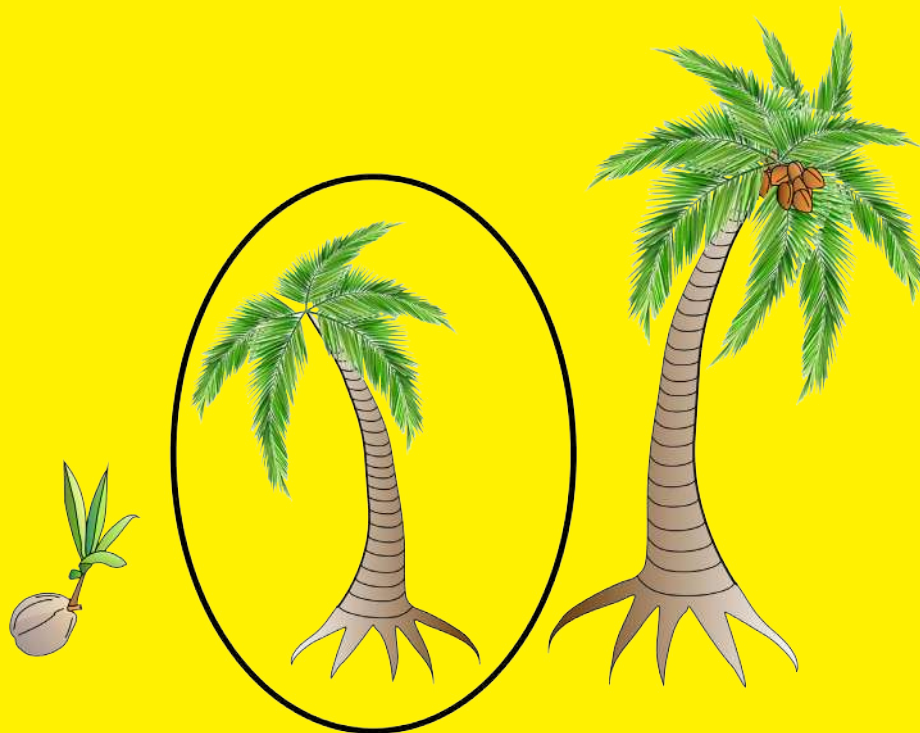




Solomon Islands Government

# Pre-primary Year Curriculum Framework



Ministry of Education and  
Human Resource Development



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# **Pre-primary Year Curriculum Framework**

***Redim Pikinini Fo Praemeri Skul  
A Values and Play-Based Curriculum Framework***

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# Foreword

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The Solomon Island Education system is currently undergoing significant restructuring and reform in response to the needs identified through the development of the Education Sector Investment and Reform Program (ESIRP) and Education Strategic Plan (ESP). The Curriculum Review and Reform Programme (CRRP) is developing a comprehensive curriculum that is responsive to the needs of all Solomon Islanders in order to achieve the vision and goals of the education system as advocated in the National Education Action Plan (NEAP: 2016–2020) and Education Strategic Framework (ESF: 2015-30).

Within this process of review, the NEAP 2016-2020 and the Early Childhood Road Map (2017) are key documents that provide an impetus and direction toward the creation of a formal and detailed curriculum to meet the needs of five-year-old learners and their teachers.

The Pre-primary Year Curriculum Framework is to be used by Pre-primary teachers to provide the foundation of principles for teaching the preparatory year in the Solomon Islands. It contributes significantly towards the holistic development of the learner as an individual and as a contributor to his or her society.

This is a key document in the shift from a curriculum defined in terms of subject content to a curriculum defined in terms of what learners are expected to know, understand, and be able to do, value and appreciate. It follows the outcomes-based curriculum model with a learner centered approach which includes embedded values and a focus on play and discovery.

This Curriculum Framework builds on the learner's home environment and links this to the concepts, skills, attitudes and values of the community. It forms a link for further learning in year 1 and beyond as well as preparing individual learners for future life in the Solomon Islands.

The development and implementation of this Curriculum Framework is a significant step towards relevant and meaningful learning experiences for young children. It is important that all policy makers, teachers, education authorities and other education stakeholders support the principles of this document.

As the Minister responsible for the provision of education services in the Solomon Islands, I commend and endorse this Curriculum Framework as the official document for the teaching and learning of the Pre-primary Year class throughout the Solomon Islands.



Hon. John Dean Kuku

Honourable Minister of Education, 2018

**Ministry of Education and Human Resource Development**

# Acknowledgement

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- Corina Leve – ECE Lecturer

## **Quality Assurance Services**

- Pre-primary Year Subject Working Group members
- Pre-primary Year Technical Working Group members
- Curriculum Coordinating and Implementing Committee (CCIC)
- National Curriculum Advisory Board (NCAB)
- Staff of the Ministry of Education and Human Resources Development

## **Funding Agencies**

- United Nation International Children's Emergency Fund (UNICEF)
- The Solomon Islands Government

# Glossary

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## **Aims**

Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning process.

## **Assessment**

Judging and describing the learning outcomes that learners have achieved.

## **Attitude**

Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.

## **Basic Education**

Education from Pre-primary to year 9. It is the policy of the government that all children should attend school these years of schooling as a minimum requirement.

## **Conducive**

Tending to produce; contribute to; helpful; favourable.

## **Curriculum**

All learning opportunities, planned, guided and supported by the school. The curriculum includes all learning areas, events, interactions, relationships and other extra-curricular that occur within an early childhood environment designed to support and enhance children's learning and development.

## **Curriculum Framework**

Establishes the aims, philosophy and details of the Pre-primary curriculum.

## **Early Childhood Care and Education (ECCE)**

Refers to a variety of programmes including nursery, playschool, kindergarten, day care and pre-primary that provide educational, social, emotional, moral and physical support for children between birth and eight years of age.

## **General Learning Outcome**

A statement which specifies what the learner is expected to know, understand or be able to do and appreciate. These are open-ended and general statements.

## **Holistic**

Using an approach to teaching and learning that recognizes the connection between mind, body and spirit. It covers a child's cognitive development, but also their emotional, physical, social and spiritual development.

## **Integrated**

Integration focuses on making learning connections for learners across learning areas.

**Learner**

A person who is in the process of learning something, in this case in a school situation. In an outcomes-based syllabus, learner is used rather than student.

**Learner-centred**

An approach to learning that focuses on an individual learner or group of learners rather than on the teacher. The outcomes approach is learner-centred.

**Learning Outcomes**

A statement that specifies what a student is expected to know, understand or be able to do as a result of a learning activity.

**Language of Instruction**

The language used in teaching.

**Metaphor**

A word or phrase used to describe something in a way that is different from its normal use.

**Outcomes-based Curriculum**

A curriculum based on the setting and achievement of outcomes.

**Play-based**

Play-based describes an approach where the teacher designs and structures a hands-on activity so that when the children interact with it they will learn essential concepts and ideas. The children learn through active exploration of the environment made available to them and inquiry and curiosity are promoted.

