

EDUCATION FOR A LEARNING SOCIETY

**POLICY STATEMENT
OF THE
MINISTRY OF EDUCATION
SEYCHELLES**

ACKNOWLEDGEMENTS

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INTRODUCTION

The last comprehensive policy document of the Ministry of Education, "Education for the New Society", was formulated and approved in June 1985. Since then, there have been many changes in the education system as well as in the Seychellois society, and a review was considered necessary.

In 1998, a committee was formed to produce a new policy document. Several drafts were presented to members of the Education Planning Council, headteachers and teachers. After several amendments, the final version was approved by the National Vocational Training Board in April 2000.

We are pleased to present the Education Policy Document entitled "Education for a Learning Society". The title emphasizes the on going nature of learning. It conveys a vision of a Seychellois society, which is alert, responsive and pro-active. This 'learning society' remains firmly in control of its own destiny by embracing change, without losing contact with the values that constitute its identity.

"Education for a Learning Society" will become the living document which it is intended to be when teachers and educators everywhere allow its philosophy and values to permeate every aspect of their professional practice. The Ministry of Education invites all its personnel to ponder the messages contained in this policy document, so that they can be transformed into a living reality.

EDUCATION FOR A LEARNING SOCIETY

POLICY STATEMENT OF THE MINISTRY OF EDUCATION, SEYCHELLES

MISSION

The Mission of the Ministry of Education is to build a coherent and comprehensive system of quality education and training, reflecting shared universal and national values, which will promote the integrated development of the person and empower him/her to participate fully in social and economic development.

PRINCIPLES

In a world where market forces and advances in communication technology are accelerating the trend towards globalisation and the interpenetration of cultures, one of the main challenges for young people is to play their part as dynamic agents of change while maintaining the equilibrium which comes from a sense of identity and continuity. This is also the challenge for Education today. The principles outlined below will guarantee that education remains firmly rooted in the history and cultural tradition of Seychelles, at the same time as it acts as an agent of transition and transformation.

The principles of **Equity, Quality** and **Accountability** relate primarily to the operational goals of the Education service, while the next four principles, namely, **Education for Empowerment, Education for Productivity, Education for Social Cohesion** and **Education for Global Participation** relate to the terminal goals of Education programmes.

Equity

Equity is a necessary condition in a society founded on the dignity of the person, the maintenance of a tradition of social harmony, and the recognition of the right of every citizen to contribute in a meaningful way to national development.

In Seychelles, equity has largely been achieved in terms of equality of access to schools and to programmes of education and training. The concept of equity now needs to be extended to provide for programmes which will enhance the conditions for optimum achievement by every group, including the gifted, the slow learner and the learning-disabled. Emphasis also needs to be put on redressing gender imbalances in performance within general education, as well as providing equal opportunities for training and fair chances of success to both genders at the post-secondary level. Training opportunities need to be extended to match the career aspirations and ability profiles of young people and maximise the contribution of every individual to national development.

“Equity” encapsulates the following key concepts:

- ◆ equality of access to compulsory education
- ◆ equitable sharing of resources
- ◆ equal opportunity / creating conditions for optimum achievement, according to ability and career aspirations
- ◆ ensuring that the context, content and medium of education are equally favourable to boys and girls
- ◆ catering for special needs / working towards greater ‘inclusion’ of the learning-disabled

Quality

Our human capabilities as developed through education and training are Seychelles’ principal resource in meeting the challenges of development. The quality of learning in our schools and institutions will also determine the quality-of-being that we enjoy as Seychellois, and our capacity for thought and invention.

The driving-force behind the on-going quest for quality education in Seychelles will be a cadre of professionals who are not only competent, but also able to look critically at their own practice. A constant re-examination of teaching methods and strategies in the light of advances in educational technology will be one of the trade-marks of the teacher committed to life-long professional development. Educational institutions will be transformed into real communities of learners as teachers acquire the habit of looking beyond their individual classrooms and working collaboratively towards the improvement of their institution as a whole. At this organisational level, quality will be achieved through institutions which acquire the capacity to evaluate their own performance and to take appropriate action, in a planned, focussed and systematic manner: The reinforcement of this capacity will be one of the primary concerns of the national Quality Assurance system. As our educational institutions seek, through development planning, to increase the participation of parents and the community in education and training, the accompanying pressure for transparency and accountability will hone our commitment to high standards, and ensure that the system remains dynamic and responsive to the changing demands of society.

