The New PreVocational Programme

Guidelines to Schools

MIE

Mauritius Institute of Education

Structure of the new 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

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

Overview of the Programme

Domains	Communication Skills	Numeracy and Problem Solving Skills	Life Skills	Livelihood and Trade Skills
	The Arts Kreol English French	Mathematics Science ICT	Values and citizenship education Health and Physical Education	Design and Technology Home Economics Entrepreneurship skills
Time Allocation	**ICT – ICT also cuts across all learning domains – 10% (4)**			
	20 %	**20%**	**15%**	**35%**
Based on 45 periods (-4 for activities)	8	8	**7**	14
Based on 40 periods (-4 for activities	7	7	**6**	12

Educator's Responsibility

- Pre-vocational education is divided into domains and NOT subject areas.

- One Educator should take the responsibility of a whole learning domain- (Eg: lead planning for teaching)

- 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.

Bridging the Gap

- Ascertains a smooth beginning for learners entering the Pre-Voc stream.
- Scheduled over 4 weeks from the beginning of the term.
- All tasks are activity based.
- Makes use of low cost materials or readily available resources.
- Activities are not necessarily theme-driven but are meant for teambuilding and motivating learners.
- At the end of each week, students showcase their progress and achievements.
- Learner's progress is identified and documented in a portfolio.

Bridging the Gap

- 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

Bridging the Gap

- The suggested activities are meant to enable learners to:
  - 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

Curriculum Approaches used

- **Holistic Curriculum**
  - physical, social, emotional and intellectual
- **Inclusive Curriculum**
  - practice of fairness and social justice
  - irrespective of gender, class, race or ability
  - include students of different profiles
- **Integrated Curriculum**
  - Barriers between domains are removed thus unifying the lesson
  - Builds on children's interests and abilities in meaningful contexts

Curriculum Approaches used

- **Home-School Community Approach**
  - Encouraging home and school based communication between parents and learners, parents and parents ,and parents and the school members
- **Situated Cognition**
  - learning is naturally tied to authentic activity, context, and culture.
  - Students collaborate with one another and their instructor works toward some shared understanding.
  - promotes a culture of learning

School Based Curriculum

- Gives flexibility to teachers to adapt the PVE Curriculum to the specific needs of the learners
  - Use of curriculum materials
  - Support to Educators
  - Feedback from Educators
  - Planning

Integrated Curriculum

Characteristics of Integrated Curriculum

- The teacher 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
- Teachers 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

| Name	Graphical Representation
Fragmented	
Connected	
Nested	
Sequenced	
Webbed	
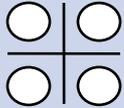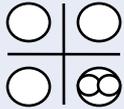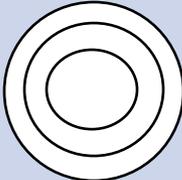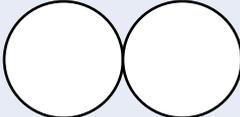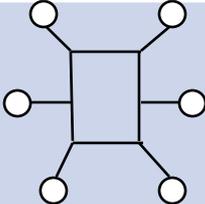
Models of Integration

Adapted from **Integrated Curriculum by Kathy Lake, developer: NWREL (**<u>Northwest Regional Educational Laboratory)</u>

Name	Graphical Representation
Shared	
Threaded	
Integrated	
Immersed	
Networked	
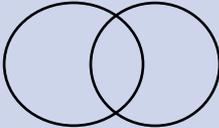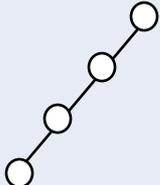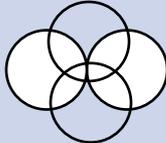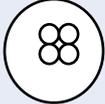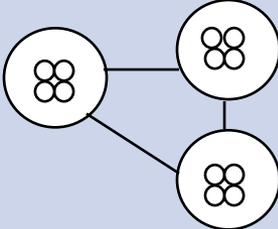
Approaches to teaching

Fragmented(see note below)

Life Skills ← (blue circle)

(yellow circle) → Livelihood and Trade Skills

Numeracy and Problem Solving Skills ← (green circle)