**Pre-primary Year**

The year of school that prepares five-year-old children for grade one of Primary School.

**Rationale**

Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.

**Specific Learning Outcome**

A statement of an observable behaviour which shows that a learner has achieved some level of competence in a learning outcome. These are specific statements and are measurable, observable and doable.

**Strand**

The areas of learning into which a course is divided. Each learning area in the syllabus is divided into a number of Strands which continue throughout the year of the course.



**Subject Working Group**

The group of teachers, lecturers and educators who contribute to the development of the Pre-primary year curriculum, reviewing and advising on curriculum content.

**Syllabus**

A document that prescribes the course of study by learners within a given curriculum year. A syllabus presents the strands, sub-strands, and their intended learning outcomes, assessment events and other guidance for teachers.

**Technical Working Group**

The group within Ministry of Education (MEHRD) who oversee and contribute to the development of the Pre-primary year curriculum, reviewing and advising on curriculum content.

**Value**

A moral standard of behaviour, principles which govern a person's choices.

**Values-based Curriculum**

A curriculum based on a set of core character traits desirable in every human being that are carefully woven into all curriculum activities.

**Vernacular Language**

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin.

## List of Acronyms

Acronyms	Meaning
<b>ECCE</b>	Early Childhood Care and Education
<b>GLO</b>	General Learning Outcome
<b>LOI</b>	Language of Instruction
<b>MEHRD</b>	Ministry of Education and Human Resource Development
<b>NEAP</b>	National Education Action Plan
<b>NCS</b>	National Curriculum Statement
<b>PPY</b>	Pre-primary Year
<b>SLO</b>	Specific Learning Outcome
<b>SWG</b>	Subject Working Group
<b>TWG</b>	Technical Working Group

# Section 1:

## Preamble

---

*Redim Pikinini Fo Praemeri Skul*, a Pre-primary Year Curriculum Framework for Primary Schools and Early Childhood Centres in Solomon Islands, is written to assist teachers of five-year-olds in designing and implementing a quality programme for children transitioning towards Primary School. It is written to provide a strong start for young children.

This document is a result of the Early Child Care and Education (ECCE) Roadmap developed in 2017. The ECCE Roadmap pointed to the creation of a Pre-primary Year Curriculum as the first and highest priority in further development of the ECCE sub-sector. The Pre-primary Year Curriculum Framework describes the details of the one year of school for five-year-old children. It prepares children for and transitions children to Year One of primary school.

The government of Solomon Islands acknowledge the importance and relevance of Early Childhood Education and Care (ECCE). The ages 3, 4 and 5 years old are the time when a child develops a positive attitude towards learning, develops conceptual thinking, acquires problem-solving skills and rapidly develops language skills. It considers Solomon Islands unique social and language background and makes room for learning in both English and Mother Tongue Languages. It makes reference to local cultural narratives to help children begin considering what it truly means to be a Solomon Islander.

## Section 2:

# Purpose of the Pre-primary Year Curriculum Framework

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The purpose of the Pre-primary Year Curriculum Framework is to provide an organized plan and learning outcomes that define the content to be learned by children in Solomon Islands preparing for Year 1 Primary School education. It informs, guides and supports early childhood teachers, the community and all stakeholders in the education of children aged five years. As an element of the ECCE Roadmap developed in 2017, this curriculum intends to meet the intentions of the National Education Action Plan (NEAP) 2016-2020 and the National Curriculum Statement defining what learners are expected to know, understand, do, value and appreciate. Learners will acquire relevant knowledge, skills and attitudes for their primary school life.

Pre-primary Year (PPY) Education is very important in building the foundations upon which all future learning depends. The Pre-primary year's overall goal is to develop the intellectual, spiritual, social emotional, psycho-motor skills, knowledge and attitudes of five-year-old children to their full potential and to foster within them a strong sense of self-confidence and self-esteem.

The PPY Curriculum will:

- transition the learner from home and centre based early childhood care and education towards primary school education, with an effective curriculum that prepares children for primary school;
- build upon the aims of the ECCE Framework;
- emphasise an outcomes based education (OBE) model, with a learner-centred focus and a belief that every child can learn;
- promote good character, peace and unity for our country through embedded values and dispositions;
- develop learner knowledge, skills and attitudes in social, emotional, cognitive, physical and spiritual areas, suitable to support and enhance their continued learning and development;
- provides teachers with guidance about the best teaching and learning approaches;
- explain the integration of learning areas, values and dispositions across the curriculum;
- provides specific learning outcomes for each learning area;
- describe observation and assessment methods;
- describe quality programmes and quality learning environments;
- describe resources and provides templates;
- provide teachers with best practices in assisting children in their transition to school.

## Section 3: Introduction

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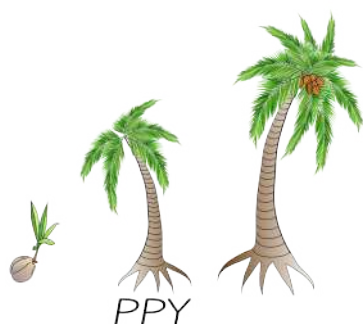
“We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life” (NEAP 2004, 2016-2020).

Education in Solomon Islands should cater for the needs of the whole child. Schools help learners to develop the knowledge, skills and attitudes that will shape reliable adults, healthy relationships, meaningful work and thriving communities of the future. This shaping begins for children in the early years between 0 – 5 years. During these years, children develop responses to their environment and patterns and emotions for learning. (Montgomery 2013 p. 26-67). Positive and enriched early experiences set up the child to “survive and thrive” (Cozolino 2010 p. 67) whereas less ideal beginnings negatively shape the child’s emotional and cognitive development. This means that the early childhood and pre-primary years are indeed the “building blocks” for all later cognitive, social, emotional and moral development.

As a country that holds to Christian ideals, our values are guided by the Bible. “Start children off on the way they should go, and even when they are old they will not turn from it” (Holy Bible, Psalms 127:3-5). The task of parents and teachers of young children is to provide a good start to children, providing them with a foundation of love, security and a joy for learning that will direct the way they should go. Each child is a heritage from the Lord and children are like arrows in the hands of a warrior. (Proverbs 22:6) Children achieve their effective purposes when they are lovingly and carefully shaped with thoughtful and planned foundations in order to target early learning success.

The Pre-primary Year (PPY) in Solomon Islands is for five-year-old children and provides a transition from Early Childhood Care and Education (ECCE) programmes (Valuim Smol Pikinini, 2010) towards Year One primary school education. It is classified as part of “basic education” in Solomon Islands and is funded by Ministry of Education and Human Resources Development (MEHRD).

The ECCE uses the metaphor of the child as a sprouting coconut. The child is assisted to learn to live in harmony with the environment and the community, building knowledge of the culture and beliefs, to become responsible adults who contribute competently and confidently. The Pre-primary Year curriculum also embraces this metaphor as the foundations for learning success now nurture the young coconut tree. The Pre-primary Year stage considers what kind of people we want our children to become and sets the direction of growth in order to achieve it.



