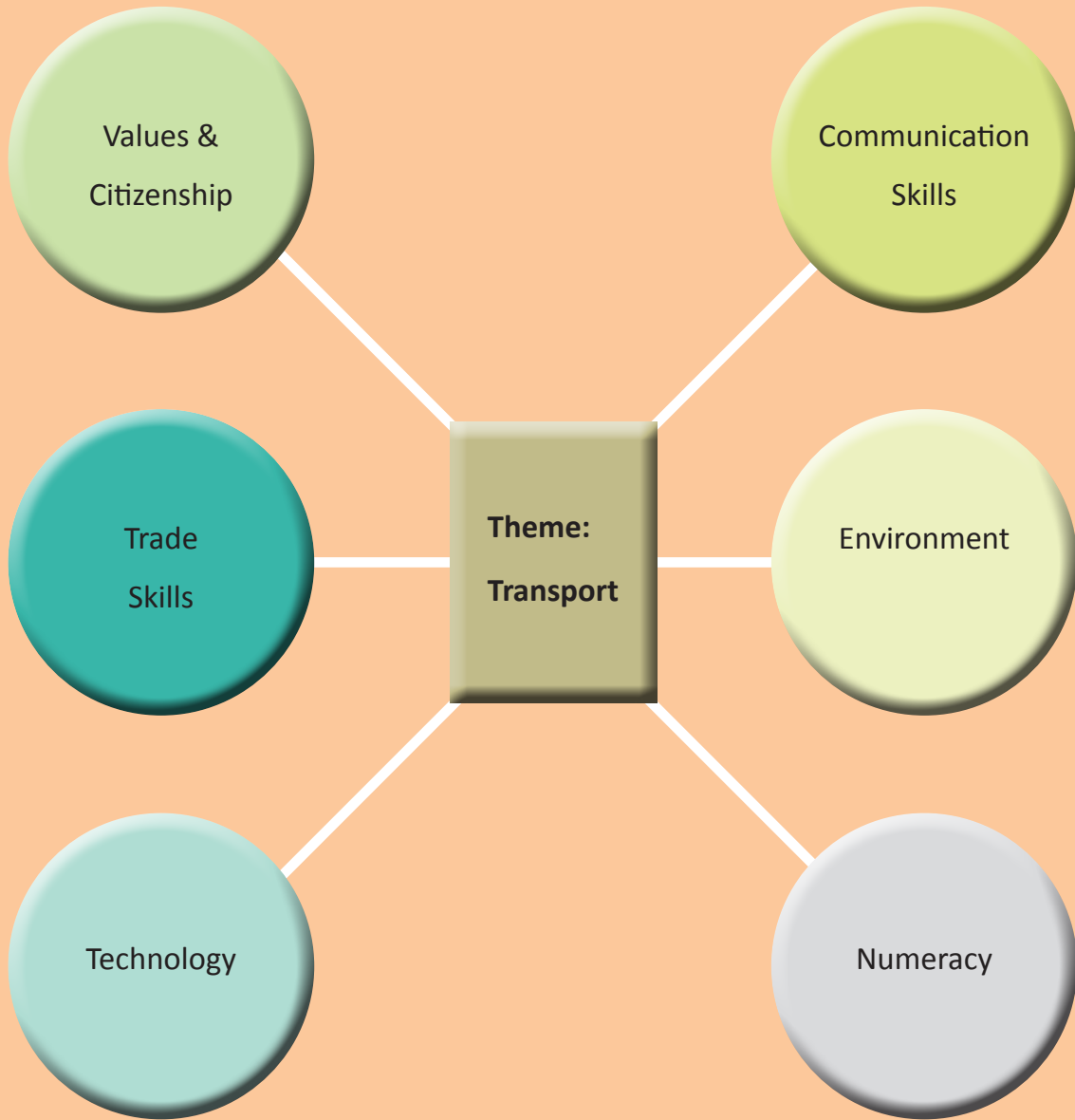
An example of **Nested** Model:

The Learning Area is **Text Writing** whereby the student will have to write a short text on a theme. While doing that exercise, the student will not only master the content skills, such as verbs, adverbs, sentence structure, vocabulary but will also be developing other skills illustrated above. All these converge towards text writing.