(red circle) → Communication Skills
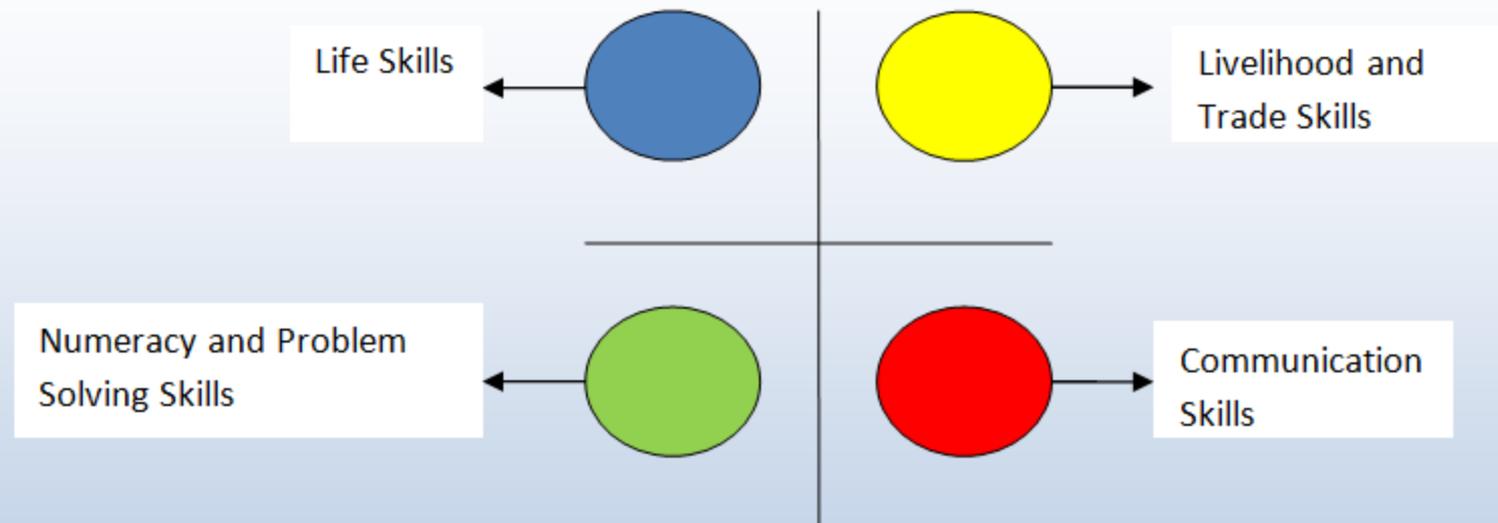
N.B: Educators are not encouraged to use the fragmented model as the domains are separate and distinct

Model 1

Connected

Communication Skills
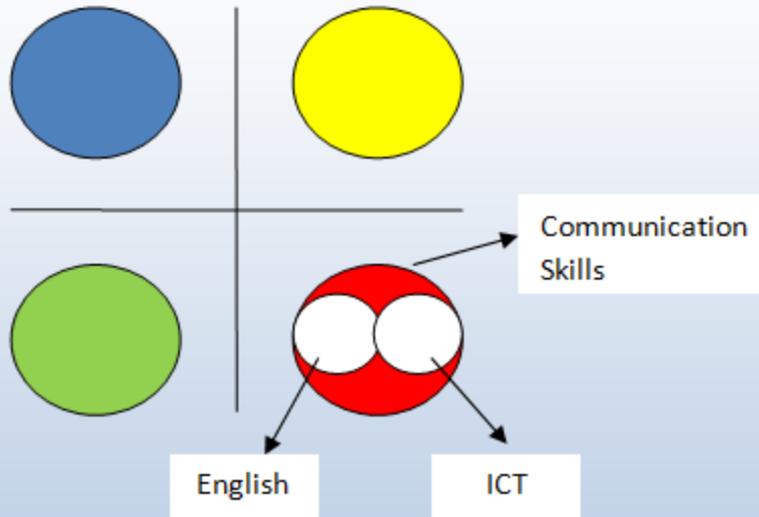
English   ICT

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.