The country wishes to embrace peace and unity, as well as other values and dispositions to build citizens of good character. Our children want to learn and explore. For such reasons, this curriculum is developed using well-founded principles of child development and learning, carefully embedded with values and positive learning habits. It provides every child, regardless of their ability, with opportunities to grow as a whole person. In this manner, the heart of the learner, and education, is not forgotten.

## Section 4:

# Aims

---

The vision of the country for its education system is presented in the National Education Action Plan 2016-2020.

*“Our vision is that all Solomon Islanders will develop as individuals and possess the knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. We Envisage a united and progressive society in which all can live in peace and harmony with fair and Equitable opportunities for a better life. Parents and members of the community are to develop a Sense of ownership of all educational institutions.” (pg 3)*

Fundamental to this is the curriculum for Basic Education for all children and the Pre-primary Year is now included in Solomon Islands Basic Education. The curriculum for Basic Education is the planned range of learning experiences to enable young people to acquire the learning outcomes in terms of knowledge, understanding, skills and attitudes necessary for them to develop their full potential to live a productive and happy life and to contribute fully to the community and the nation. Basic Education is the level of education that constitutes the foundation stage offered to all children. In the Solomon Islands, Basic Education refers to the first ten years of formal education: From Pre-primary to Years 1 to 6 in the Primary school, and Years 7 to 9 in the Junior Secondary school. It may also include similar programmes offered elsewhere at similar levels for out-of-school youth and adults as well as special programmes offered to those with disabilities. The Ministry of Education aims for full enrolment for all five-years-olds by 2025 and to continue to improve the quality of education.

The key priority for Solomon Islands is to achieve universal access to ten years of Basic Education for all children.

Basic Education is based on the following principles:

- It progressively introduces a child to the information, knowledge and skills necessary for life;
- It is holistic. It encompasses physical, mental, social, cultural and spiritual aspects of life;
- It leads to self-awareness: an opportunity for each child to become aware of themselves and their own potential;
- It encompasses resilience and the ability to make meaningful decisions;
- It models and shapes behaviour and attitudes compatible with the wider society in which the child is to live;
- The spiritual element of holistic education should form an essential component on the curriculum. Basic Education must be based on common Christian values while recognising the right of others to different beliefs;
- It provides basic skills and competencies required for economic activity and development;

- It prepares a child to become self-reliant and responsible, a resourceful member in the community and promotes committed and responsible leadership;
- It encourages a child to adhere to and respect religious, traditional and cultural values, beliefs, norms and codes of conduct of the local community and the wider world;
- It provides the basis for a child to recognise and accept the diversity of Solomon Islands' culture, tradition, religion and ethnicity throughout the Islands;
- It gives a child knowledge and understanding of the place of Solomon Islands in the wider world so that they can become confident of taking their place in that wider world on equal terms with others.

## Section 5:

# The Education Act 1978 and Curriculum Policy

---

The curriculum for all levels is centralised in the Ministry of Education and Human Resources Development. The Ministry, through the Curriculum Development Division, is responsible for the development of the curriculum as a whole. All subject syllabuses and prescribed text books for Primary and Secondary schools must be approved by the Ministry, on the recommendation of the National Curriculum Advisory Board (NCAB). These are at present supplied free to all schools, although schools may purchase their own supplementary materials if they wish.

The centralisation is reflected in the Educational Act 1978 and the National Education Action Plan 2016 – 2020. The Plan states that, for Primary schools “Curriculum development will remain centralised within the Ministry of Education” (p. 38); “Control of Junior Secondary curriculum is centralised under the Ministry of Education” (p. 55); and “Control of the Senior Secondary curriculum remains centralised with the Ministry of Education, through the Curriculum Development Division” (p. 69). The current TVET curriculum in the country is not centralised. Each rural/vocational or other training centre develops its own curriculum, subject to the oversight of the relevant education authority and each centre’s management policies.

The policy of centralisation for the Primary and Secondary school curriculum is also reflected in the Education Act 1978 as follows:

### *Part V: Curricula and examinations*

#### *Clause 23.*

*The curricula to be followed in all schools shall be approved by the Minister, following submission to him/her of such curricula by such committee or committees as he/she authorize to examine or draw up curricula on his/her behalf.*

#### *Clause 24*

*In all schools the language or languages to be used as the medium of instruction shall be that or those prescribed by the Minister, either generally or specifically.*

#### *Clause 25*

*The Minister may by notice in the Gazette declare any book or publication to be unsuitable for use in the Solomon Islands schools and thereby prohibit its use.*

A review of the Education Act 1978 was started in 2013 and will integrate the curriculum development for ECCE, Primary and Secondary education.



## Section 6:

# The Process of Curriculum Development and Dissemination

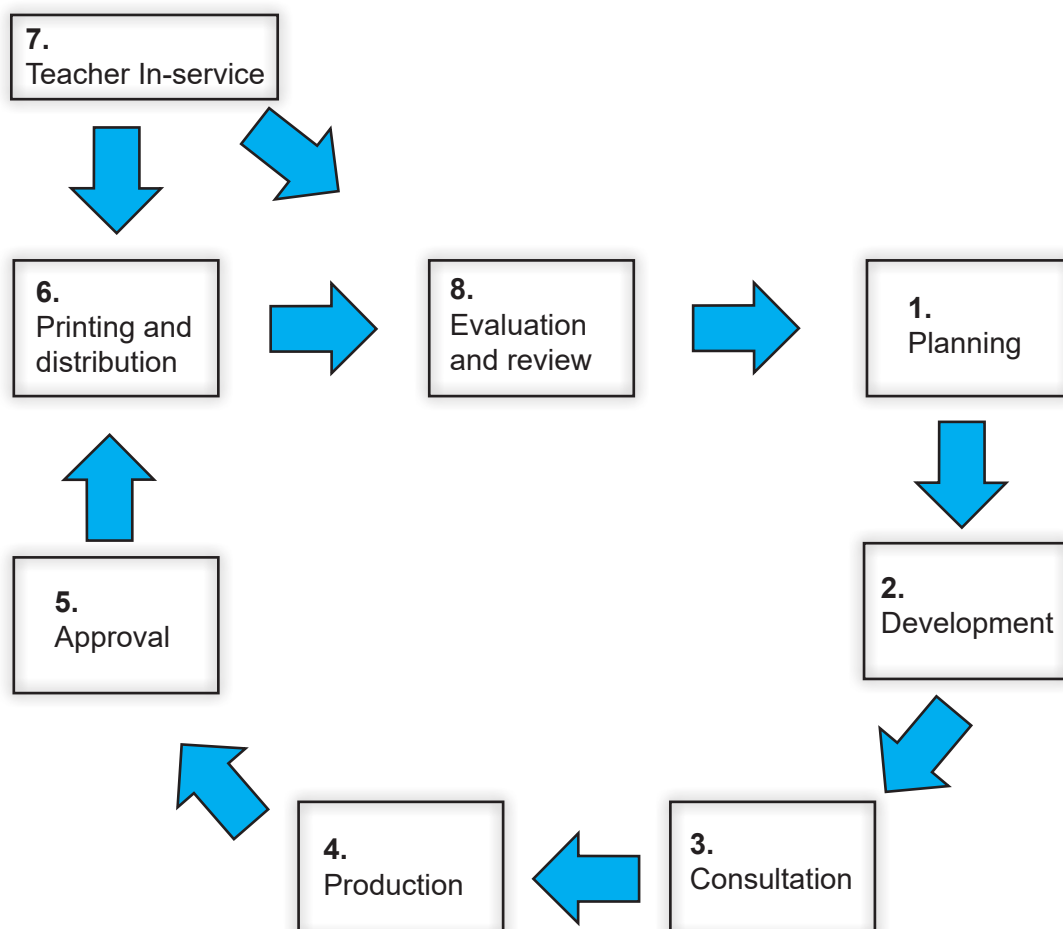
Curriculum development is the process of planning, writing and producing the curriculum. It can happen at the national level (eg the development of a new syllabus) or it can happen at the school level (eg the development of a class programme). Curriculum development is ongoing and requires regular monitoring for relevance and quality. The evaluation of curriculum must go hand in hand with its development and must not stop after a syllabus or class program is developed.