“Quality” encapsulates the following key concepts:

- ◆ institutionally-based planning for development and improvement
- ◆ integrating mechanisms for monitoring and self-evaluation
- ◆ complementarity of external and internal evaluation / quality assurance
- ◆ creating conditions for educational institutions to become ‘learning organisations’
- ◆ improving educational institutions through staff development / teacher quality
- ◆ integration of evolving technologies
- ◆ aiming for service excellence / quality of curriculum and resources
- ◆ facilitating the participation of learners, teachers, parents and other partners, including industry

Accountability

In a climate of increased competitiveness and rising expectations from students, parents and the wider community, there is a corresponding pressure on educational institutions and the Ministry to be more accountable for educational provision and outcomes. Education is also a major beneficiary of Government expenditure and in times of stringent spending, the system is required to become more efficient and show that it has clear processes for evaluating outcomes.

We have better educated and better informed parents today who want a say in the education of their children. Accountability to those served by education must lead to the development of more open and transparent systems for providing regular information on all aspects of the young person's education, and acknowledge the rights of both learners and their parents to be kept informed and consulted on matters which affect them.

Accountability also comes from within through the development of a culture of self-evaluation, planning and target setting which will permeate all educational institutions and sections of the Ministry. This self-evaluation and reflection at both the personal and institutional level, supplemented by external evaluation covering all aspects of educational services, will provide an open, transparent system against which performance can be measured and responsibilities for improvement shared among all the partners in education.

"Accountability" encapsulates the following key concepts:

- ◆ partnership with parents / the community
- ◆ establishing 'contracts' through target-setting and development planning
- ◆ transparency in providing feed-back on performance / reporting on achievement
- ◆ integration of assessment in curriculum / in teaching / in school evaluation
- ◆ financial accountability / cost-effectiveness through efficient use of resources
- ◆ development of professional attitudes of accountability (teachers and pupils)

Education for Empowerment

Our progress as a society depends on our ability to manage the process of change with boldness, confidence and creativity. An education which allows every individual to experience a sense of achievement is important for the development of that sense of personal worth and empowerment which is the basis for the creation of an enterprising society, oriented towards action and problem-solving. This pro-active orientation will be further strengthened by democratic structures in schools and institutions which give young people a voice in decision-making and enable them to acquire the interpersonal and communication skills which are vital for effective participation in society.

Through the vigorous pursuit of 'relevance' in all education and training programmes, Education in Seychelles will prepare young people to deal confidently with a whole range of situations in their personal, social and professional lives, while instilling in them a capacity, a desire and a will for continuous learning. The ability to use leisure time constructively will become increasingly important as changes in patterns of work and developments in the entertainment industry continue to impact on our lives. Education will thus be concerned with preparing young adults not only to take their place confidently in the world of work, but also to exercise their faculty for choice and self-determination in every aspect of their lives.

"Education for Empowerment" encapsulates the following key concepts:

- ◆ competency-based / mastery learning
- ◆ recognition of achievement and development of self-esteem
- ◆ positive attitudes to learning as a life-long activity
- ◆ relevance of education and development of life skills, including technological skills
- ◆ education for leisure and maintenance of a healthy life-style

- ◆ empowerment through effective communication and inter-personal skills
- ◆ development of autonomy and capacity for decision-making and problem-solving
- ◆ student participation in learning and in the life of their institution
- ◆ education for a 'balanced', well-rounded personality
- ◆ self-discipline and judgement in matters of morality, ethics and social justice

Education for Productivity

The strength of a small economy rests on the capacity and determination of its work force to generate the wealth that can sustain programmes of social and economic development. This process of wealth-creation in Seychelles relies on the eradication of attitudes of passivity and dependency, and the development of habits of self-reliance, entrepreneurship and industriousness, in both the private and public sector.