Model 2

Sequenced

Life Skills

Communication Skills

Sports

French or English
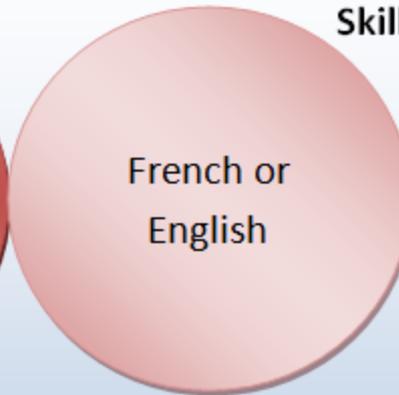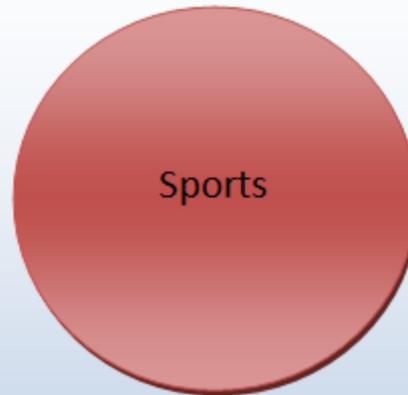
An example of **Sequenced** Model:
During a volleyball game/match, as students become proficient in the game, they are also encouraged to listen to and use language related to the game which would facilitate language acquisition.

Model 3

Shared

Numeracy and Problem Solving (E.g Science)

Livelihood and Trade Skills (e.g Design & Technology)
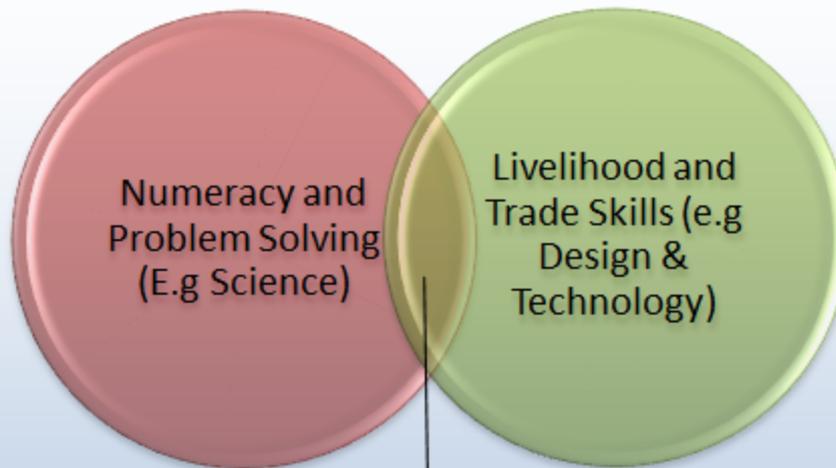
- Measurement
- Environmental Awareness

Example of **Shared** Model:

Measurement is a concept that can be taught both in Science and Design and Technology.

Another example can be the teaching of materials in the environment where environmental awareness is the common attitude taught between the two domains.

Two different educators plan and teach two different domains but focus on shared concepts, skills and attitudes.

Model 4: Nested


Nested

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.