The Curriculum Development Division (CDD) is responsible for the curriculum development and dissemination in two areas:

- the development of curriculum policies and framework;
- the development of syllabus documents, teacher resource books, student work books and other curriculum resources.

The process of development and dissemination of curriculum materials and resources implemented by CDD involves eight overlapping stages as given in the 'Curriculum Development and Dissemination Process' diagram below.

*Curriculum Development and Dissemination Process*

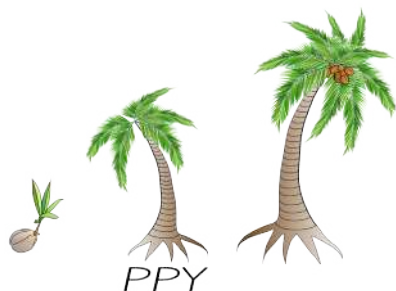


The table below contains the general aims for the different stages of the *Curriculum development and Dissemination Process*.

Stages	Aims
1. Planning	To develop a project plan and writing brief for the new curriculum policy, new syllabus and curriculum support materials (Including teacher guides and student books).
2. Development	To develop a consultation draft syllabus or trial curriculum support materials with invited teachers to attend workshops or as contract writers. The coordination and monitoring of the quality control process, including trialling and finalising is vital.
3. Consultation	To collect teacher feedback on the appropriateness, suitability and accessibility of the draft curriculum policy, draft syllabus or curriculum support materials and make necessary refinement.
4. Production	To prepare print ready copy of curriculum policy, syllabus and curriculum support materials.
5. Approval	To gain approval for the new curriculum policy, syllabus or curriculum support materials to be distributed to schools.
6. Printing and distribution	To print and then distribute the new curriculum policy, new syllabus or curriculum support materials to key curriculum stakeholders including teachers.
7. Teacher In-service	To raise awareness of, and train teachers in how to use, the new syllabus and curriculum support materials. The strategy for teacher in service will be included in the project plan.
8. Evaluation and review	To collect feedback on the curriculum policy, syllabus and curriculum support materials after three years of implementation in order to decide whether any documents are in need of review or revision.

The stages of the curriculum development and dissemination process is the guideline for CDD to follow. The intending curriculum materials and resources to be used in the school will indicate how many of the stages should be followed.

## Section 7: Pre-primary Year Curriculum Principles



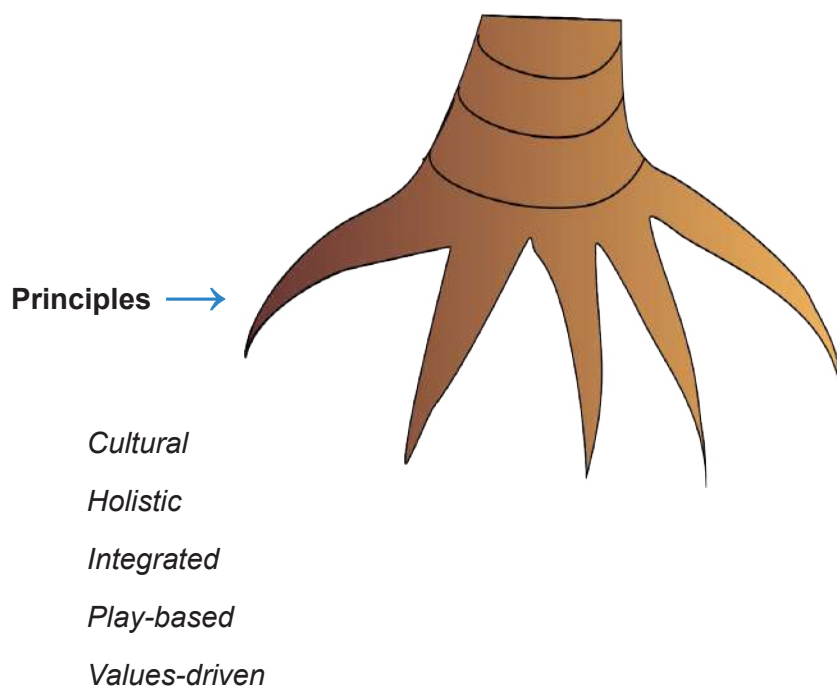
The PPY Curriculum Principles are based on beliefs that guide teaching and learning, and which form the foundation for this approach. Solomon Islands Early Childhood Education uses the metaphor of the child as a sprouting coconut. The

child is assisted to learn to live in harmony with the environment and the community. The PPY curriculum also embraces this metaphor, with the root structure or foundation for learning success, feeding and nurturing the young coconut tree. The PPY Curriculum Framework considers what kind of people we want our children to become and seeks to set the direction of growth in order to achieve it.

This Curriculum embraces peace and unity, as well as other values and dispositions to build citizens of good character. This curriculum is developed using well-founded principles of child development and learning, carefully embedded with values and positive learning habits. Every child, regardless of their ability, will have opportunities and in this manner, the heart of the learner, and education, will not be forgotten.

The “young coconut tree” metaphor is a visual representation of the different parts of the curriculum framework. The principles form the first root in the root structure. The five guiding principles should cut across all learning areas and enhance the learners’ growth.

*Diagram 8.1 Principles in the Roots*



## Cultural

The Solomon Islands Culture is Protected and Promoted.

