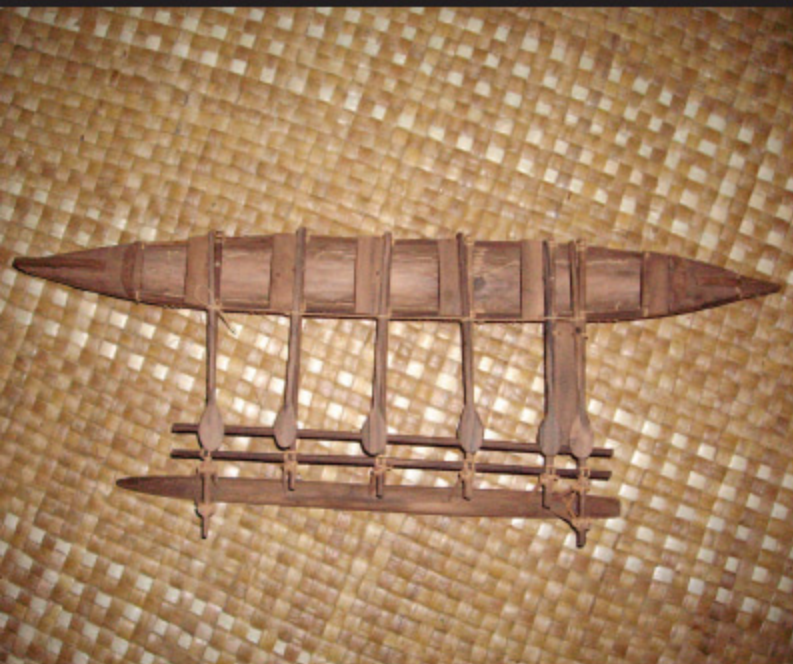


GOVERNMENT OF TOKELAU
DEPARTMENT OF EDUCATION



National Curriculum Policy Framework

**GOVERNMENT OF TOKELAU
DEPARTMENT OF EDUCATION**

**National Curriculum Policy Framework
2006 - 2010**

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FOREWORD

The education policy and planning development for Tokelau began with a series of consultation with the Taupulega and community of each nuku. The consultation feedback was very clear about the type of society the people of Tokelau desired, the relationship between education, culture and development, what should be continued and what should be changed in education to promote those aspirations. Policies needed to overcome constraints were identified.

Policy formulation has been at two levels; (1) The Tokelau National Education Plan, and (2) The Tokelau National Curriculum Framework. The primary focus was to bring coherence to education planning and strategies in support of the goals of education for sustainable development of Tokelau.

Sustainable development for Tokelau is people-centred and requires a holistic approach which involves the interdependence of economic, intellectual, political, environmental and cultural dimensions in making policies and plans for the future of its people. The National Curriculum Framework is built on the interdependence of these elements. It is consistent with local community aspirations, and is intended to enable quality practice to be deployed at school level.

The consultations were followed by an intensive programme of policy development workshops with Tokelau educators from each nuku, in Apia on November and December 2004.

This document is the National Curriculum Policy Framework for Tokelau and is the outcome of those workshops. The policy developers have consistently built on the consultation feedback in policy formulation, and evaluation.

Decisions on the content of the policies drew extensively on the collective views of the people of Tokelau and experience of their educators. The policies are therefore rooted in Tokelau needs and aspirations.

This document has been prepared by the Tokelau Department of Education. The Tokelau version of the document has been made possible by the commitment and the professional competence of a small group of translators who worked tirelessly to produce a translation that was of exemplary quality, maintaining accuracy, clarity and naturalness whilst ensuring the sustainability of Tokelau language.

The assistance provided by the Pacific Regional Initiative for the Delivery of basic Education (PRIDE) in co-funding this development is gratefully acknowledged.

1.0 INTRODUCTION

Tokelau comprises three atolls with a total land area of 12 square kilometres and a population of 1518 as recorded in the October 2001 census. Tokelau has a dual economy consisting of a recently established cash economy that sits alongside a subsistence economy of traditional cooperative work and the inati system based on the principle of sharing traditional wealth, sharing of village assets and produce. Tokelau is relatively isolated where the only means of transport is by sea. Tokelau culture is vibrant and the social institutions of society are robust in spite of its economic limitations and isolation. Geographically and economically Tokelau is vulnerable to environmental and economic changes.

In recent years Tokelau has been preparing for self-government. Its vision is “*our people improving the quality of their lives living on Tokelau*”.

Within this context education needs to be people-focused and relevant to the socio-economic, cultural and development needs of Tokelau. The curriculum plays a major role within this setting by ensuring that it is relevant to local, national, and international needs. It should equip the population of Tokelau with the skills, knowledge, values and attitudes to maximise the opportunities that are available to them both locally and internationally. It should sustain families, communities and their livelihoods in an environment that embraces the notions of lifelong learning and sustainable development.

This National Curriculum Framework provides the official policies to guide curriculum development and implementation for all years of schooling. It is built on Tokelau’s philosophy of education whilst embracing the knowledge, skills and values that are necessary for individuals and communities to rethink and adjust lifestyles to achieve a sustainable future on the atolls.

2.0 TOKELAU PHILOSOPHY OF EDUCATION

The people of Tokelau developed their own unique ways of adapting to both their physical and social environments before the arrival of Western visitors. These interactions resulted in a cultural knowledge that enabled them to live and survived within these particular contexts.

The senior elders have always been regarded as guardians and keepers of culture and tradition for generations. The senior female members also play important roles as invaluable sources of that knowledge. When one deviates from community norms, he or she would be reminded of this saying:

Uhu ki Afaga fakananunanu ai (Attend to *Afaga* discussions)

Taliga fakalogo mai (With attentive ears)

This serves as a reminder and an advice for people to attend the gathering place of the elders and to learn from listening to the various issues being discussed there. *Fakananunanu* in a sense connotes the concepts of discussion, sharing, modification, trial, ongoing evaluation and change. It reflects the various processes used in the production of the pearl-shell lure to achieve its desired shape and hues.

Fakananunanu then is used here as a strategy with a number of processes around which most aspects of Tokelauan knowledge revolved. *Afaga* was a symbol of the authoritative knowledge of

elders gathered and engaged in daily discussions. These were the people who in the past held the knowledge about their god Tui-Tokelau whom they much depended for their daily sustenance. Knowledge about the cosmology, the lunar cycles, fishing lore, weaving, carving, kinship structures and taboos would have emanated from these discussions. The wisdom gained from *Afaga* discussion came to be regarded as a collective construction representing community norms and values.

Association of Knowledge and Practice

Learning skills and the associated knowledge in the correct way was always stressed because of the potential dire consequences of inaccurate, incomplete or partial learning. Skills were transmitted orally and reinforced through demonstrations and on-going observations as reflected in tales and myths.

Context of Learning and Knowledge Transmission

In the transmission of knowledge, informants regularly support or reinforce their instructions with statements like: *ko na kupu a na tupuna, matua, tamana* (the word of our ancestors, parents, fathers). The collectivity of knowledge aims for the benefit of the whole community as reflected in phrases such as: *he mafua ma tamaiti* (provisions, catch for children). *Mafua* in this sense generally refers to anything that can benefit the children be it food resources, advanced education or productive services.