Model 5

Model 6

Model 7

Immersed

Values/Rules/ regulations

Arts

Geography/ science

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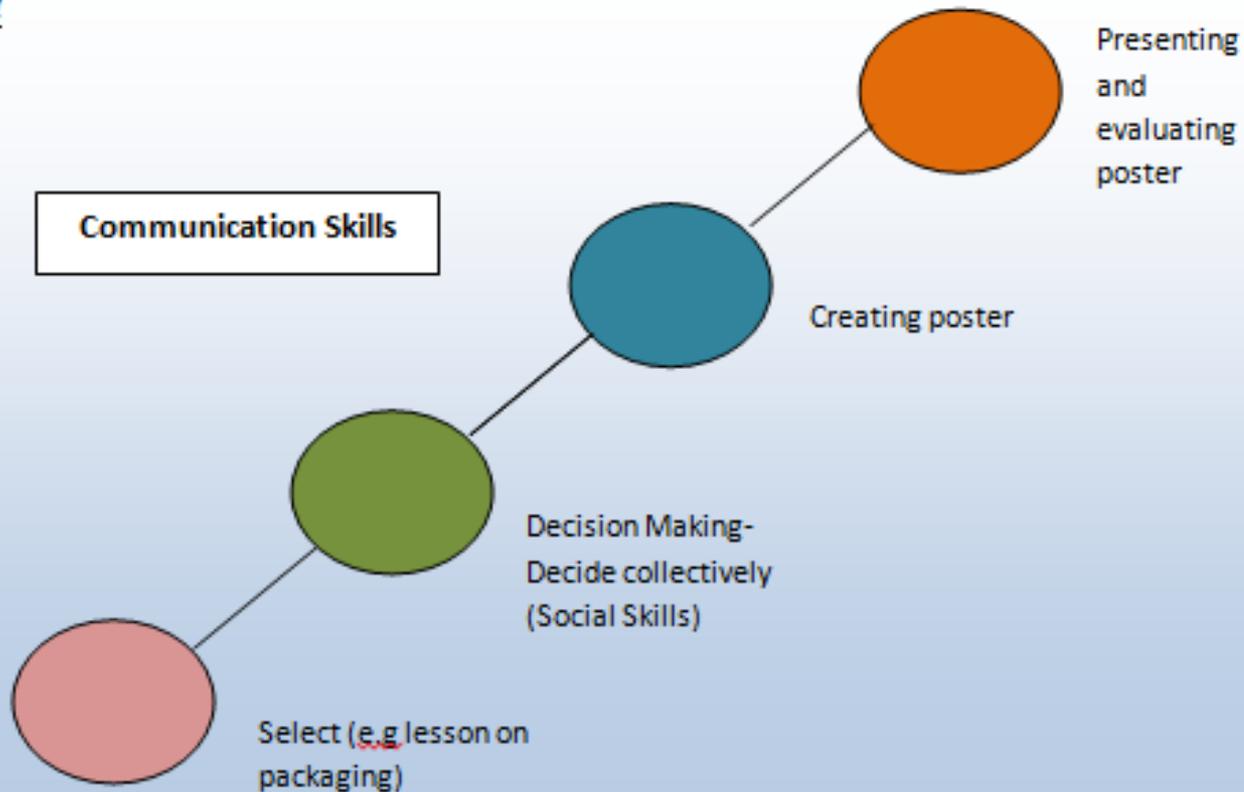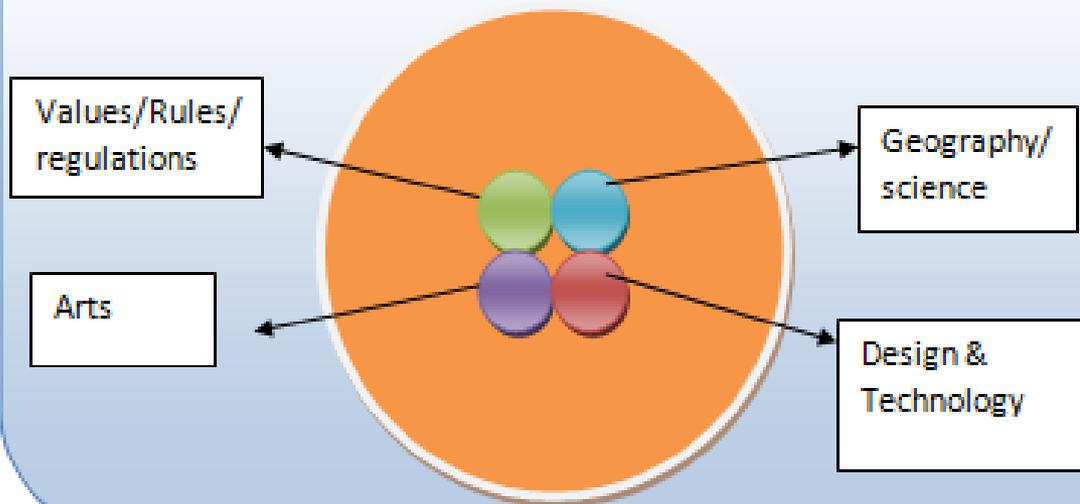
Example of **Immersed** model:

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.