The values, customs, traditions and languages of the Solomon Islands are rich in cultural diversity and practice. Learner identity is enhanced when children's home languages and cultures are valued in schools. As a multilingual nation of over 70 indigenous languages, the Solomon Islands has a unique opportunity to value and preserve these languages and use them as rich links to English, the language of Primary and Secondary schooling. A multi-lingual teaching practice is encouraged in the PPY with some English included as the year progresses. The curriculum will foster a sense of identity and belonging, national pride and personal investment, within uniquely Solomon Islands communities since an understanding of local values is crucial to be fully contributing members of our communities.

## Holistic

The principle of Holistic teaching means using an approach to teaching and learning that recognizes the connection between mind, body and spirit. It covers a child's cognitive or mental development, but also their emotional, social, physical and spiritual development. Holistic teaching undergirds the whole framework for the PPY, placing the learner and their well-being at the centre of the curriculum.

## Integrated

An integrated curriculum will focus on making connections for learners across learning areas, helping them to engage in relevant, meaningful activities that are connected to real life. Children are curious learners and do not simply observe the world. Instead they wonder, question and explore, with one idea leading to another. Teaching approaches will support this curiosity and assist learners through an integrated approach to teaching and learning.

## Play-based

Children are active and learn by doing. They are more likely to remember skills and concepts through participation and manipulating materials, creating mental structures that help them to think and reason about the world. This belief leads us to use a play-based approach. Students will learn through active exploration of the environment. Inquiry and curiosity will be promoted through open ended

questioning, experimenting and cooperation in discovering answers to problems. Students will have some times each day (increasing periods as their ability grows) when they learn independently from the teacher and with specific resource materials.

### Values-driven

Underpinning the curriculum with values aims to foster positive learner attitudes. While the teaching of values may rest primarily with the family, teaching core spiritual values in the Pre-primary Year Curriculum will encourage honesty, respect, peace and unity. Links between values education and quality teaching outcomes mean schools have an important role to play in teaching values (Lovat, Toomey, Dally & Clement, 2009).

This curriculum describes twelve values at its foundation. Each value has a broad and rich definition. The values chosen are important to the Christian faith of the country and are included within the National Curriculum Statement (NCS) document. All teachers have a responsibility to model the values in their character and the learning environment, integrating them into all learning activities. Teachers should be sensitive to those students who do not come from Christian backgrounds.

## Section 8:

# Outcomes Based Curriculum

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In the Outcomes Based Approach to education the learner's needs are the centre of teaching and learning. The focus is on what learners can do as a result of teaching and learning experience, through a learner-centred and teacher-directed approach. The emphasis is that learners should acquire knowledge, skills and attitudes which will be useful to them in later life. These are the learning outcomes.

In this Pre-primary Year Curriculum Framework, thorough consultation resulted in the identification of what is important to prepare our children to transition into Primary School with confidence. Following this the best methods to deliver these outcomes were considered and selected. This approach relies on the teacher knowing the outcomes or what is to be taught, and structuring the learning experiences to achieve those outcomes. The PPY Syllabus carefully describes these outcomes to teachers and the sequence of delivery. Teachers' Guide Books provide lesson activities and guidance on methods of delivery.

Outcome Based Curriculum uses the term "learners" rather than "students". This focuses the classroom on helping children to become active thinkers and learners. When children are responsible for their learning and find a love for learning, they will want to carry on learning for a lifetime.

## Section 9:

# Key Learning Outcomes for the Whole Curriculum

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The whole curriculum at Primary School level is based on individual subjects, each with its own syllabus. However, all syllabuses have been written with nine Key Learning Outcomes in mind. These Key Learning Outcomes are imbedded in the Pre-primary Year Programme.

The Nine Key Learning Outcomes are:

### **1. Culture Promotion**

Awareness of the Solomon Islands culture; in particular, the promotion of the concept of 'unity in diversity', the need for equity, gender equality and inclusiveness in our communities and societies.

### **2. Lifelong Learning**

Realisation that learning is a lifelong experience; encouragement of innovation, creativity, and a positive view of learning after school.

### **3. Ethics and Good Citizenship**

Development of positive moral and ethical values, with respect to others, based on personal integrity, leadership and social responsibility, focused on values education, civics and citizenship.

### **4. Peace and Reconciliation**

Development of positive attitudes and values with the mind and heart to create peace, reconciliation and be able to live in harmony in multi-ethnic and diverse communities and societies.

### **5. Technology**

Use of appropriate traditional and modern technology to improve community standards of living in our communities and societies. This will include the integration of Information and Communication Technology (ICT) in the schools and centres.

### **6. Entrepreneurship**

Development of entrepreneurial skills for making a living through initiative and creativity in our communities and societies. This will include the integration of Financial Education in the Primary and Secondary sectors and Enterprise Education in the TVET sector.

### **7. Financial literacy**

Development of the skills, competencies and values to become financially competent individuals, contributing to a financially literate community.

### **8. Environment, Conservation and Climate Change**

Development of positive attitudes and values towards the preservation and conservation of the environment, and adaptation and management of the effects

of climate change. This will include understanding of hazards and planning, and management of the impact of disasters.

### **9. Development of the Whole Person**

Development of the whole person includes social, physical, mental and spiritual life of the individual, environment and health awareness and good health practices.



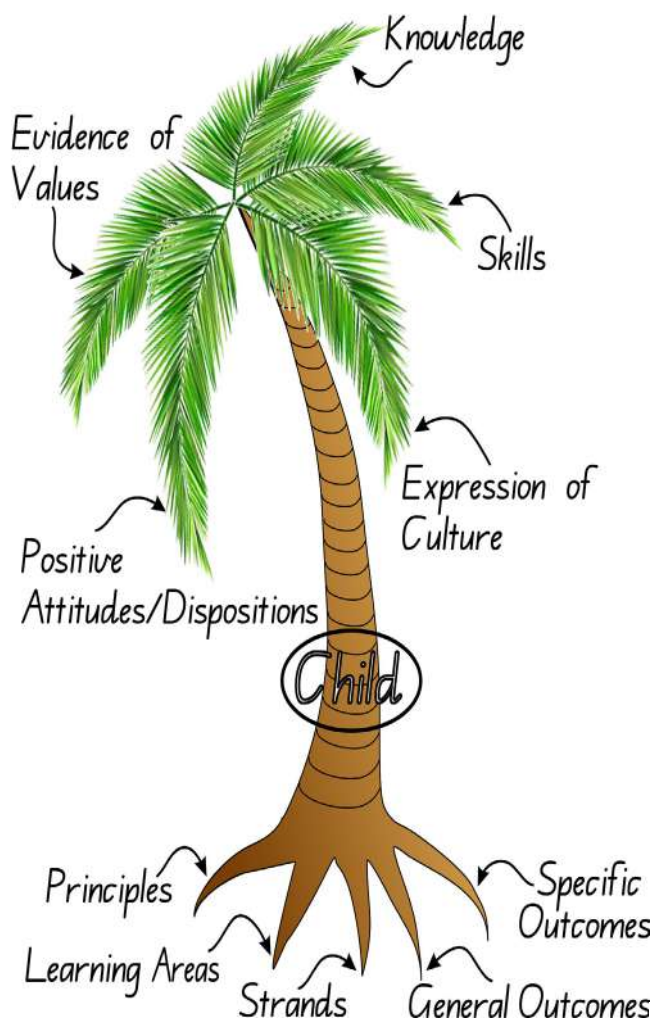
## Section 10:

# Overview of Outcomes for Pre-primary Year

At the Pre-primary Year level, the approach is an integration of all learning areas. The Syllabus outlines how teachers can go about this integration in the classroom programme.