Productivity will be enhanced through an Education system which sets high expectations, accustoms young people to hard work, exposes them to both manual and intellectual work in their formative years, and prepares them thoroughly for career choice and the transition to the world of work. As the young person progresses through the education system, a balance will be sought between breadth of exposure to a range of practical work and more specialised skills development and training. The aim will be for the young person to achieve both a high level of competence and the resourcefulness to adjust to a fast-changing work environment. The cultivation of skills and attitudes for effective team-working will be an essential feature of an education that prepares the young for the modern work-place.

"Education for Productivity" encapsulates the following key concepts:

- ◆ development of work ethics for a reliable, industrious work force
- ◆ adaptability to change through the acquisition of a range of skills
- ◆ development of entrepreneurship for job creation through self-employment
- ◆ development of creativity and resourcefulness
- ◆ understanding of the workings of the national and global economy
- ◆ consumer education and the development of the concept of sustainability
- ◆ cultivation of attitudes and skills for team-working

Education for Social Cohesion

A sense of community and solidarity with others is one of the most precious legacies of our tradition as an island nation, characterised by racial and religious harmony. As economic, social and political changes revolutionise our way of life, it becomes very important that we cement these social bonds which not only define our identity as Seychellois, but also nourish our sense of social commitment, and allow us to continue to provide a model of peace and integration to the whole world.

Education in Seychelles will help the young person to mould a distinctive identity which combines tradition with that critical openness to change and to the wider world which is another strong feature of our identity as islanders. In preparing young people for life in an increasingly pluralistic society, Education will endeavour to develop their capacity to communicate effectively, to demonstrate empathy, and to resolve conflicts and differences in a peaceful and constructive manner.

"Education for Social Cohesion" encapsulates the following key concepts:

- ◆ cultural awareness and consolidation of our national identity
- ◆ understanding the meaning of participation in a democracy
- ◆ acquisition of skills of assertiveness and conflict resolution
- ◆ development of other inter-personal skills for living together
- ◆ development of acceptance and appreciation of differences

- ◆ education for citizenship and social responsibility
- ◆ cementing relationships between generations / becoming a 'caring' society

Education for Global Participation

The exponential growth of science and technology in recent years has created an awareness of the vulnerability of planet Earth, and sharpened our sense of interconnectedness as citizens of a world where irresponsible environmental action or protracted civil conflicts at a local level can have global repercussions on the health and economic growth of nations, as well as on our personal and social well-being. Communication technology has not only brought the world much closer to our shores, but has given us the capacity to tap into a wealth of information which can be harnessed for our own development and enrichment. A mastery of modern media of communication by young people will ensure that Seychelles can operate confidently within a commercial and cultural environment that increasingly relies on the rapid transfer of information by electronic means.

Seychelles' contribution to the realisation of two of mankind's most cherished aspirations, namely, the twin achievements of world peace and sustainable development will be enhanced through an education which promotes our tradition as a society sensitive to environmental issues and committed to policies emphasising the social/human aspects of development. Our ability to pursue these policies in a climate of stability will depend on the extent to which education can help to consolidate a democratic ethos and a culture of human rights which draws its vitality from vigorous critical discourse, tempered by tolerance.

"Education for Global Participation" encapsulates the following key concepts:

- ◆ commitment to environmental protection and principles of sustainable development
- ◆ building a culture of peace and harmony
- ◆ development of a sense of regional identity
- ◆ preservation of / capitalising on our culture of multi-lingualism
- ◆ competitiveness on the world market through development of our human resources
- ◆ understanding the concept of the 'global village' and its implications for our development
- ◆ understanding and building on the specificities/strengths of a small island state.