Values &
Citizenship

Communication
Skills

Trade
Skills

**Theme:
Transport**

Environment

Technology

Numeracy

Communication Skills

Presenting and evaluating poster

Creating poster

Decision Making -

Decide collectively (Social Skills)

Select (e.g lesson on packaging)

Immersed

Values / Rules / regulations

Geography / Science

Arts

Design & Technology
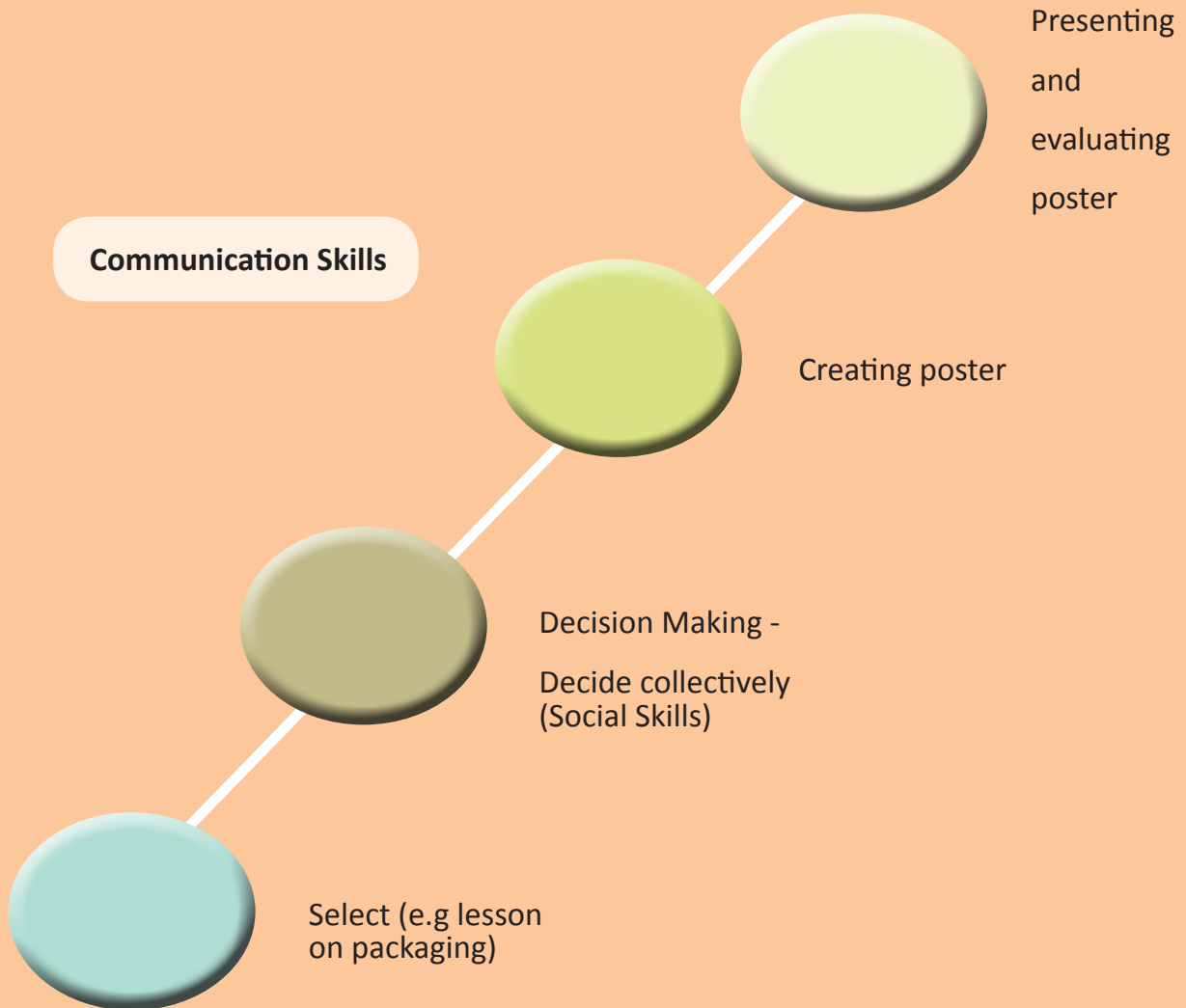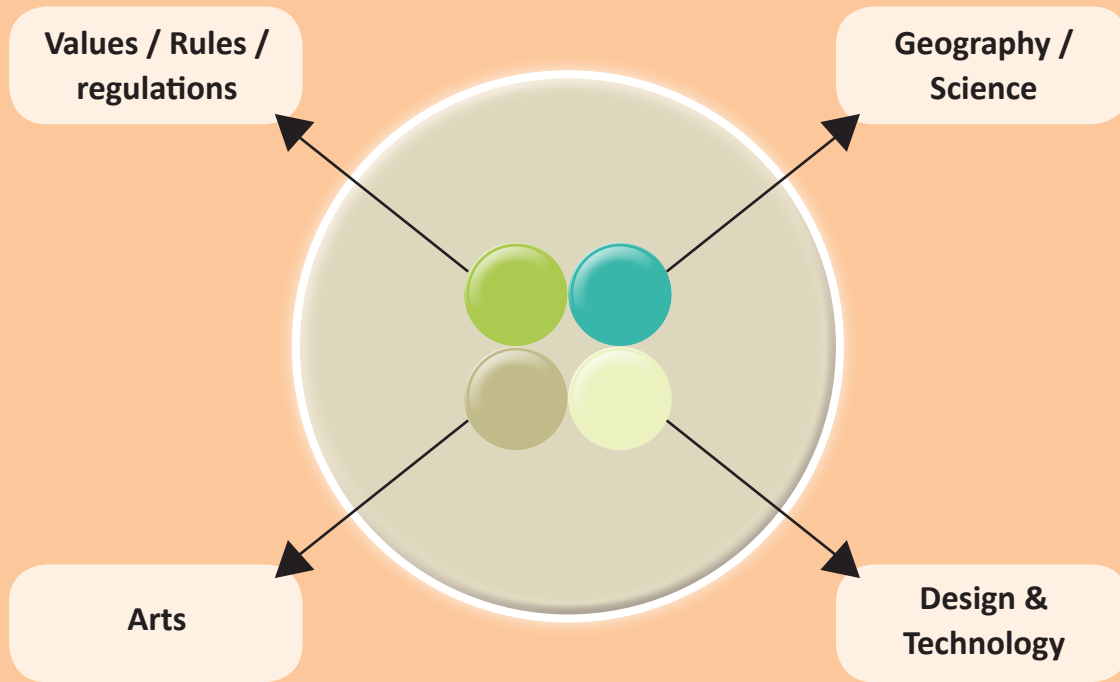
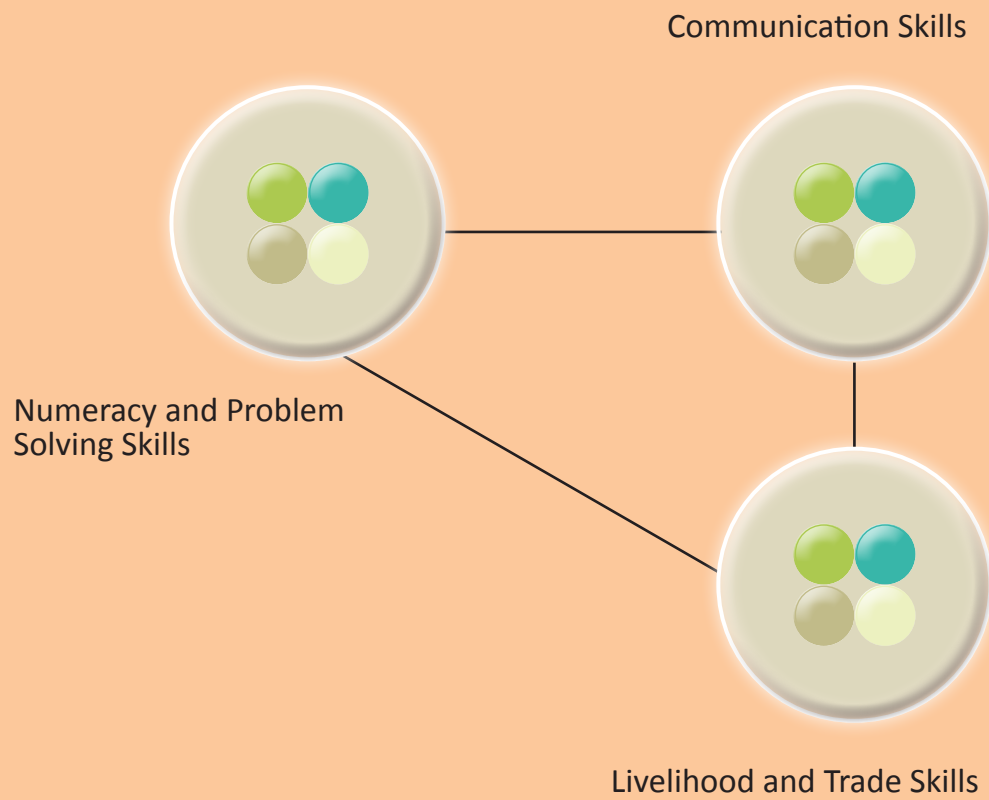Example of **Immersed** model:

Creating a mock volcano using a project based learning.

Learning of concepts from different domains will be integrated through the perspective of one area of interest.

Networked

Communication Skills

Numeracy and Problem
Solving Skills

Livelihood and Trade Skills

Example of **Networked** model:
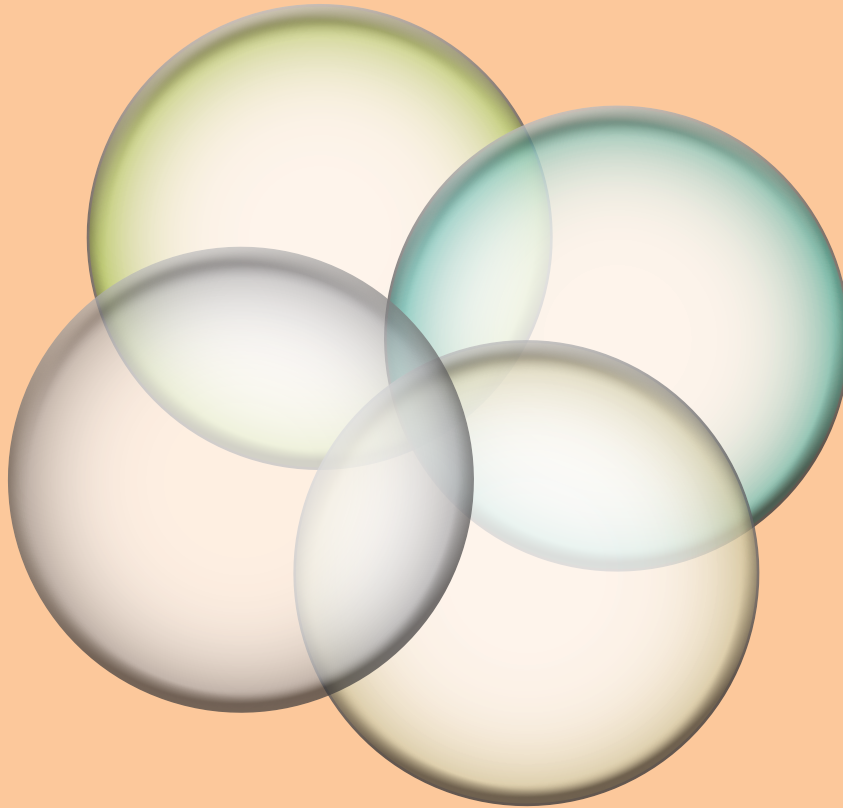
Teachers from different domains collaborate to address the learners' needs.