### Overview of Outcomes

Diagram 10.1 The Young Coconut Tree Metaphor



The PPY curriculum uses the metaphor of the young coconut tree as a description of the growth and development of the young learner. The ways in which the tree is nurtured and fed help to determine whether it will grow straight and strong, bearing much fruit, or whether it will wither or break, producing little useful fruit. A well-planned range of learning experiences will enable young learners to express the learning outcomes.

The coconut tree cannot begin to stand and grow until it establishes a firm root system through which it draws water and nutrients. This is the Curriculum Framework. It considers what kind of people we want our children to become and sets the direction of growth in order to achieve it.



The water and nutrients in the soil represent values and dispositions. The roots represent the principles, the learning areas, the strands of the curriculum and the general and specific outcomes. As the child, represented by the young coconut tree, is fed from this root system, they begin to grow taller and stronger.



In time, we begin to see the shoots and branches at the top, the evidence of the child's learning. One branch will show evidence of living out the values they have learned and another shows expression of their culture. Yet another branch shows positive dispositions and attitudes to life and learning, while another shows the knowledge they have gained in readiness for Year One. The last branch shows the skills they have attained to continue their learning through Primary school.

A learner's environment is important. It must be noted that most of the time the young coconut tree lives and grows amongst other coconut trees in areas where the conditions are right. It grows amongst families and communities, in diverse cultural and language settings, with quality teachers and nurturing a Solomon Islands identity. This is the learning environment to foster.

The children of the Solomon Islands are unique and precious creations worthy of all love and care. Our children hold the key to the future of this nation and they have the potential to achieve success in early learning if they are provided with time and support, encouragement and instruction. In this curriculum, learners' achievements or the outcomes of their learning are described as five unfolding coconut fronds.

### **Knowledge and Skills**



Knowledge refers to learning ideas and information about a particular subject, whereas skills refer to the ability to use that information and apply it in a context. As our children are progressively introduced to new knowledge and develop new skills, these parts of their lives will unfold like coconut fronds and be evidenced in school readiness. They include essential skills in the five domains – cognitive and physical, social and emotional, and spiritual. The learning outcomes found in the syllabus document describe the knowledge and skills that learners strive to acquire. They are linked to general outcomes in each learning area that are appropriate for pre-primary year learners.

### **Evidence of Christian Values**



To unfold the spiritual element of good values, learners who have had Christian values integrated into all their school learning experiences will be noticeably virtuous in their behaviour and attitudes. Given that the majority of Solomon Islanders are Christians, learners will also understand what it means to identify with Christian faith. The values of peace and unity should be evidenced in positive attitudes about harmony in multi-ethnic communities. Teachers need to be sensitive to the small number of people that follow another faith or no faith at all. It is helpful to remember that each person is on their own journey to discover God or meaning in their life

and almost all seek peace and unity. These facts, along with the command to Christians to 'love one another' provide a basis for inclusiveness.

### **Positive Attitudes and Dispositions**



A quality education builds the minds and characters of our learners that will serve them for a lifetime. These are called learning dispositions. The four C's of the Twenty-first Century Skills are: Critical Thinker, Communicator, Collaborator and Creator. These form the basis of the learning dispositions encouraged in the Curriculum. These, along with the values embedded within the curriculum, will nurture our learners to act wisely and think positively about their future.

### **Expression of Culture**



Evidence of expression of culture can be seen in the learner who uses mother tongue with strong communication skills and understands and appreciates where they come from. This learner may communicate through local songs, dances and customs but also values the cultural expressions of other Solomon Islands communities. They may participate in local arts and crafts or retell custom stories, while appreciating the need for equality and inclusiveness across communities.

### **Inclusive Education**

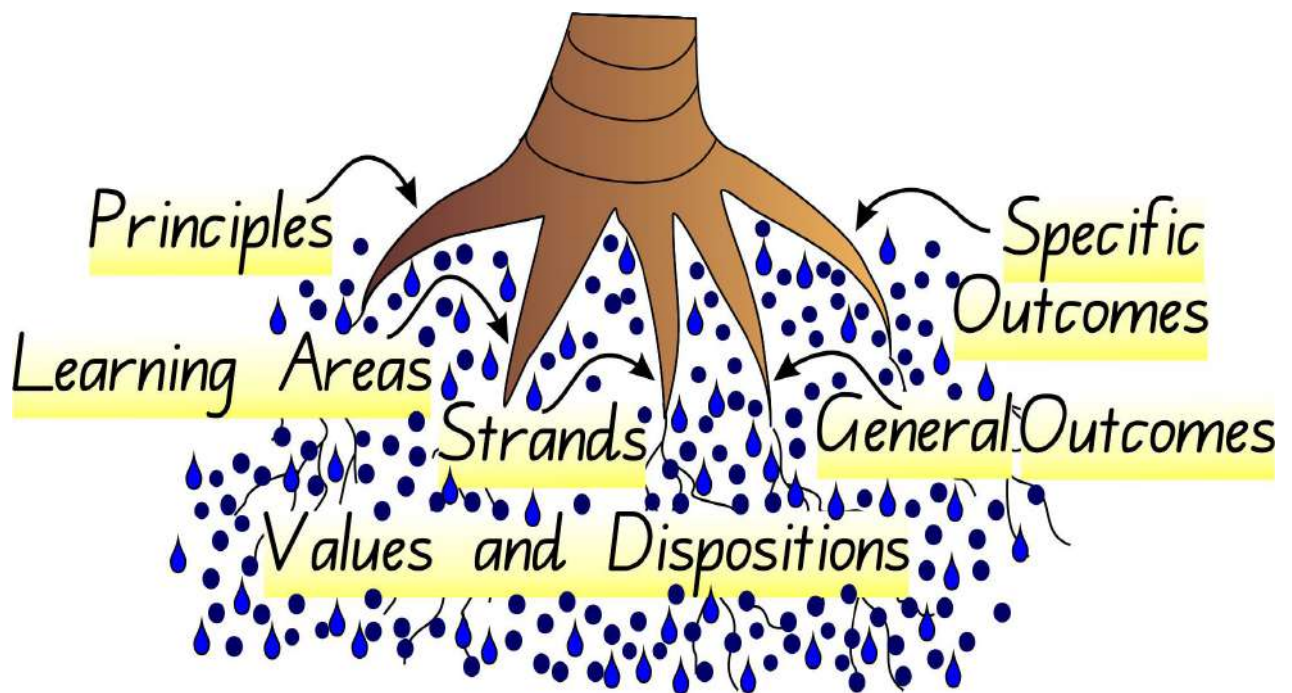
Every child can learn and will be given the opportunity to unfold their skills, knowledge and whole self in learning outcomes because special needs, gender, background and race are not barriers in our learning environments. This curriculum acknowledges a commitment to providing equal opportunities for all learners to be able to access basic education and to learn effectively at a pace appropriate to their abilities. Children will develop and progress best when working with their peers which preserve identity, self-esteem and motivation. This means that five-year-old students new to the school should be placed in the PPY class even if they have not been to Kindy or other Early Childhood Education.

