

MINISTRY OF EDUCATION

SECONDARY SECTION 11

POLICY ON

SIX YEAR SECONDARY CURRICULUM

POLICY ON SIX YEAR SECONDARY CURRICULUM

INTRODUCTION:

The Mission of the Ministry of Education is to: eliminate illiteracy, modernize education and strengthen tolerance. Secondary education must therefore prepare young people to become literate and responsible adults who can contribute meaningfully to the development of their community and nation.

Secondary education must cater for the continued development of language and communication skills, literacy, (including technological literacy), numeracy, positive attitudes to learning acceptable social behaviours and the higher level learning skills (application, evaluation)- a process which begins at the primary level. Students who receive such a good sound education should be trainable and be able to adapt to this technological and ever-changing society.

Our country has recognized that secondary education must not be for a select group but must be accessible to all primary school leavers. Nations, the world over, including the Caribbean, have acknowledged that all learners must be exposed to "basic education", and that basic education includes "secondary education".

Furthermore, employers are seeking to recruit persons who have acquired what is now being referred to as a "sound education".

(Extracted from Universal Secondary Education Policy)

RATIONALE

When schooling is effective, children attain basic literacy and numeracy skills at an early age. It is imperative for them to access these skills so that they can successfully move from one grade to another through the school system

However, even after eight (8) years of formal schooling, a significant number of our learners fail to gain even the basic literacy skills. Statistics have revealed that approximately 33% of the learners who write the Secondary School Entrance Examination (SSEE) annually have been failing to gain a place in one of the three types of Secondary Schools (Senior, Junior or Community High) in Guyana. Results from SSEE and most recently the National Grade 6 Assessment attest to a culture of underachievement for too many of our Grade 6 learners. According to data released by the Test Development Unit, Ministry of Education, 19 441 candidates, across the eleven Education Districts, wrote the Secondary Schools Entrance Examination (SSEE) 2006. However, 13 197 pupils were allocated places in Secondary Schools, Thus, 6 244 pupils across Guyana were not placed in discrete Junior or Senior Secondary, or Community High Schools. This means that Discrete Secondary School places are only available for approximately 65% of the Grade 6 population. The remaining 35% are allocated to Secondary School extensions of Primary Schools, referred to as " Primary Tops". Many of these learners find it increasingly difficult to access the Secondary Curriculum since they are deemed failures and relegated to obscurity even by their parents. In addition, the staffing in Primary Schools do not allow for sufficient numbers of qualified teachers to deliver the Secondary Curriculum.

As a consequence, the learners are in danger of becoming irrevocably lost to the Education System since they have not been placed in an enabling environment in the Grades 7-9. Moreover, most teachers have not been trained to identify and deal with learning difficulties. We must note that not every child will learn at the same rate, and that learning for some students may be delayed as a result of sociological, psychological or physiological problems over which teachers have no control.

In addition sixty percent (60%) of the students in General Secondary schools are under achieving as indicated by the average performance index for 2006, 2007 and 2008. The performance of these schools is less than (40%). It means therefore that a large number of students are not achieving five subjects inclusive of English and Mathematics at the Caribbean Secondary Education Certificate (CSEC) Examination.

Some of the challenges are:

- 1) High drop out rate, especially among male learners.**
- 2) Teacher and learner Absenteeism.**
- 3) Unacceptable performance at National Grade six (6) assessment.**
- 4) Pupils who exit the primary cycle with a lack of literacy and numeracy skills.**
- 5) Inadequate qualified and specialist teachers to deliver secondary education to Secondary departments of All-age schools**

The problem cannot continue to exist since the development objective for Universal Secondary Education seeks to provide equity of access to a five- year Secondary Education for all Primary School leavers. (Extracted from Secondary Policy)

THE SIX YEAR CURRICULUM

For all educational institutions, the curriculum includes all the learning opportunities provided by the school; the formal and informal teaching and learning approaches; co-curricular activities; and the quality of relationships that exists among people of different social, cultural, ethnic, religious and political groups.

In the light of the deficiencies observed over time, it is now prudent for us to focus on a Transitional Curriculum which will be more appropriate for the needs of this special group of Post Primary Students. This Transitional Curriculum is expected to be more participatory, interactive, child-centered and integrated.

It has become obvious that there is a major gap in the learning of this special group of students. It therefore means that the Grades 1-6 Standards need to be attained so that the learners can access the Secondary Curriculum. This requires Remediation as well as an exciting approach to the curriculum delivery if these learners are to be motivated to perform at higher levels.

Expected Learning Outcomes (Competencies)

Students using the Transitional Curriculum shall be exposed to experiences that will enable them to:

- Read and communicate effectively in Standard English
- Acquire skills to become an active, independent and creative learner
- Use the methods of scientific inquiry to solve problems
- Understand and apply technology to solve problems
- Apply mathematical concepts to solve problems
- Evaluate and process information objectively
- Understand their roles, responsibilities and obligations in nation building
- Understand, protect and promote human rights
- Understand and appreciate diversity, values and respect for others
- Understand and care for the physical environment
- Develop and promote a healthy, physical, mental, social and emotional life-style.