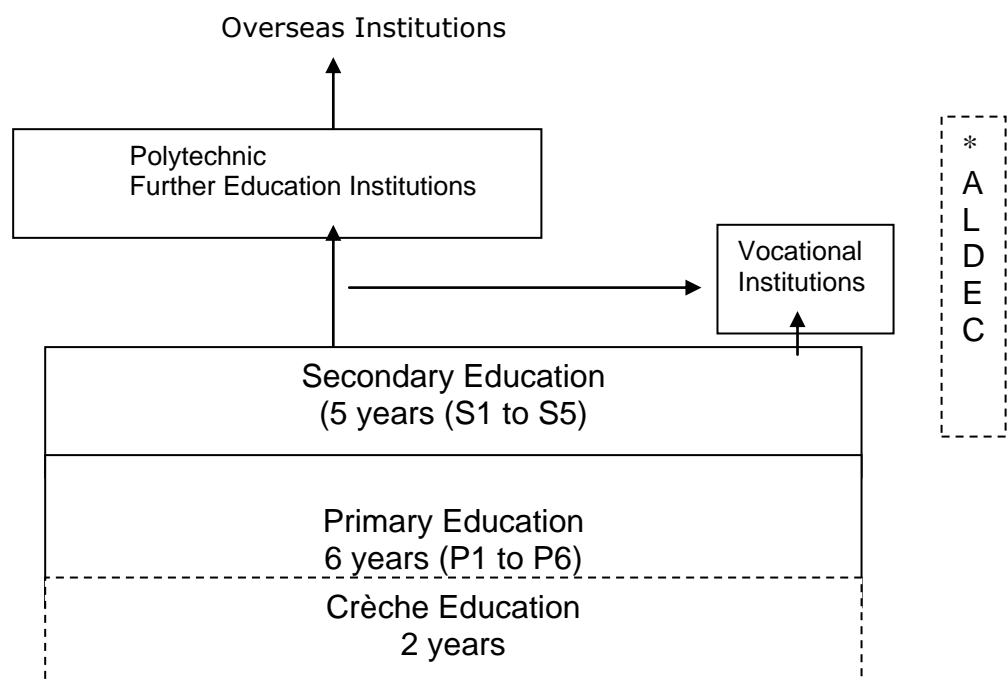
VALUES

In carrying out its mission, the Ministry of Education is committed to:

- 1 adopting a planned approach to education development based on systematic investigation and research
- 2 creating an all-pervasive culture of quality, based on enquiry and self-evaluation
- 3 developing a system which is transparent and accountable to the public for the quality of the education which it provides
- 4 providing an environment which encourages schools to share responsibility for improvement
- 5 establishing a coordinated network of support services which places schools at the centre of education development
- 6 creating a system which recognises and rewards good performance and provides the conditions for the continuing professional development of staff

- 7 establishing structures and processes which promote the widest possible participation of professionals in policy-making
- 8 building effective partnerships based on cooperation and open communication with all stake-holders in education
- 9 creating an inclusive school environment which challenges every individual to achieve his/her highest potential
- 10 establishing a system of human resource training and development which produces a strong cadre of leaders and managers in education
- 11 providing a flexible and innovative system of education which widens access for life-long learning
- 12 developing national curricula which anticipate and respond to the individual and collective needs of learners in a fast-changing world
- 13 providing for the development and equitable distribution of quality resources to support learning in schools
- 14 developing an efficient administrative system which guarantees the most cost-effective use of educational resources
- 15 providing the widest possible access to information technology and harnessing its full potential for supporting and enhancing the learning process, and increasing the effectiveness of management in education

STRUCTURE OF THE EDUCATION SYSTEM



*Adult Learning and Distance Learning

Seychelles has established a comprehensive and co-educational system of schooling with a system of Further Education through the Polytechnic and other training institutions for young people who meet the selection criteria. In addition,

vocational institutions are also being developed. School is compulsory for children between the age of six and sixteen.

Although Crèche Education is not compulsory, almost all children in the 3½ to 5½ year age group attend crèche. Crèche schools are normally adjacent to and form an integral part of the district Primary Schools.

Primary Education is compulsory. Each child must attend the school in the family's district of residence. There are 24 district primary schools. These vary in size.