A learning environment that is rich in values and dispositions will support a programme that feeds the growing child through carefully developed roots of principles, learning areas, strands, goals and outcomes. By the end of the PPY, the growing child will be like a coconut tree with unfolding fronds that display evidence of knowledge, skills, attitudes, values and cultural expressions.

## 10.1 Structure – How the Curriculum is Organised

The curriculum structure or organisation can be further described through the visual metaphor. Continuing the coconut tree metaphor, this curriculum seeks to provide for the needs of the learner, as the “young coconut tree.” The world today can be joyful and exciting, challenging and demanding, and the young coconut tree needs a well-established root system within a healthy and fertile environment in order to stand firm against the changing conditions. The PPY curriculum therefore nurtures the roots of the young learner through its values and dispositions which function like the water and nutrients that feed the roots, which include: Principles, Learning Areas, Strands, General Learning Outcomes and Specific Learning Outcomes.

*Diagram 10.2 Values and Dispositions*



## 10.2 Values and Dispositions

Around the world, education systems are increasingly identifying the key competencies needed by their children, and young people to be successful in and enjoy work, life and leisure. Education systems are also defining the values, behaviors and attitudes which they wish to nurture in young people. In the Solomon Islands we have combined competencies and values into a single set of Capabilities. These are derived from both global and Solomon Islands needs and influences. The “Six C’s”, **character, citizenship, communication, collaboration creativity and entrepreneurship and critical thinking** will be developed and re-inforced

from Pre-Primary through Senior Secondary through each subject syllabus, in supporting resources, teacher professional development, in the wider life of early childhood centre or school through leader, teacher and learner behaviour.

In the Pre-Primary Year programme twelve values are captured under characters capability while citizenship is well covered and reflects in the specific learning outcomes in the six learning areas in PPY.

These values and dispositions describe foundational attitudes for the three **learning areas** for teachers to integrate into lessons. Each learning area is divided into **strands**, which in turn are divided into **sub-strands**. Learning **outcomes** follow, describing the knowledge, skills and attitudes that foster school readiness in Solomon Islands children.

*Diagram 10.3 Values and Dispositions Feed the Roots*



Values	Dispositions The Six C's
Caring	Critical Thinker
Fair	Communicator
Honest	Collaborator
Obedient	Creator
Peaceful	Good Character
Prayerful	Good Citizen
Purposeful	
Respectful	
Responsible	
Thankful	
United	
Well-mannered	



Table 10.1 The 12 Values

Value	Description
<b>1. United</b>	lives in harmony, works and lives together, team worker, values community, accepts multi-ethnic communities
<b>2. Peaceful</b>	gentle and respectful, cooperative, shows citizenship, connects with others, reconciles, feels calm
<b>3. Responsible</b>	dependable, takes responsibility for own agreements and actions and for environment, helpful
<b>4. Well Mannered</b>	good attitudes and manners, considerate, follows codes of conduct, uses polite and respectful words, polite
<b>5. Caring</b>	Shows love for family and friends, shows kindness and concern, forgives others, demonstrates compassion, humility and gentleness
<b>6. Purposeful</b>	has a reason and focus for living, has goals to achieve, leads
<b>7. Fair</b>	just, honest, unbiased, takes responsibility for making a mistake, stands up for what is right
<b>8. Obedient</b>	accepts and respects authority, does as told, follows instructions
<b>9. Thankful</b>	shows gratitude, gratefulness, appreciation, appreciates beauty
<b>10. Honest</b>	truthful, stands up for what is right, shows integrity
<b>11. Respectful</b>	an attitude to treat people with dignity, courtesy, honour rules
<b>12. Prayerful</b>	talks to God, is aware of God, prays in class

“Love is patient and kind; it is not jealous or conceited or proud; love is not ill-mannered or selfish or irritable; love does not keep a record of wrongs; love is not happy with evil, but is happy with the truth. Love never gives up; and its faith, hope, and patience never fail”. 1 Corinthians 13:4 – 8

The dispositions are ways for children to approach learning as in *Table 10.2*. These ways need to be taught and encouraged and can further be described with links to the 12 values in *Table 10.1*.

Table 10.2 The Learning Dispositions

Learning disposition	Description
<b>Critical Thinker</b>	Problem solver, self-directed, self-discipline, logical, reasons, thinks.
<b>Communicator</b>	Understand and communicates ideas, confident and resilient caring, honest, actively involved
<b>Collaborator</b>	Work with others, engages and actively contributes, concerned citizen, strive for unity.
<b>Creator</b>	Excellent, produces high quality work, has original ideas, creative.
<b>Good Character</b>	Good character by demonstrating love, integrity, perseverance, respect and gratitude.
<b>Good Citizen</b>	Responsible citizenship through Solomon Islands identity, unity in diversity, caring for the environment and always willing to learn.

### 10.3 The programme

Table 11.3 below shows the programme structure. It identifies principles, learning areas, strands, strand themes, sub-strands and learning outcomes are further defined in the syllabus document.

*Table 10.3 Program Structure*

Principles – Cultural Holistic Integrated Play-based Values-driven					
<b>Learning Areas</b> – to nurture the Pre-primary student the learning areas to be addressed shall be:					
LL. Language & Literacy	MA. Mathematics	3. Integrated Studies			
		SS. Social Studies	SC. Science	SM. Sensory, Motor & Health	SE. Social & Emotional
<b>Strands (in Bold below)</b> – each strand will be divided into strand themes; <b>Strand themes (with code below)</b> – each strand theme has one or more sub-strands and several outcomes.					
<b>Listening and Speaking</b>	<b>Number and Operations</b>	<b>Social Studies Knowledge</b>	<b>Science Knowledge</b>	<b>Safety</b>	<b>Identity</b>
LL1. Promote effective communication and learning.	MA1. The use of symbols to represent numbers and emerging concepts.	SS1. Personal community and history.	SC1. Information to gather and organise.	SM1. Safe practices for work and play.	SE1. Awareness of personal identity.
<b>Reading</b>	<b>Shape and Measurement</b>	<b>Social Studies Skills</b>	<b>Science Skills</b>	<b>Health</b>	<b>Values</b>
LL2. Basic concepts of print as language and meaning represented by symbols.	MA2. Simple shapes and forms of measurement.	SS2. People and events can be significant.	SC2. Personal skills to explore concepts and ideas.	SM2. Make healthy choices and habits.	SE2. Values in daily life.