The first place of learning is the home where each child learns to take his/her place in relation to members of his/her family and to the wider community. Myths and legends are also introduced at an early age, usually by grandparents or senior male and female relatives. As children grow older the sites of learning extend to include the whole village surroundings, regular trips to the *malae* (site for collective sharing) provide them with knowledge of the organizations of the *inati* (sharing) system.

Family Foundation

Over time, the children's gender roles become more explicit. A girl learns to take up her place at home to become its *fatupaepae* (lit. foundation stone), who also has the right to reside. The main role for a *fatupaepae* is to ensure that family resources are fairly distributed among its members.

Providers

A boy takes a different path, learning the skills needed in preparation for his future role as provider not only for his family but also for the community. The skills most needed are those that enable him to be an effective *kafaga* (planter, cultivator and harvester of produce), *tufuga* (builder of houses and canoes) and *tautai* (fisherman).

Learning Processes

There were no places built especially for 'formal' learning, but there were recognizable sites within the environment in which knowledge was transmitted. There is no set order in which these processes occur for they are inconsequential, interchangeable, and sometimes accidental, depending on the situation and context.

Learning by Observation

Observation enables the learner to gain an understanding of the different aspects of Tokelau life. In many contexts learners are allowed to ask questions or express an opinion but in some, there is no questioning time. Learning to weave, to carve or one's genealogy allows a lot of questioning. This is quite a contrast with *takiulu* (snaring wahoo) where one must learn and observe in silence.

Learning by Verbal Instruction

The sea environment inside and outside the reef is filled with different fishing grounds of varying sizes and structures, unmapped, but individually imagined and named. In locating a special proper fishing ground, some of the verbal instructions include the following information: the time of year, the ocean current, the distance from shore, the right depth, its imagined boundaries and landmarks for dead reckoning. Learners not only listen but make many attempts to locate and exploit these sites for successful fishing.

Learning by Listening

In learning a *fakanau*, a prayer-like chant which are recited as part of fishing, a novice needs to listen very carefully as some chants are recited in a whispering-like voice, and must refrain from asking questions which will disrupt the flow of the narration. *Fakanau* has many functions; through their recitation, learners will be kept alert throughout and be possessed with a feeling of *amanaki* (good expectations of success).

Learning by Demonstration

The highest skill involved in *takiulu* is the snaring part. A learner can only acquire *kaukumete* (credential) status after demonstrating the skills involved. He must precisely time and place the baits luring and maneuvering the fish in an angle that makes it enter the noose, and in a way that it does not leap from the water into one of the crew.

The examples used are drawn from fishing experiences but, they all serve to demonstrate transmission of knowledge, the learning processes involved, and the assessment procedures in any Tokelau context. The traditional forms and processes of Tokelau knowledge still exist but have been subject to changes through time.

3.0 THE NATIONAL CURRICULUM FRAMEWORK

3.1 The Tokelau Curriculum

The national curriculum for Tokelau is a documented statement of the required learning within the education system and indicates the standard of achievement that learners must achieve.

It is anchored in the people of Tokelau's vision for a cohesive, caring nation with enhanced economic opportunity and community well-being, within a framework of sustainable economic development.

It is a statement of national policy and applies to all schools and students of Tokelau.

The individual school curriculum is the learning opportunities provided by each nuku's school in response to local needs and available resources. It must include the necessary parts of the national curriculum to the required levels, but may also include local responses to their needs.

The essential features of the Tokelau curriculum are:

- it is planned learning opportunities
- it is written statements of what are learning objectives and learning outcomes

- when implemented, it includes experiences
- at national level - it applies to all schools, all students
- at school level – it can include features specific to a school’s context

3.2 National Curriculum Policy Framework

The National Curriculum Policy Framework describes elements fundamental to teaching and learning in Tokelau schools and sets policies for these. It states the principles which give direction to all teaching and learning. It specifies key learning areas, essential skills, values and attitudes for all Tokelau students. It gives direction to the development of subject curriculum statements, outlines policies for assessment nationally and at school level. It outlines the policies for the implementation of the curriculum at school level. Specifically these include languages and bilingualism, length of the school year, subjects offered at each year level and time allocation, progression, approaches to teaching and learning, students with special needs, early childhood, assessment and reporting, homework, curriculum planning and review, monitoring teaching and learning, communication, student discipline, and pathways for students after Year 11.

3.3 Curriculum Policy Principles

The curriculum principles give direction to the development and implementation of the curriculum at both the national level and school level.

3.3.1 Self identity and learning success

The Tokelau Curriculum nurtures and strengthens the self-identity of each child. Self-identity embraces the spiritual, cultural, political and physical well-being of the individual. They include the values of respect, co-operation, discipline, adaptability, responsibility and quality decision making. Learners’ self-concept is enhanced when they experience success, and when they receive positive reinforcement and counsel. The Tokelau Curriculum recognises that all students can be successful learners. Successful learners participate effectively in classroom learning and are able to achieve the desired outcomes. They are self-directed and reflective, able to take responsibility for their own learning. They have a strong sense of their identity as Tokelauan, and are able to adapt to the demands of a developing nation interacting with the outside world. The Tokelau Curriculum provides learning experiences that affirm the learners' indigenous identity, and encourages all learners to achieve success. As a result each learner should be capable of contributing positively and confidently to the community in which he or she lives.

3.3.2 Tokelau culture and values

The Tokelau Curriculum upholds the traditions and values of Tokelau society. Tokelau culture is our way of life. It includes our shared understandings, ways of knowing and thinking about the world, our values, beliefs, and history. Our culture gives meaning to our social, political and economic relationships and structures. It shapes the way we think about us and the world around us. Tokelau language is the expression of our culture, as are our oral traditions, visual, performing arts, and crafts. Tokelau culture is the foundation of our identity as a people. It is dynamic and evolves through time as a result of exposure to other influences. The Tokelau Curriculum will ensure that the education the young people experience upholds the traditions of Tokelau culture and takes account of the ongoing changes it makes as it interacts with other influences.

3.3.3 Tokelau languages

The Tokelau Curriculum affirms bilingualism in Tokelauan and English as an important goal of education. To be bilingual is to be literate in both languages. This means they should be able to use either language effectively for a range of communication purposes in any school or community situation. In addition to the traditional literacy skills of reading and writing, literacy in either language includes the ability to be able to understand and respond to oral texts. Students are expected to be able to process a wide range of texts at different levels of comprehension from recall to evaluation. At senior levels of schooling they are expected to be able to integrate multiple sources of information to satisfy both academic and communicative purposes. Tokelauan language is important for identity and is the first language for almost all of the children. English is important for children to be confident and competitive in the outside world. The development of Tokelau as a modern nation requires a population that is highly skilled in both Tokelauan and English. The Tokelau Curriculum will ensure that all children are literate in Tokelauan and are able to use it for social, cultural and academic purposes. Tokelau literacy will encompass understanding, appreciation, analysis and review of Tokelau oral stories, and the range of genres and text types in oral traditions, from myths and legends, instructions, recounts, narratives, oral history, speeches, arguments, songs, the interpretation of our symbols and visual language. As well, the Tokelau Curriculum will develop students' levels of literacy in English necessary for learning, communication, and participation in modernisation.