Secondary Education is compulsory up to S4 and is followed in Regional Schools. There are 11 Regional Secondary Schools and (with the exception of a relatively small school on the island of La Digue) each school has a population of 150 to 200 students in each year group.

The curriculum is based on general (academic) education up to the end of primary school. This is extended in the first three years of the secondary cycle (S1, S2, S3) to include a technical studies curriculum on a rotational system. In the final years of the secondary school, the curriculum is modified to accommodate an option system which includes core, academic and technical education. The academic curriculum leads to a National Examination and single-subject international Cambridge "O" Level examinations (GCE).

GOALS OF EDUCATION

Education in Seychelles will be directed towards the fullest development of the personality and mental and physical abilities of children and youth. Preparation for responsible adulthood and a productive working life will go hand-in-hand with the nurturing of a pro-active attitude towards life-long learning, which will be the basis for the creation of a society capable of transforming the challenges of change into opportunities for learning and growth.

Early Childhood¹ (3½ - 8 yrs)

Early Childhood Education will lay the foundations for further attainment and learning by ensuring that the child:

- grows in self-esteem, acquires a sense of personal identity, and develops appropriate social behaviours and cooperative attitudes towards others
- approaches new experiences and settings with confidence, acquires skills of effective verbal communication, and learns to express his needs and feelings freely and appropriately
- refines his/her gross motor and fine motor skills, and learns to use his/her senses with increasing discrimination as tools for learning
- acquires basic concepts and information leading to a fuller understanding of his/her immediate environment
- acquires skills of logical thinking and problem-solving, and develops his/her creativity, imagination and sense of observation
- develops an awareness of the arts and learns to express himself/herself through various forms of artistic creation such as drama, music, dance etc.

¹ In this context, Early Childhood refers to the stage starting in Creche Year 1 (the beginning of formal education) and going up to the end of Primary 2 (the stage at which children should have learned to read and acquired the basics of numeracy).

- acquires appropriate moral and spiritual values and behaviours
- learns to read with understanding at a level appropriate to his/her age and interests, acquires a love of books, and demonstrates an interest in using writing for a purpose
- acquires an understanding of numbers as well as the elementary computational skills in arithmetic necessary for functional numeracy at this foundation level

The focus of Early Childhood Education is the child as agent of his/her own learning. The teacher's role is to organise and to draw out this learning - much of which will take place through play, especially during the two years of Crèche education. As the child progresses through the early years, these opportunities for active learning through peer interaction and the manipulation of objects and situations will become more structured and controlled, but they will continue to have a crucial importance for the total growth and development of the child.

Parents are the first teachers and educators of their children, and it is especially important that they be encouraged to collaborate closely with the school at this early stage of their children's development as learners. This link between the school and the home will be strengthened through the use of the mother-tongue in school. The use of the mother-tongue will also ensure that the child's adaptation to school takes place smoothly and naturally, and that no child is at a disadvantage in using language as a tool for formal learning.

Primary Education (7½ - 12 yrs)

It is the goal of Primary Education that the child should:

- acquire literacy in the three national languages at a level corresponding to his/her mental development and to the usage patterns of the three languages in his/her every-day life
- acquire a level of proficiency in the main medium of instruction sufficient to meet the requirements of instruction and learning in the core subjects of the curriculum
- be equipped with basic computational skills in arithmetic, understand certain basic mathematical principles, and have the ability to make judgements based on an understanding of the quantitative outcomes of some of the choices/decisions he/she makes in every-day life
- acquire a rational outlook on natural and social events through observation and understanding of his/her immediate as well as extended environment
- acquire positive traits of character and ethical values, as well as positive attitudes towards the self, towards society, towards work and towards the process of community and national development
- acquire habits of independent learning as well as elementary research skills necessary for the development of his/her autonomy as a learner
- develop the attitudes and social/communication skills that will enable him/her to function effectively in group learning situations, and participate fully in the life of the school
- acquire a sound base in core academic subjects, sufficient to support further learning in Secondary school

- acquire the foundations for the development of basic occupational and life skills

Primary education will instill in the child a love of learning, as well as confidence in his/her ability to learn. Assessment practices will be such as to provide frequent and concrete feed-back to the learner on his/her progress, each according to his/her ability and potential. The curriculum at this stage of education will emphasise process and skills development over the mere acquisition of information, and provide ample opportunities for the child to learn through experience and practical experimentation.