Model 8

Networked

Communication Skills

Numeracy and Problem Solving Skills

Livelihood and Trade Skills
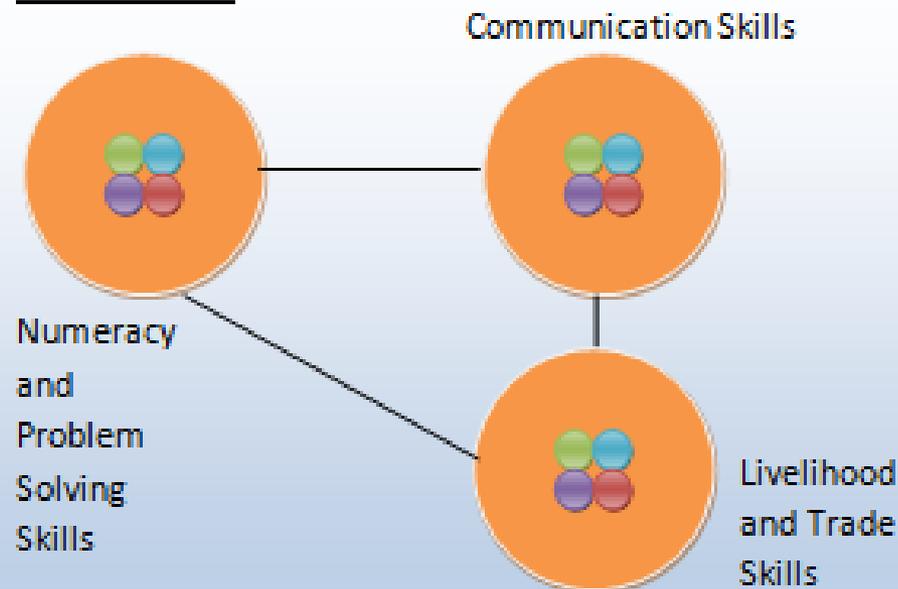
Networked Model:

Teachers from different domains collaborate to address the learners' needs.

Model 9

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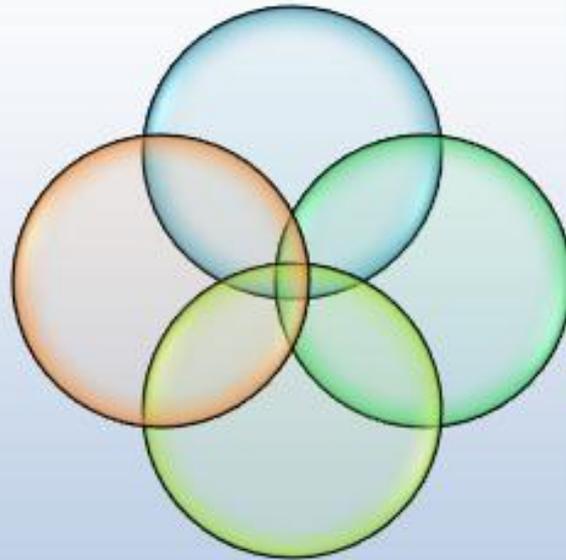
This is like the shared model but involving more than two domains.

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".

Assessment

- Assessment for learning
- Enhance learning and learner's self-esteem
- Re-orient and adjust teaching and learning processes
- learner-friendly, non-threatening
- Encourage learners to self-evaluate and engage in self learning.

Assessment

- **Knowing the learners**
  - to know the needs, interests and learning readiness
- **Modular and continuous assessment**
  - Learners will not be re-examined on the same contents again
  - teacher-designed interim assessments contribute towards the final result of the term and of the year
- **Oral Assessment**
  - In case of writing or reading problems
  - Provides valid results about what the learners can or cannot do
  - Learners may be evaluated through other modes of expressions, drawing being one such other example

Assessment: The Learner's Portfolio

- Document showing records of learner's performance and illustrative examples of learners work

- Use of variety of assessment tools

- Reflects progress of learners holistically

- captures different instances of the learner's experiences, involvement and participation in school life

Certification

- MQA – Level 1

Concluding remarks

- New Philosophy: every child is educable and deserves to be educated.
- Role of Educators: require extra effort to embrace the new philosophy and approach.
- Role of Heads of School: provide the condition for success- especially resources , access to specialist rooms and flexible implementation.
- Organisation of Teaching and Learning- demands careful planning- encourage and acknowledge personal initiatives
- Resources- necessary precondition for success.
- As much emphasis on the process as the outcome.
- Developing self esteem of children