3.3.4 Nation building

The Tokelau Curriculum facilitates the development of a cohesive nation, characterised by a stable indigenous culture, Christian principles, good governance and a strong work ethics. The curriculum promotes sustainable development for Tokelau through an educated, skilled and caring population.

Sustainable development enhances community well-being and economic opportunity while protecting and restoring the natural environment of Tokelau. It contributes to village development and the economic well-being of families and the nation. The curriculum emphasises the need to develop environmentally, economically and socially sustainable practices that value and sustain biodiversity and life-supporting ecological processes. Opportunities will be provided to ensure students have the knowledge and skills to contribute to sustainable nation building so that Tokelau adapts well to global influences.

The curriculum will also enable Tokelau to maintain links with regional and international partners.

Nation building is reflected in our traditional notion of inati, based on the principle of sharing traditional wealth, sharing of village assets and produce. The curriculum will provide opportunities to affirm Tokelau values, to have shared planning, participation and evaluation.

3.3.5 Assessment

The Tokelau Curriculum recognizes that quality assessment practice is an important part of the teaching and learning process.

Assessment is the gathering and interpreting information to find out where the learners are in their learning, where they need to go, and how best to get there. As such, it is a means of improving a student's performance and evaluating the quality of the teaching programme.

Assessment, where feedback is interactive and timely, has the greatest impact on a student's learning. Assessment is most effective when it focuses on how students learn and helps learners know how to improve. Students need opportunity to clearly understand their learning outcomes, the criteria that will be applied to assess their work, and the learning tasks. Good assessment practice involves students and teachers in planning, and develops students' ability to self-assess.

Formal assessment at regular interval will provide information that will be used to report to parents on the progress of the child. Formal assessment methods will include testing, internal assessments and formal examinations. The Tokelau Curriculum encourages the use of a range of assessment practices, procedures and reporting methods designed to provide evidence that learners have achieved certain competencies; and focuses the learner and teacher on the learning process.

3.3.6 Health and well-being

The Tokelau Curriculum recognizes that the strength of our nation in the future is in the health and well-being of the children of Tokelau. The curriculum aims to develop the knowledge, understanding and attitudes required to promote, maintain and continuously improve the personal health and well-being of the child. Health and well-being involves personal hygiene, mental health, a healthy lifestyle through proper diet and physical education, child growth and development, child safety in the environment (school, family, community), interpersonal relationships within the school, family, community and society, respect for human rights, spiritual education, and the expression of academic capacities. The Tokelau Curriculum promotes the implementation of proper health programmes, prevention measures, and awareness in suitable areas of the curriculum. It aims to ensure the health and well-being of the children contribute to healthy families, healthy islands and ultimately a healthy nation.

3.3.7 Tokelau learning success and approaches to teaching and learning

The Tokelau Curriculum promotes deep and meaningful learning. Learning is the process which involves creation of new understandings. The curriculum will provide opportunities for the students to be creative, intellectually challenged and to think about what they are learning. They will have opportunities to reflect and to make informed decisions. Teaching and learning programmes will ensure students are actively involved in learning and develop the ability to analyse knowledge critically in an environment which encourages inquiry, debate and independent thought. Learning experiences will provide rich opportunities that are relevant and challenging in order for the student to be productive locally and internationally. These opportunities include traditional approaches where learning knowledge and skills is reinforced through active listening, co-construction of meaning through discussions, demonstrations and on-going observations. Students will be knowledgeable in Tokelau culture as well as outside values and attitudes. Success in the outside world should affirm and not isolate students from where they belong.

3.3.8 Key competencies, values and attitudes

The Tokelau Curriculum requires that all students will develop the key competencies, values and attitudes that are the foundation of one's self development, and being a responsible member of Tokelau society. Life on Tokelau requires that students master practical life skills that will enable them to cope successfully with traditional tasks and everyday living. As well, they need the skills to use modern technology and be able to adapt to life outside Tokelau. The curriculum promotes an approach where students are not only proficient in key competencies but are grounded in the basic values and attitudes of—fakaaloalo, ava, va fealoaki (respect), ola pulea (disciplined), galulue

fakatahi ma felagolagomaki (co-operation), alolofa ma fealofani (compassion), and fakamaoni (honesty)

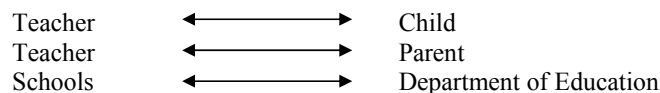
3.3.9 Teaching and learning programmes

The Tokelau Curriculum requires that principals and teachers implement teaching and learning programmes that have these features:

- a. Purposeful. They are well prepared and planned
- b. Relevant to students' needs and national requirements
- c. Motivate students
- d. Provide opportunities for students to be creative, self-directive, respectful, reflective and to think critically
- e. Reflect Tokelau values and ways of doing things
- f. Include active and interactive teaching methods and makes use of indigenous ways of learning
- g. Regularly reviewed in line with students' needs and national targets
- h. Make use of a range of different resources and experiences
- i. Include a range of assessment opportunities
- j. Use information that is up-to-date

The Tokelau Curriculum ensures that the learning programme uses teaching styles that suit student needs and level of individual development. Teaching style refers to the way lessons are being delivered and managed. Student needs includes emotional, physical, spiritual, social and health, educational resources and social environment.

The Tokelau Curriculum requires that the learning programmes include reporting. Reporting refers to communication of information about the child's educational progress, with the view of adjusting teaching methods. To cater for the learners' educational needs, reporting needs to take place between the child and the teacher at these levels.



Reporting will involve learners' and parents' input and participation in the interpretation and use of information for improved student performance and teaching practices. Student achievement and school performance is reported to the nation through the Department of Educations' legislated accountability functions.

3.3.10 Equity

The Tokelau Curriculum recognizes that the concept of equity requires that the system will treat all individuals fairly and justly in the provision of educational opportunity. Policies and practice which advantage some and disadvantage others will be avoided. The curriculum promotes equality of opportunity in access, treatment and outcome for all groups, and all students from early childhood education to tertiary and further education. This means that all students will receive a quality education regardless of gender differences, abilities and nuku. The Tokelau Curriculum acknowledges the need to meet the needs of the villages and the nation. Opportunities will therefore include those that build local capacity and productivity as well as opportunities for further studies overseas.

3.3.11 Sustainability

Tokelau's tiny size and isolation, distance separating the atolls, limited natural resources and vulnerability to natural disasters such as cyclones and rising sea levels shapes the way people live and meet their needs. People in turn shape the natural environment in which they live.

The features of Tokelau's natural environment make it essential that the national curriculum address issues of sustainability at each nuku. Sustainability relates to ways of thinking about the world, and forms of social and personal practice that lead to environmental practices that value and sustain biodiversity and life supporting ecological processes. Building Tokelau students' individual subject capability is critical to help them develop the skills and understanding necessary to meet the challenges of atoll environment and to make responsible and informed choices that sustain Tokelau environment.