<b>Writing</b>  LL3. Emerging writing skills to convey meaning through print.	<b>Statistics</b>  MA3. Simple statistics.	<b>Social Studies for others</b>  SS3. Serve and protect	<b>Science for others</b>  SC3. Patterns and changes that can help others.	<b>Movement</b>  SM3. Movement for health and cognitive learning ability.	<b>Christian Education</b>  SE3. A sense of Christian identity.
<b>Literature</b>  LL4. Purpose of written text					



## Section 11:

### Timetable

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This table presents a timetable for covering the curriculum area of the PPY Syllabus. It includes five hours of direct contact and supervision and three hours of non-contact time. Non-contact time is to be used for planning, preparation, clean-up and record keeping.

<b>7:30 - 7:45 am</b>	15 mins	Teachers' Arrival
<b>7:45 - 8:00 am</b>	15 mins	Children's Arrival
<b>8:00 - 8:20 am</b>	20 mins	Devotion/ Roll Call
<b>8:20 - 9:00 am</b>	<b>40 mins</b>	<b>Talk Time</b>
<b>9:00 - 9:40 am</b>	<b>40 mins</b>	<b>Story Time</b>
<b>9:40 - 10:15 am</b>	<b>35 mins</b>	<b>Move Time 1</b>
<b>10:15 - 10:45 am</b>	30 mins	Washing hands/ Snacks/ Break Time
<b>10:45 - 11:30 am</b>	<b>45 mins</b>	<b>Think Time</b>
<b>11:30 - 12:15 pm</b>	<b>45 mins</b>	<b>Try Time</b>
<b>12:15 - 12:45 pm</b>	<b>30 mins</b>	<b>Move Time 2</b>
<b>12:45 - 1:00 pm</b>	15 mins	Announcements/Closing prayer/Good bye to children
<b>1:00 - 4:00 pm</b>	3 hrs	Teacher Non-contact Time

It is recognised that school and ECCE timetables vary significantly across the Solomon Islands. The timetable above is provided as a suggestion and may be adjusted according to the need of the class. The main goal is to ensure that enough time is allocated to each area to ensure that the whole PPY curriculum can be covered across the school year.

## Section 12:

# Teaching and Learning Approaches

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PPY classrooms are play based. This means there is guided-discovery learning. PPY classrooms are exciting places where learners are involved and busy. There is noise with talking, music or singing. There is movement with learners on the floor, investigating or gathered around a table, discussing or trying something out. There is curiosity as learners make connections to various learning areas in the midst of a single activity. There is joy and delight as learners make discoveries and give names and voice to what they have found.

Excitement and involvement do not happen by accident, but through teachers plans and purpose. For example, a teacher will not leave learners to play with a few cards in the corner of the classroom and expect them to learn about sequencing a story. Instead, the teacher will plan and set up the play and discovery experiences based on a story presented.

### 12.1 Integrated Approach

Instead of individual learning areas, integration refers to activities that cross over learning areas. The Teachers' Guides follow these activity times:

Talk Time

Story Time

Think Time

Try Time

Move Time 1 and 2

### 12.2 Teachers' Guides

The Teachers' Guides outline the teaching approaches, specific learning outcomes environments and lesson plans. They list topics to be covered and describe what learners are expected to know, understand, do, value and appreciate. They include explicit instructions for the teacher to prepare for, implement and evaluate each lesson and use that information for future planning. Various learning areas link to particular values and dispositions that are very important and can be emphasised in those lessons. This inclusion of values will be obvious in the Teachers' Guide lessons.

The Teachers' Guides are:

Teachers' Guide 1 Lesson Plans

Each book contains the activities and outcomes for lessons to be addressed

in that term. They are already integrated across all learning areas and include both suggested activities and resources. Lessons will give opportunities for children to understand the world in which we live by building specific skills and studying content that might be found in Mathematics, Language and Literacy, Social Studies, Science, Sensory, Motor and Health, and Social and Emotional Skills. Lessons will promote curiosity in our young children as they carry out activities that help them to explore their world and delight in what they find. They will nurture positive attitudes in learners as they encounter the values embedded within.

#### Teachers' Guide 2 Teaching and Learning Approaches

This book contains guidance to teachers about best practise on teaching small children in the PPY. It outlines how to teach each learning area and extra things that teachers need to know as well as the curriculum content. This includes such areas as teaching strategies and the learning environment. This information is included to assist the teacher to ensure that every child has the best preparation possible for progressing to Year One of Primary School.

### **12.3 Pre-primary Year Resources for Teaching and Learning**

The Teaching and Learning Resource Books are full of resources to use with the PPY Curriculum. They are full of templates, pictures and stories. They are clearly linked to activities in lesson plans, showing how specific resources can be used by teachers. Additional supplies to be included in the Teacher Resources are outlined below.

### **12.4 Training of Trainer's Workshop Manual**

A training of trainer's workshop manual guides master through all the documents of the PPY Curriculum. It may be used in a two-week intensive training or as the Master Trainer sees fit, as they communicate the PPY Curriculum details to teachers who will deliver the curriculum in schools.

## Section 13:

# Assessment and Reporting

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The PPY year focuses on building awareness and joy in learning and preparing learners for future success as they enter Primary School. The main form of assessment is observation rather than formal written testing. Observation helps to identify children's individual needs and developmental issues. It helps the teacher to reflect on what is going well and what else needs to happen. Observation is a core activity for the Pre-primary teacher.

The Syllabus document lays out an assessment programme for the PPY Curriculum. A variety of assessment suggestions are also provided in the Teachers' Guides, as well as templates for monitoring and recording learner information.

Assessment should be used to guide future teaching as well as to inform parents of learner progress. Teachers must familiarise themselves with assessment methods and to use them actively throughout each term. In this way, assessments can inform teachers of strengths and weakness thus redirecting their teaching. They will be able to provide intervention or extension as needed by learners. Once all assessments are gathered, they can be evaluated to determine the level of achievement of the learner.

## Section 14:

# Implementation

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This Pre-primary Year Curriculum Framework document should be in the hands and in the understanding of all teachers of PPY children. This is necessary so that it can truly form a strong transition for the child entering primary school education.

Accompanying the Curriculum Framework is a Syllabus, Teachers' Guides, Resource books and the manual. These resources provide further guidance to schools and teachers on the important work of preparing our children for early learning success, building a love of learning and being ready for primary education.

A learning environment that is rich in values and dispositions supports a programme that feeds the growing child through carefully developed roots of principles, learning areas, strands, goals and outcomes. By the end of the PPY, the growing child will be like a coconut tree with unfolding fronds that displays evidence of knowledge, skills, attitudes, values and cultural expressions.

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