Secondary Education (11½ - 17 yrs)

It is the goal of Secondary Education that the young adult should:

- develop the knowledge, skills and attitudes required in key learning areas to enhance his/her quality of life and contribution to society
- achieve high standards of learning and develop self-confidence, high self-esteem and a commitment to personal excellence, based on a positive set of values
- develop the ability and confidence to use the knowledge and skills acquired through formal education to make considered choices and decisions at both the personal and communal level
- develop attitudes and competencies for life-long learning and establish the foundations for further education, training and employment
- acquire an understanding of self and society, and develop perceptive understanding, mature judgement, responsible self-direction and moral autonomy, and social commitment
- develop respect for others and an appreciation of Seychelles' cultural heritage, and be able to promote informed citizenship in our democracy and in the world community

The Secondary curriculum will be designed to ensure that the young person continues to receive a broad, balanced education for as long as possible, at the same time as he/she progressively opts for certain subject combinations which prepare him/her more directly for broad areas of career specialisation, in preparation for work or more specialised training at the post-secondary level. Education for choice will therefore be a crucial element of the Secondary curriculum, and it will be supported by structures for personal, educational and careers guidance and counselling. The flexibility that the Secondary curriculum provides in terms of catering for different abilities and interests will be reflected in school policies and teaching practices and approaches at this level.

Further Education

Further Education, which is offered through a variety of modes, enables the young adult to:

- acquire vocational/technical qualifications in occupational areas most crucial to the development of the national economy
- continue the process of physical, intellectual and moral development started in general education, and consolidate learning in core academic subjects vital to success in vocational/technical studies
- anticipate and adapt to real work situations in a dynamic industrial environment,

through courses which offer various combinations of theory and work experience

- plan for his/her career development and advancement through a flexible curriculum and certification structure that facilitates lateral and vertical movement between the programmes/courses on offer
- access education/training programmes irrespective of sex or other characteristics that could provide a basis for bias, prejudice or discrimination
- meet the expectations of employers with regard to (i) the relevance and applicability of the knowledge and skills acquired during training; (ii) the ability of the young person beginning employment to observe appropriate ethical and occupational standards
- optimise his/her prospects of finding and keeping a job through proper preparation for the world of work, as well as through the opportunities offered for re-training and skills upgrading to keep pace with technological advances in industry
- gain ready access to higher education and training through the achievement of high standards of performance in his/her chosen field(s) of study

The Further Education and Training sector will achieve the above by offering a wide array of courses catering for different levels of entry, and providing a flexible structure for progression on merit to more advanced levels of training. This principle of flexibility will also make it possible for the young adult to register for a number of courses over an extended period of time, with a view to accumulating credits towards a recognised qualification. A capacity for quick response to the changing needs of employment and industry will be a key objective of the Further Education and Training sector.

Further education and training will actively seek to redress gender imbalances in access, and offer wider opportunities for the participation of both genders in technical and vocational skills training programmes, under conditions that are favourable to the retention of both genders.

Adult Learning and Distance Education

Educational opportunities will be expanded beyond the formal education and training system through open/distance learning programmes which will allow a person to:

- develop active commitment to life-long learning and seek the continuous enhancement of his/her social and occupational prospects by capitalising on the opportunities provided for adult learning
- upgrade occupational skills and acquire new skills to meet new interests, new demands in the economy, or new advances in industry and employment
- acquire/upgrade skills of numeracy and literacy, and acquire new knowledge as necessary
- access learning and training opportunities not available within the formal system, or denied to the person for various reasons, eg., an early interruption to his/her studies
- expand a person's professional horizons through higher-level programmes which are affordable and which offer the possibility of reconciling domestic and work commitments with the demands of advanced study
- experience greater freedom and flexibility in planning for professional/career

development outside the formal education/training system

Adult Learning and Distance Education will be offered through modes of delivery which are realistic and viable, at the same time as they make the most cost-effective use of new information and communication technologies. Programmes will be designed to respond both to individual professional development needs and to the needs of organisations seeking accessible, flexible and economically viable forms of in-service training for their staff. Adult Learning and Distance Education programmes will offer opportunities for the development of specialised functional skills as well as the acquisition of higher educational qualifications to allow adults to keep pace with change, globalisation and the emergence of new and powerful technologies.