4.0 CURRICULUM POLICIES

4.1 Learning areas and subjects of study

Learning areas are broad categories of knowledge within which skills, values, and attitudes are developed.

The learning areas with individual subjects of study are:

Languages: Tokelau, English
Social Science
Mathematics
Science
Health and Physical Education
Visual and Performing Arts
Environmental Science
Business Studies
Agricultural Science
Technology: Home Economics, Industrial Arts, Computer Studies

One of the principles of the Tokelau curriculum is that it offers students a broad and balanced education that promotes a sustainable future for Tokelau. Students are expected to study the first seven learning areas throughout primary schools, with the addition of the last two learning areas (Business Studies, and Technology) as options at secondary schools. This will prepare all students for a number of pathways following Year 11.

Each learning area will outline key learning outcomes that identify

- what students are expected to know
- what students are expected to be able to do
- what students are expected to value

The key learning outcomes define the content of each learning area and the standards or quality of performance.

4.2 Key Competencies

The people of Tokelau developed their own unique ways of adapting to both their physical and social environments before the arrival of Western visitors. These interactions resulted in a cultural knowledge and key competencies that enabled them to live and survived within their particular contexts.

Key competencies provide focus for what is considered important by Tokelau society. They are what people need in order to lead full lives in well-functioning societies. They include the wisdom and values of our forbears, and the knowledge and skills needed to sustain quality lifestyles for individuals and communities on Tokelau. As well, they prepare Tokelau students to participate confidently in the international community

Key competencies underpin what we do in schools. They include a capacity for thinking, making meaning, relating to others, managing self, participating and contributing. Together, they are

encapsulated in the Tokelau notion of olaga halala, a life that continuously strives for what is best in any context.

Thinking is about all kinds of thinking in all kinds of contexts. It includes creative thinking (ko te mau faiga, hatalaga, hahavale ma te halalaga), critical thinking (mahauhau fuafua ki na malohiaga ma na afiaga), logical thinking, sharp mind, inquiring mind (mafaufau fakataata, mahauhau matala, mahauhau hakilikili), metacognition (mafaufau tau fakataata), reflection and self awareness (mafaufau tukufehili, mafaufau toe fakamanatunatu) and judgement (fakamahinohino mo he fakaikuga).

Making meaning is about discovering meaning in ideas – whatever shape they come in. It is about interpreting cues and clues, about getting below the surface, about wanting to get to the bottom of things. Exploring meaning and the issues to arrive at a way forward is central in the Tokelau concept of fakananunanu which connotes the concepts of discussion, reflection, sharing, modification, trial, ongoing evaluation and change.

Relating to others, and is about the knowledge, skills, attitudes and values needed for living, working and playing with others. It includes having the ability and inclination to take a variety of roles in group situations – for example, leadership, conflict resolution, and negotiation – and showing consideration for others. The traditional concepts of inati, fakaafe, fakaifo, poupouaki te tamamanu, tautua exemplify Tokelau’s strong relational ties and concern for the good of others and the community as a whole.

Managing self is about making good decisions for oneself while recognising that we are part of a wider, interdependent, social context. It is about the inner independence that comes from being given manageable amounts of responsibility and choice. Managing self includes the ability to make plans, set goals and estimate time needed for activities. It is also about developing strategies to overcome hurdles and knowing when a change of course is needed.

Participating and contributing involves gaining an overall view of what is possible. It is about seeing one’s potential to be a member of multiple communities, such as family, nuku, friends, aumaga, fatupaepae, tupulaga, sports teams, professional groups and so on. By participating, we gain the sense of achievement that comes from making a contribution to local and global communities.

The key competencies are integrated into the subjects of studies to build strong pathways needed for student success in learning.

4.3 Languages and Bilingualism

The *Tokelau National Curriculum Policy Framework 2005-2010* describes our vision for languages and literacy in education.

Tokelau language embraces the heart of our nation as Tokelau people. It defines us as a people and is fundamental to our survival as an island nation within the international community.

In education, language ability is fundamental to classroom learning. To be successful in classroom learning, students need to be able to use language to interact appropriately with others in the

learning environment in order to understand their tasks. They have to be able to use language to apply the necessary mental processes that are needed to express and elaborate knowledge and reflection. They have to be able to use language to reason through to conclusions, to read and understand a wide range of texts, develop arguments, analyse, synthesise and evaluate ideas. Furthermore students are assessed on how well they use language to express themselves coherently either orally or in writing.

Learning becomes increasingly abstract and cognitively demanding as students move through the school system. The degree to which students have developed the necessary language skills to cope with learning situations, which are increasingly abstract and cognitively demanding as they move through the school system, is crucial to their success.

The extent to which we master the languages for learning impact on the extent to which we can experience success in schools, and ultimately the extent to which we can participate in our society.

Tokelau is the first language of the majority of its people. The Tokelau Curriculum recognises its importance for social, academic and economic advancement, as well as the need to be confident and competitive in the outside world through acquiring English.

In terms of a language goal,

"The Tokelau Curriculum affirms bilingualism in Tokelauan and English as an important goal of education. To be bilingual is to be literate in both languages. The Tokelau Curriculum will ensure that all children are literate in Tokelauan and are able to use it for social, cultural and academic purposes. As well, the Tokelau Curriculum will develop students' levels of literacy in English necessary for learning and communication."

To achieve this goal, the following policies are outlined for languages in education.

Medium of instruction

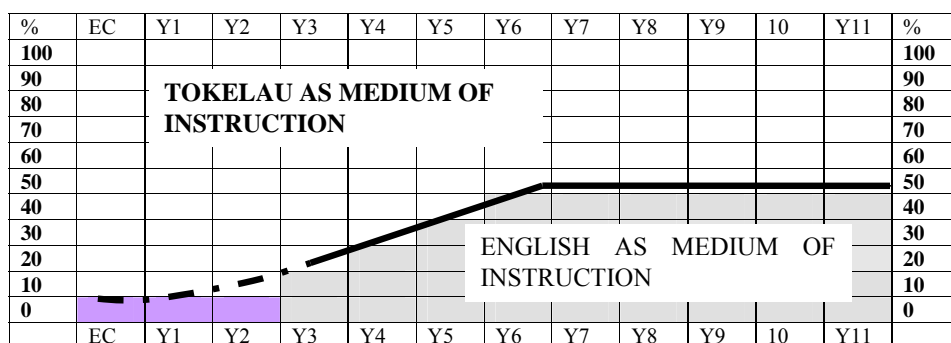
An instructional arrangement that is considered to best meet the Tokelau curriculum goal of bilingualism needs to have these features:

- develops equally high levels of competence i.e. full literacy, in both Tokelauan and English;
- allows children's cognition to be developed in their first language (Tokelauan) without interruption;
- allows general learning to continue so that children do not fall behind their peers whilst acquiring English;
- gives equal value to both Tokelauan and English as mediums of instruction once a sufficient base has been developed in the second language;
- the transition from first to second language medium of instruction is gradual giving each language sufficient development time before switching;
- meets the equity principles

Therefore:

- Bilingual literacy will be developed through the use of a time sharing arrangement to ensure that both Tokelau and English are used as mediums of instruction.
- Tokelau will be the main medium of instruction from Early Childhood to Year 7, and there after becomes the medium of instruction for 50% of the curriculum to Year 11.
- English will be introduced informally from Early Childhood to Year 2. Children should have opportunities to experiment with listening and using English during songs, poems, chants, and listening to stories. By the end of Year 2 children should start developing a sight vocabulary in English
- English as a medium of instruction will be introduced in Year 3 for 20% of curriculum time in each subject and progressively to 50% in Year 7, through to Year 11.
- The percentage of time applies to instruction time in each and every subject in the school programme. This means every subject signals what is to be taught in Tokelauan, and what is to be taught in English, effectively building a language syllabus for the content to be taught in either language. The distribution of time to each language as medium of instruction is illustrated in Figure 1.