The curriculum must therefore be:

- Integrated – by taking account of the previous learning and immediate and future needs of the learner
- A Differentiated – to cater for the full range of abilities in the class**
- Child-centered
 - Interactive

Subjects for the Transitional Curriculum

- English A which includes the tenants of English B i.e. Dance, Music, Drama, Story Telling.
- Mathematics (Notation, Tables, Calculations, Problem Solving)
- Science (Skills of Observation, Recording, Reporting, Measurement and Manipulation. Development of the enquiry approach.)
- Social Studies (Life Skills, Citizenship, Family Life education)
- Reading (Phonetic awareness, listening, speaking and writing)
- Physical Education (Sports and Games)

Implementation Plan

Activities	Commencement Date	Officer Responsible
1. Identification of suitable teachers by HODOES.	2009-05-11	CEO (A)
2. Preparation of Advertisement.	2009-05-18 - 22	FIRM
3. Publish advertisement for Retired Teacher.	2009-05-25 - 31	
4. Conduct interviews of Retired Teachers.	2009-05-15 - 29	HRM
5. Selection and offer of contracts to Retired Teachers.		HRM
6. Appointment of SM.		CEO (S) and Team
7. Meeting with RDC about proposed change.		Information Officer
8. Community Awareness.		
9. Acquiring materials.		Head ,Learning Resource Unit
10. Training (DEOs, HMs, IRs)		
11. Setting up classes.		Head teachers

Timetable

The curriculum for the Transitional Class will focus on Literacy and numeracy. Therefore the timetable will be geared to give the students the necessary remediation classes which will include the development of their reading and writing skills. The overall timetable will also deal with the general development of the students' abilities, through Physical Education, Poetry and Drama classes.

The timetable is designed to accommodate forty (40) periods, 35 minutes each. It covers the core subjects as follows:

Reading	25%
English	25%
Mathematics	25%
Social Studies	10%
Science	10%
Physical Education	5%

English encompasses both English A and B and covers a range of tenets — composition, comprehension, grammar, phonics, spelling, reading, writing, dictation, poetry and drama.

Mathematics will entail notation and numeration for the first 20 minutes of the periods.

Science and Social Studies will be practically oriented and will be timetabled on alternative days to accommodate the opportunity for specialist teaching.

Physical Education will cater for health and fitness, sports/games and dance.

Generally there will be an integrated approach in the methodology of teaching these subjects. This will enhance the students' creativity, re-enforce concepts and present both the teachers and the students with avenues to explore and deal with a wide range of issues in different forms.

ANALYSIS OF TIMETABLE

SUBJECT	NO. OF PERIODS PER WEEK
Mathematics	10
Grammar	1
Comprehension	1
Composition	1
Dictation	1
Phonics	1
Vocabulary	1
Writing	2
Spelling	2
Reading	2
Poetry	2
Drama	2
Social Studies	4
Science	4
Physical Education	2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:10					
9:10 – 9:45	Social Studies	Reading	Writing	Science	Physical Edu
9:45 – 10:20	Social Studies	Spelling	Reading	Science	Physical Edu
10:20 – 10:30		Break			
10:30 – 11:05	Reading	Mathematics	Mathematics	Mathematics	Reading
11:05 – 11:40	Reading	Mathematics	Mathematics	Mathematics	Writing
11:40 – 12:35		Lunch			
12:35 – 12:40					
12:40 – 1:15	Mathematics	Composition	Dictation	Comprehension	Mathematics
1:15 – 1:50	Mathematics	Vocabulary	Phonics	Grammar	Mathematics
1:50 – 2:25	Poetry	Science	Social Studies	Reading	Drama
2:25 – 3:00	Poetry	Science	Social Studies	Spelling	Drama

STAFFING

The teachers of the Transitional Curriculum must be experienced trained teachers who will serve as both Home Room teachers and **Subject** Teachers.

- There should be at least two trained teachers for the Transitional Grade. These must be a trained *Mathematics teacher and a trained English teacher*.
- The Mathematics teacher supervises and supports the Science teacher. The English teacher **supervises** and supports the Social Studies teacher.

SCHOOLS IDENTIFIED FOR THE SIX 6 YEAR PROGRAMME

1. 30 Selected List C Secondary Schools
2. 18 Community High School
3. 8 Amalgamated Primary Tops

Feeder School

Region	Secondary School	Community High School	Primary Tops
1	• 1. North West		1. Hosororo ♦ St. Mary 's ♦ St. Dominic's ♦ Hosororo
	2. Port Kaituma		2. Wauna ♦ St. Anthony ♦ Kamwatta ♦ White Water ♦ Wauna
	I Santa Rosa		3. Waramuri ♦ St. Nicholas • Father s Beach ♦ Haimracabra ♦ Waramuri
			4. Kwebana 4 Warapoka ♦ Santa Cruz ♦ Kokerite ♦ Kwebana
2.	• 4. Aurora	I. Johanna Cecelia	
	5. Charity	2. 8 th of May	
	6. Cotton Field		
3		Wales	5. Saraswat ♦ Meten-Meer-Zorg • Uitvlugt ♦ Zeelugt ♦ Leonora • Stewartville
		4. Parka Salem	
		L5. Vergenoegen	
		6. Vreed-en-Hoop	

Region Secondary School		Community High School Primary Tops	
4	7 La Bonne intention	7. Buxton	6. Lusignan
	8. Dora	8. Plaisance	7. Mocha Arcadia
	9. Diamond	9. Ann's Grove	
	10. Lancaster		
5	11. Fort Wellington		8. No. 29 Village
	12. Belladrum		9. Novar
6	13. Black Bush	10. Port Mourant	
	14. Manchester		
	15. Vryman's Erven		
7	16. Bartica		
	17. Waramadong		
8	18. Madhia		
9	19. St Ignatius		
	20. Annai		
	21. Aishalton		
10	22. Kwakwani	11. Howard Wilson	
	23. Linden Foundation		
	24. Wisburg + Annexe		
GT	25. Dolphin	12. Kingston	
	26. Tucville	13. Lodge	
	27. South Ruimveldt	14. Queenstown	
	28. St. George's High	15. Carmel	
	29. St. Mary's High	16. Houston	
	30. St. Winefrides	17. Ascension	
		18. David Rose	

- **Feeder Schools**