Teacher Education and Professional Development

The afore-mentioned goals of education will be achieved through a coherent system of pre- and in-service education and training which empowers the teacher to:

- master his/her subject discipline(s) and demonstrate knowledge of the methodologies and procedures necessary for effective teaching, as well as commitment to the learner and to the profession
- employ a range of teaching strategies appropriate to the age, ability, interests, needs, experiences and attainment level of students, based on a thorough understanding of the psychology of learners, and making judicious use of education technology
- engage in the all-round development of the young person through an active commitment to all forms of learning, including learning that is not based in the activities of the formal curriculum
- initiate and/or participate in classroom-based action-research, and engage in self-appraisal and critical evaluation of his/her work
- contribute to school-based curriculum development; produce and make appropriate use of a range of learning resources
- promote successful learning by having high expectations of both self and students, showing recognition and appreciation of student achievement, and taking an active interest in the personal growth and development of each student
- play an effective role in the development of the school through involvement, as part of a team, in participative planning and decision-making
- acquire the skills needed to assume the non-teaching/leadership roles associated with teacher involvement in processes of whole-school development
- demonstrate openness to change and creativity in experimenting with innovations in teaching, with due regard to students' interests and to the changes brought about by the revolution in information technology
- develop collaborative relationships/partnerships with parents and the community, and meet the expectations of the public with regard to the teacher's role in the community
- develop commitment to life-long learning and to professional development as a continuous and permanent process

Teacher Education will be built on a sound understanding of society in Seychelles and of

the evolution of the education system in the context of the changes within that society. Teacher Education and Training will be delivered through a unified system which promotes life-long learning, with initial and in-service training being viewed as a continuum. Classroom action-research will be actively promoted as one of the most effective ways of ensuring that teachers constantly reflect on their teaching and seek to perfect their practice. The habit of dialogue with peers on professional matters will also be actively promoted.

GOALS OF NON-FORMAL EARLY CHILDHOOD EDUCATION (0 - 3½ YRS)

In these early formative years which are so crucial to the future health, emotional stability and mental development of the child, it is of the utmost importance that the child is viewed as an integral whole, and that balanced provision is made for all his/her developmental needs: nutritional/physical, emotional/social, cognitive. This calls for the closest possible collaboration between the Ministries of Education, Health, and Social Affairs, to ensure that quality services are provided to this highly vulnerable group of young children. The need to develop this service as a natural extension of the care which the child receives in the home also implies an active role for parents, and a voice in all matters affecting the welfare of the child.

The portfolio responsibility for monitoring the quality of non-formal early childhood education and providing guidance for the development of this service rests with the Ministry of Education.

Non-formal early childhood education will ensure that young children:

- acquire sound habits of personal hygiene and healthy living
- interact with other children and acquire the social behaviours that will allow them to participate in group activities
- develop a relationship of trust with adults working in an education environment and adopt appropriate behaviours vis-a-vis those adults
- acquire a better understanding of their immediate environment through the active use of all their senses
- grow in autonomy and independence, and acquire the confidence to face new experiences, including separation from the family during the school day
- expand their imagination and give expression to their personality through creative activities and various forms of play
- develop the motor skills that will enable them to explore and internalise spatial concepts
- develop all their mental abilities through different forms of experiential learning

Special care will be taken at this stage to respect the natural rhythms of individual children and to make ample allowances for different rates/pace of growth and development. Highly structured and controlled learning activities will not be appropriate for this age group. The emphasis will be on allowing children to accustom themselves gradually to the rhythm and structure of the school day.