Figure 1



- **In all subjects other than Tokelau and English**, the implementation of the time for each language as medium of instruction will be realised through the distribution of units of work in a subject to each language as described below:

ECE to Year 3

An integrated approach to teaching is used at these levels. For ECE to Year 2 all units of work will be prepared, taught and assessed in Tokelau. In this way children’s literacy and content learning will be established in their first language, Tokelau . For Year 3, 80% of the units will be prepared, taught, and assessed in Tokelau, and 20 % of the units will be prepared, taught and

assessed in English. This provides the opportunities to begin to learn the English language associated with other subjects.

Year 4 to Year 6

For Year 4, 70% of the units will be prepared, taught, and assessed in Tokelau, and 30% of units will be prepared, taught, and assessed in English. For Year 5 and Year 6, 60% of the units will be prepared, taught and assessed in Tokelau, and 40% of the units will be prepared, taught and assessed in English.

Year 7 to Year 11

For Year 7 to Year 11, 50% of the units of work will be prepared, taught and assessed in Tokelau, and 50% of the units will be prepared, taught and assessed in English.

In summary the following table shows the times for medium of instruction in **each** subject other than Tokelau and English. Tokelau and English as subjects have their own times in which teaching is in Tokelau for Tokelau language and literacy development, and English for English language and literacy development.

Year	Tokelau	English
ECE	100	0
Year 1	100	0
Year 2	100	0
Year 3	80%	20%
Year 4	70%	30%
Year 5	60%	40%
Year 6	60%	40%
Year 7	50%	50%
Year 8	50%	50%
Year 9	50%	50%
Year 10	50%	50%
Year 11	50%	50%

Curriculum

- The curriculum will describe national learning standards for all subject areas. The standards will make explicit learning that is to be achieved in Tokelau, and learning to be achieved in English. The curriculum will also make language development explicit in addition to language use for communication. This means the language forms - vocabulary, grammar, and discourse will be clearly identified at each level.
- In the Years 1-3 integrated curriculum, form focused instruction will need to be made explicit in addition to language use for communication.
- The Year 4 – 6 curriculum, as with the curriculum for Years 7 – 11, will include Tokelau, and English as subjects of study, quite separate from their role as medium of instruction.

- School programmes will need to ensure that learning experiences offered meet the stated standards for each year level.

Materials

Bilingual literacy requires a supportive literature, as well audio and visual materials.

- Materials must support language development in the curriculum and in the bilingual pedagogy.
- All existing materials will be analysed for relevancy to the stated curriculum standards and the required pedagogy.
- The technical vocabulary for each subject will be in both Tokelauan and English. Specific principles on vocabulary modernisation and expansion will outline how Tokelauan terminology will be developed from English terms, to minimise over reliance on transliteration.
- A strategic plan for the development or procurement of materials for both Tokelau and English will be created and actioned.
- The elders in the community are valuable resources particularly for Tokelau language. Schools need to make use of their expertise to enrich the schools' language programmes.

Teacher Quality

- Since bilingual literacy development is developed in all subjects, all teachers must develop the skills to teach language and biliteracy development.
- Pre- and in-service teacher education will focus on bilingual literacy development and methodology, including time allocation for each language and aspects of classroom practice which enable language development and content learning to take place.

Assessment

- Students biliteracy development needs to be assessed on a regular basis to ensure both students' language development and conceptual development are meeting the expectations for their age group.
- Assessment tools to monitor student achievement need to be developed and implemented for all year levels.
- Students will be assessed in the language of instruction so that the material learned is assessed in that language.
- Assessment analysis will inform school programme development and Departmental policy review, and research priorities.

Monitoring and Evaluation

- Bilingual literacy development will be monitored and evaluated to ensure that the aims and objectives of the language policy are being met.

- The Department of Education will establish standards and monitoring procedures, which will be systematically and repetitively carried out from entry to school and continuously throughout.
- School reviews will include evaluation of school management systems and monitoring mechanisms pertaining to language and literacy development of the students in the school to ensure implementation of national standards.

4.4 Early Childhood Education

Children are fundamental to the continuity of any society. Families have been the primary agencies for children’s socialisation, care and learning. While their education is primarily within families, a child’s learning environment extends far beyond the immediate setting of the home. The Tokelau Department of Education Early recognises the value of early childhood education in supporting families to respond to children’s development needs.

Early childhood education complements the role of the families and community in the socialisation, care and learning of children. There is powerful evidence that strengthened linkages between parents and early childhood education teachers / educators can contribute to increased learning opportunities for children. Involvement of parents at this level of education of their children leads to changed perceptions by teachers of parents’ knowledge and skills, changed perceptions by parents of their roles as teachers / educators and greater understanding of children’s experiences and interests.¹

Early childhood education in Tokelau covers the years from birth to school entry age. Participation in early childhood education is voluntary; however, each nuku may encourage full attendance for all children. By the time children enter school, most if not all children on Tokelau should have had the benefit of an early childhood education programme in addition to the care and education provided in their own home. Links between the home and early childhood education programmes are important.

Early childhood education programmes on Tokelau keeps the Tokelau language and culture alive and dynamic. Research studies in early childhood education, such as Effective Pedagogy in the Early Years completed in the UK provides evidence that learning settings which see cognitive and social development as complementary achieve the best profile in terms of child outcomes². This would support the situation that Tokelau has taken by formalising the provision of early childhood education at all its schools and also including learning outcomes for early childhood in all subject curriculum statements.

The early childhood curriculum covers the years from birth to school entry age and identifies 3 broad age groups for consideration within the early childhood curriculum. The overlapping age categories are:

- Infant – birth to 18 months
- Toddler – one year to three years

¹ Characteristics of professional developed linked to enhanced pedagogy and children’s learning in early childhood settings: Best Evidence Synthesis, Linda Mitchell and Pam Cubey, New Zealand Ministry of Education, Wellington, July 2003.

² Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R., & Bell, D. (2002). *Researching effective pedagogy in the early years*. London: Department for Education and Skills

- Young child – one and a half years to school entry.