Integrated

This is like the shared model but involving more than two domains.

An example of Integrated Model:

The topic "A day at the market" can integrate Communication Skills, Science, Health & Physical Education and Entrepreneurship Skills/Home Economics.

Another topic can be "Picking Guavas".

6.1 Use of curriculum materials

Educators are encouraged to adapt the materials according to an integrated and inclusive approach. They have the freedom to decide on how much of the material to use until competencies have been reached. Educators are invited to give feedback on the current version of the materials (Printed in 2011). This will help to continuously improve the programme and to make the materials become more user-friendly.

6.2 Support to Educators

Regular training will be available at the MIE and these include face to face and online support. Inspectors from the Ministry of Education and MIE Personnel will also be available to assist educators in implementing the new curriculum upon request.

6.3 Planning

Long term as well as short term plans must be used in the implementation of the Curriculum. Planning must be done in a sequential manner, within each learning domain across the four years. This will involve planning at team level.

7.0 Assessment

Assessment in Prevocational Education will be mostly centred on the concept of assessment for learning. This implies that assessment will be used to enhance learning and learner's self-esteem, re-orient and adjust teaching and learning processes to address learners' emerging needs and difficulties while at the same time to record learning progress. Overall, assessment shall be learner-friendly in the sense that it will be non-threatening and will encourage learners to self-evaluate, thus paving the way towards continuous and self learning.

7.1 Knowing the learners

At the Prevocational level it is important to interpret assessment results to inform the educator to know the needs, interests and learning readiness to accurately landscape the learning experiences to accommodate the learners' profile. Very often this kind of assessment can happen at any time, in any situation and is mostly informal. However, the relevant events and behaviours must be recorded.

7.2 Modular and continuous assessment

Formal assessment will be modular. This means that learners will not be re-assessed on parts of the programme or units on which they have already been assessed; for example, content covered in term 1, will not be examined in other school terms.

Continuous assessment allows educators to place assessment exercises within a term rather than at the end of a term only. These teacher-designed interim assessments contribute towards the final result of the term and of the year.

7.3 Oral Assessment

It may be the case that learners have severe writing or reading problems. Educators are allowed to additionally assess these learners, through oral tests to obtain valid results about what the learners can or cannot do. One may evaluate learners through other modes of expressions, drawing being one such other example.

7.4 Portfolio for each learner

The learner's portfolio is a necessary document showing records of learner's performance and illustrative examples of learners work. Usually, the records or entries are sequential in nature and always followed by the educator's evaluation report. A variety of assessment tools will be used to assess learners holistically: these take the forms of observation notes, anecdotal records, running records, checklists, rating scales, sociogrammes, transcripts and traditional paper-and-pencil tests. The portfolio captures different instances of the learner's experiences, involvement and participation in school life to offer an overall picture of the progress of the learner: the so-called learning curve or profile of the learner.

8.0 Conclusion

This set of guidelines has been suggested to assist educators in the implementation of the new curriculum but it is in no way restrictive. It is meant to be helpful to the classroom practitioner as well as the Head of School. Additionally, educators' feedback on the curriculum materials would be most welcome for the betterment of the programme. Educators are also invited to forward their contribution in terms of successful lessons and success stories to the prevocational panel teams, so that the materials can be improved for the benefit of both educators and students. We invite educators on board for this exciting journey to accomplish their mission and in a spirit of collaboration to enable their learners to grow and develop holistically into fine adults.