Infant, toddlers, and young children have different needs and characteristics. These will determine the focus of the curriculum as it applies for each learner. The programme must be flexible enough to take into account the varying needs and characteristics of individual children. In the UK study noted above, the researchers found that the most effective settings encouraged “sustained shared thinking”, which they defined in terms of:

- a. The teacher having an awareness of, and responding to the child’s understanding or capability in respect of the particular subject/activity in question;
- b. The child’s awareness of what is to be learned (i.e. what is in the teacher’s mind);
- c. The active co-construction of an idea or skill
- d. The teachers/educators’ knowledge and understanding of the curriculum area.³

The transition from early childhood education to school should be smooth. The principles and strands of the early childhood education curriculum continues to apply and can be interwoven with those of the subject curriculum statements.

Early childhood education guidelines

The Department of Education will develop minimum standards required to be met by each school in the provision of early childhood education to ensure that the benefits of teaching and learning at this stage of child development are maximised. The physical and mental safety of the children must also be a strong consideration in the development and implementation of such standards

Early childhood curriculum principles⁴

Four broad principles are at the centre of early childhood curriculum. They form the basis of curriculum development and programme implementation

1. Empowerment. The early childhood curriculum empowers the child to learn and grow.
2. Holistic development. The early childhood curriculum reflects the holistic way children learn and grow.
3. Family and Community. The wider world of family and community is an integral part of the early childhood curriculum
4. Relationships. Children learn through responsive and reciprocal relationships with people, places and things

4.5 Students with Special needs

Tokelau Curriculum recognises that all students can be successful learners when they are included in the curriculum, provided with adequate support, and effective teaching practices that respond to their needs. The curriculum assumes that the care and education of students with special needs will be encompassed in the principles, strands and goals set out for all students. Activities will be age appropriate, developmentally appropriate and will enable children with special needs to be actively engaged in learning. An individual development plan (IDP) or individual education plan (IEP) will be developed for any children or students who require resources alternative or additional to those

³ Ibid; (p.49)

⁴ NZ MOE Te Whariki pages 13-16

provided in the early childhood or school setting. Objectives for an IDP or IEP will be realistic, useful and of value to the child. The programme will provide activities to meet the specified objectives and the equipment necessary to promote independence. The Tokelau curriculum is designed to be inclusive and appropriate for all children. The programmes of each early childhood education centre and the schools will incorporate strategies to fully include students with special needs.

4.6 Assessment Strategy

Goals of Assessment

The Tokelau Curriculum recognises the importance of assessment in the teaching and learning process. The review of current assessment practice at national, school, and classroom levels by Tokelau educators acknowledged that a number of key areas needed strengthening. The goals of the national assessment strategy are priority areas.

The goals of the National Assessment Strategy are:

- using assessment information to improve learning
- developing teachers' assessment practice
- strengthening school management and whole school capacity to support the national assessment strategy
- developing high quality assessment tools
- encouraging / fostering partnerships in learning with parents and the community
- maintaining consistency and coherence of assessment practice across all levels –classroom, school, national, international
- establishing and maintaining efficient records of learning
- increasing student's skills in self-assessment
- strengthening national assessment structures and processes: designing, moderation, marking, security of exams, interpretation and analysis, reporting, administration, data entry, processing and maintenance

The goals provide the foundation for strategies and practice at all levels. To achieve the assessment goals, initiatives are planned for the national system, school level, and classroom level development.

4.7 Length of School Year

Total length of school year will be no less than 380 half days or 40 teaching weeks.

Decisions on each island about public holidays need to take account of the required length for a school year so that programmes are not adversely affected.

4.8 School terms

There shall be 4 school terms in a year, each with a period of 10 weeks normally. The Department of Education will prescribe the school year and publish these in advance.

4.9 Subjects to be offered at each year level and time allocations for each subject and year level

The subjects to be offered at each level take account of what is important for the development of the individual, nuku and the nation. For early primary, subjects will be more integrated, than the latter primary years. The essential skills, values, and attitudes occur across all curriculum areas. At the secondary level, schools must offer students the opportunity to study each of the compulsory learning areas. Optional studies are organised across Years 9 to 11 at Level 1 and Level 2. This offers the flexibility to schools to offer options to students across the year levels at any one time, and provides continuity of study across the secondary levels. For example, students choosing the Business Studies Option Level 1 may be from Year 9, 10, 11 and all taking the same class. This arrangement also makes it possible to have all teachers available to offer options where appropriate. By the end of Year 11 all students should have completed a course of study in the compulsory learning areas and 5 optional studies in Levels 1 and 2.

Years 1 – 3

These are foundation years. The development of literacy and numeracy is fundamental to success in later years and will therefore take central place in the teaching and learning approaches in these year levels. Programmes will be organised around integrated themes. One of the risks in integrated programmes is that the depth and progression of learning outcomes may not be achieved as some topics may not always lend themselves to all learning areas. Programmes therefore must ensure the learning experiences are adequate in coverage and depth to achieve the learning outcomes.

The minimum instruction time for students in Year 1 to 3 is 25 hours a week. The learning areas are:

Year 1

Tokelauan language and literacy (reading, writing, listening, speaking, handwriting)	7 hrs
Social Science	2.5 hrs
Mathematics	5 hrs
Science	2 hrs
Health and Physical Education	3 hrs
Visual Performing Arts	3 hrs
Environmental Science	1 hrs
Other (assemblies, recess)	1.5 hrs
	<i>Total 25 hours</i>

Year 2

Tokelauan language and literacy (reading, writing, listening, speaking, handwriting)	7 hrs
Social Science	2.5hrs
Mathematics	5 hrs
Science	2 hrs
Health and Physical Education	3 hrs
Visual Performing Arts	3 hrs
Environmental Science	1 hr
Other (assemblies, recess)	1.5 hrs
<i>Total</i>	<i>25 hours</i>

<i>Year 3</i>	
Tokelauan language and literacy (reading, writing, listening, speaking, handwriting)	6 hrs
English (oral language only – listening, viewing, vocabulary recognition, speaking)	2 hrs
Social Science	2 hrs
Mathematics	5 hrs
Science	2 hrs
Health and Physical Education	3 hrs
Visual Performing Arts	2.5hrs
Environmental Science	1hr
Other (assemblies, recess)	1.5hrs
<i>Total</i>	<i>25 hours</i>

Years 4 – 8

Having established early literacy and numeracy knowledge and skills, the Year 4 to 8 students will continue to build on those early skills through studies in individual learning areas. Literacy and numeracy remain an important part of students' development in all learning areas.

The minimum hours of instruction for primary students in Year 4 to 8 are 25 hours per week. The time allocation to each learning area is:

Tokelauan language and literacy	5hrs
English language and literacy	5hrs
Social Science	2hrs
Mathematics	5hrs
Science	3hrs
Health and Physical Education	1hr
Visual Performing Arts	1hr
Environmental Science	1.5hr
Other (assemblies, recess)	1.5hr
<i>Total 25 hours</i>	

Secondary Schools

Years 9 - 11

Secondary schools' learning areas build on those studied at primary level with the addition of options. The policy recognizes that following Year 11, about a third of the students leave Tokelau on scholarship for further studies and the rest remain on the islands. The selection of subjects take account of the need for a coherent programme of studies that links to studies outside Tokelau, but also prepares students for further studies opportunities and training within Tokelau.

The minimum hours of instruction for secondary students in Year 9 to 11 are 25 hours per week.

A course of study in Year 9 to 11 will consist of a compulsory component made up of these subjects with these time allocation:

Tokelau	3hrs
English	4hrs
Mathematics	3hrs
Science	3hrs
Social Science	3hrs
Health and PE	2hrs

The suggested allocation of hours per week for the compulsory subjects is 18 hours.

In addition optional studies may be undertaken in

Business Studies

Home Economics

Industrial Arts

Environmental Studies

Visual and Performing Arts

The total time allocation for optional subjects is 6 hours, with at least two hours provided for each option studied per week. Options will be offered through a modular approach organized around two levels – Level 1 and Level 2. Schools should ensure that all students will have achieved Level 2 in all of the options by the end of Year 11.

Christian education will be demonstrated in the lived culture of the school. Schools may also opt to allocate 1 hour of structured instruction in Christian education.

4.10 Homework Policy

Homework is important for consolidating learning that has taken place at school. It is an opportune time for parents and caregivers to become involved in their children’s learning through assisting to establish routines from the beginning and that students have the discipline to do homework on their own as they get older. Parents will be better able to assist their children if there are clear guidelines from the school on procedures and approaches used at school so that children have a consistent approach. Students and parents should receive immediate feedback on the homework completed so that improvements are effected if needed. Homework should not involve any new work that has not been part of the instructional programme of the school day. Such work causes frustration for both parents and students. Each school is expected to determine its own homework policy. The following national guidelines are to assist the schools in determining their homework policy.

Early primary – Years 1 to 3

These are foundation years for many of the basic skills of literacy and numeracy. Parents should be spending time to listen to their children read as well as reading to them, and retelling oral stories, building sight vocabulary and establishing basic facts in numeracy. Children must have a book to read daily, and a record of their reading. The recommended time for homework at these levels is 30 minutes daily.

Primary – Years 4 to 8

Students are becoming more independent in the scope of work they can carry out for homework. Still, it should be based on skills and knowledge resulting from the instructional programme. Reading should be a regular feature of daily homework at all levels. The minimum recommended time for homework in these levels should not exceed 45 minutes daily.

Secondary – Years 9 – 10

The early years of secondary schools enable students to establish routines, exercise self discipline and time management. Their homework can include independent projects and investigative activities that integrate the skills and knowledge covered in their daily programme. The minimum recommended time for homework in these levels should not exceed one and a half hours daily.

Secondary – Year 11

Year 11, being the last year of secondary schooling, requires students to be more able to set and manage their study timetable. With assessment including internally assessed tasks, students' homework will include completion of set tasks, revisions and preparation for common assessment tasks and examination. The minimum recommended time for homework at this year is 2 hours daily.

4.11 Pathways after Year 11

The vision of the people of Tokelau is "our people improving the quality of their lives living on Tokelau". Education contributes to the achievement of this vision through providing pathways that develop essential skills, values and attitudes that enable people to make a productive contribution to the well-being of the nuku and nation. The pathways that have been available for students after Year 11 are limited to overseas studies through the scholarship scheme and remaining on the islands. More choices are needed if the youth of Tokelau are to increase their skill level for economic development and make a meaningful contribution to the well-being of their families, the nuku, and the nation.

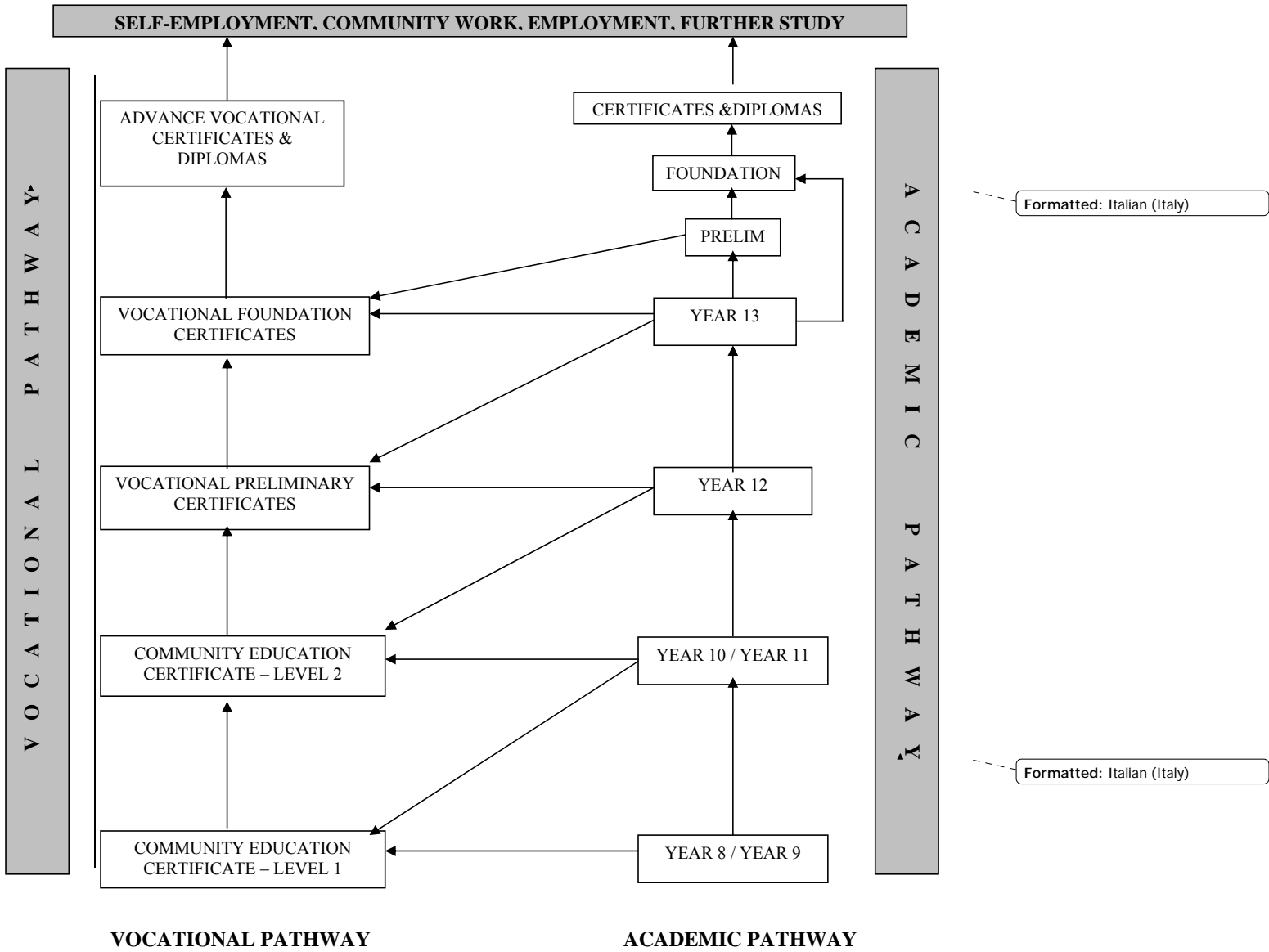
The long-term vision of the Department of Education is to establish Year 12 and Year 13 at the local nuku level so that all students move directly through from Year 11. Secondary scholarships to Samoa or New Zealand will no longer exist. The establishment and implementation of the National Curriculum throughout all schools will define the learning outcomes for all subjects from Early Childhood Education to Year 11. The Year 12 and Year 13 learning programmes will be developed around requirements for students to be able to enter into tertiary foundation studies and vocational studies.

Both academic and vocational pathways will allow all students to continue to participate in senior secondary study. It is envisaged that two parallel pathways will be created:

1. Utilising the basic preparatory and preliminary courses offered through USP so that by the end of Year 13 students will have the pre-requisites to enter directly into Foundation courses;
2. Vocational preliminary and foundation certificate courses.

The establishment of Year 12 and 13 programmes in the Tokelau school system would address the issue of access to senior secondary education that currently is only available to those students who qualify for scholarships to Samoa or are privately funded. The provision of two parallel pathways ensures that the needs of the majority of students are met through the availability of a wider range of courses at senior secondary level. The development and implementation of these programmes will be contingent on the support from the University of the South Pacific, particularly the establishment of the USP sub-centres in Fakaofu and Nukunonu.

PROPOSED QUALIFICATION STRUCTURE AND PATHWAY



4.12 Progression Policy

Progression refers to the promotion of students from one year level to the next year level. It is normal practice that students progress from one level to the next with their age group. However, in some cases, particularly in the early primary year levels, the patterns of learning and development vary for individual children. For some children, the direction, and speed of learning, and growing will often fluctuate from day today, and may be experiencing developmental delays. For these children, it may be appropriate to give them further experience in the early primary's programme. Such a decision will require consultation with the parents, the teacher and school management. The development of outcomes-based curriculum will assist schools and parents to keep a closer eye on student performance and provide early intervention where necessary. For students who have achieved the outcomes, opportunity is available to them to be accelerated to the next appropriate level. But this must be in consultation with the school management with approval from the Department.

4.13 Curriculum Planning and Review

School Level Curriculum Planning

Each school will have a whole school approach to improving key factors that affect the quality of teaching and learning. Curriculum planning is the process used by schools to determine the courses of study it offers, the outcomes, the delivery approaches, time allocation, resources and programme evaluation. A school's curriculum plan will

- outline overview of subjects to be offered at each level and the time allocated for each
- describe the courses of study, areas covered and levels
- describe the schools' assessment practice at school level, subject level and classroom level

Each school will maintain a record of learning for each child. This records progress made in each subject in each level.

Curriculum plans will be reviewed regularly (at least every 3 years) by the curriculum committee.

The curriculum committee is made up of the principal, syndicate members or subject teachers and external representatives (teachers from other schools, curriculum adviser, dept representative etc)

The principal:

- ensures the quality of plans meets national curriculum guidelines
- keeps accurate records
- monitors that planning is reflected in classroom teaching
- monitors students' progress to ensure quality of classroom teaching.

Teachers' Curriculum Planning

Each teacher is required to complete curriculum planning for the subjects they teach. The plans will show:

- the content to be taught for the whole year (year plan)
- the year plan should include the topics, objectives and outcomes.
- the assessment plan for the year
- the assessment plan will include objectives, outcomes, success criteria and the assessment methods

Teachers will develop unit plans for the topics identified in the year plan

- the unit plans will include Topic, Objectives, Outcomes, Success Criteria , Teaching Methods , Resources, and Assessment.
- the activities are to be differentiated for different students needs
- the plans will be evaluated regularly.

Teachers of the same subject areas will need to hold regular meetings for planning and reviewing

- in syndicates
- across all levels for a subject

The syndicate leaders will ensure the teachers plans are in order and implemented. The principal has overall responsibility for the quality of teachers' plans and ensures that they are consistent with the requirements, and that they are linked across all levels and all subjects. The principals will have monitoring visits with the syndicates and individual teachers and give specific advice for improvement.

Curriculum resources

The curriculum resources need to be adequate, up-to-date and relevant. Teachers need a continuous programme of professional support and development on

- planning
- assessment
- teaching methods
- using and making resources
- evaluation

4.14 Monitoring the quality of teaching and learning

Monitoring is a crucial part of the teaching and learning process. It provides the schools with information on the effectiveness of teaching practice, learning experiences, student participation in learning, and their achievement.

The focus of internal monitoring will be the quality of teaching and learning. All schools are required to implement the system of monitoring the quality of teaching and learning as outlined in the Department of Education guidelines. All teachers are expected to participate at least twice a year in the monitoring processes.

Monitoring must be continual, consistent with requirements of curriculum policies, and transparent to all participants. This means there are clear statements about the schedule for monitoring in a year, the processes for monitoring, as well as roles and responsibilities. There will also be clear feedback channels so that the results of monitoring lead to improvement in teachers' practice.

Monitoring the quality of teaching and learning shall be carried out through observations of teaching, displays in the teaching and learning environment, teacher interviews, peer discussions, review of teachers' plans, students' assessment results, and students' work.

Monitoring reports will give teachers specific information on their strengths, and what to do to improve. They will form part of the teachers' records for appraisal purposes. Subject leaders will incorporate monitoring information into curriculum review, and planning for professional

development. Principals have overall responsibility for the monitoring programme and reports to the committee in the schools' annual report.

The Tokelau Curriculum acknowledges the importance of monitoring in assuring learners, parents and the community of the quality of education at the schools. It is important therefore that it is an ongoing part of each school's practice.

4.15 Communication

Communication between the school and its local and national stakeholders is important because it will ensure that accurate information about the school is made available.

Each school is required to develop and implement a communication strategy which ensures that parents, the Taupulega, local community members and the Department of Education are kept informed about the school curriculum.

A communication strategy will include a statement of the process used in the school for informing parents, the Taupulega and the local community about curriculum developments. The role of the principal and teachers will be clearly stated and understood. It will also state the process to be used to communicate with the Department of Education.

Information that principals and teachers have access to should be treated sensitively and confidential details should be respected as such by them. The Communication Strategy will outline how this information will be kept secure and the management of situations when there is a breach of this.

4.16 Discipline

Every child and student should be given or treated with and allowed to have respect and dignity. They shall be given positive guidance promoting appropriate behaviour, having regard to the child's stage of development. This guidance must be by means of praise and encouragement, rather than blame, harsh language, belittling or degrading responses. All students will be encouraged to show respect for teachers, other students, property of the school and others. No child or student shall be subjected to any form of physical ill treatment, corporate punishment, or verbal abuse.

All teachers will be expected to treat students with respect. Schools will have procedures that clearly state what acceptable and unacceptable behaviour is. Teachers will inform parents and students of school rules, classroom rules, and these should be clearly displayed. Consequences for unacceptable breach of the rules will be clearly stated and explained to both students and their parents. The consequences will be fair, just, and appropriate. All teachers including principals are not permitted to use corporate punishment as a form of discipline. Suspension and expulsion regulations will be set by the Department of Education in consultation with teachers and the Taupulega.

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The translation of the Tokelau National Curriculum Policy Framework was undertaken in two workshops by a selected group consisting of:

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