



Government of the Republic of Trinidad and Tobago

**MINISTRY OF EDUCATION**

# CULTURAL TRANSFORMATION POLICY

**2023 - 2027**

March 2023





### Ministry of Education

Trinidad and Tobago

## Policy for Cultural Transformation through Curriculum Enhancement

### 1. POLICY

Cultural Transformation through Curriculum Enhancement

### 2. BACKGROUND:

The role of education is to empower children and adults to become active participants in the transformation of their societies. Education can create peaceful societies by strengthening the teaching and understanding of shared knowledge, values and attitudes, and enabling individuals to live together in diverse environments (Sifiso Mtshali).

Culture is defined as the values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion (Vavrus, 2008). It is a vehicle for conveying positive values, attitudes, and behaviours to our young people as they advance through the various stages of the education system.

Within recent times, native cultures are evolving due to the challenges brought on by the new values and realities by way of new technologies. Our young people seek to embrace these new values, giving rise to concerns about the increasing number of youths disengaging from civic and national institutions (Ministry of Community Development, Culture and the Arts, 2008). Not surprisingly, the *Draft National Plan to Prevent and Reduce Violence in Trinidad and Tobago* identified that the major risk factor to violence at school is social and cultural influences.

One example of this is 'Trinibad' music which has emerged as a popular genre of music that glorifies the gangster lifestyle and objectifies women. Imported values from television, movies and social media from global sources are readily available at the touch of a button, with little or no filter. The impact of these phenomena which assault the minds of individuals is not uniform. Some persons may be relatively unaffected; however, others may become fearful, whilst there are some that may be induced to a lifestyle of violence.

The role of the family in providing love, training and discipline, and inputs from the community are valuable assets to aid in the character formation of children particularly as the child transitions into adulthood. (Kahan). However, as children progress developmentally and chronologically, should those assets become devalued by neglect or external stimuli, this can result in a heavy community liability. The society at large looks to the education system to address these ills and fill the gaps left by the family, community and wider society.

To this end, while the Ministry of Education's primary focus is the optimum development of its main stakeholders, its students, to enable them to become productive members of society, the relevance of the question posed by Dr. Gillian Paul, former President of COSTATT and current Chair of the Advisory Committee on Education, "***How does a culture get away from itself?***" remains key to confronting a problem plaguing our society and by extension our education system.

In this regard, the Ministry is steadfastly committed to Vision 2030, specifically, Strategic Initiative/Action 7.3 of Goal 7, Theme I which states:

*“Revise the school curriculum to emphasise core values, nationalism and workforce readiness skills. Core values must be taught in schools. These include discipline, production, tolerance, civic responsibility and lifelong learning. Knowledge of our cultural diversity must be taught in order to promote cohesiveness and, our country's history and geography must also be imparted. Moreover, workforce readiness skills like problem solving, innovativeness, creativity along with entrepreneurial abilities must be supported throughout the education system. A culture of research and development must also be inculcated in all tertiary level institutions, both public and private. Sports, culture and physical education must also be fully integrated.”*

The Ministry Education Draft Policy Paper 2023-2027 brought to the forefront *The Transition of Learners through the Education System* and into the world of work. To stay the course of this policy, while maintaining a sufficiently tight stance aligned with Vision 2030 and mitigating the effects of negative subcultural influences, the following actions are identified:

- i. Introduce annual career awareness and development programmes from Infant 1 onwards with the involvement of post-secondary and tertiary institutions as well as the business community;
- ii. Establish a system of volunteerism at all levels of the education system;
- iii. Provide opportunities for practising good citizenship, and participating in activities that create a sense of morality among the nation's youth;
- iv. Promote community-based involvement in education and parental support; and
- v. Ensure that students have access to appropriate educational guidance at all stages.

Continuing to sustain the efforts progressed, the Ministry through the goals of this Policy, seeks to solidify and entrench strategies that would transform existing negative practices, resulting in the all-round development of students from early childhood education through to post-secondary education and the world of work.

The Policy is based on the premise that there is a need to improve the quality, amount and strength of educational opportunities provided to our learners, in an effort to guide the development trajectory of Trinidad and Tobago toward the realization of Vision 2030, as well as to make a significant contribution towards reducing the level of deviant and criminal behaviour among the nation's youth. Cultural transformation through education requires adjustments to the following areas of the curriculum, at the primary and secondary levels:

- i. The framework of assumptions about the learner and the society.
- ii. The aims and objectives, that is, why education should be provided and towards what direction.
- iii. The content or subject-matter with selection of what is to be taught and learnt.
- iv. The process of teaching-learning inclusive of the methodology of teaching, learning experiences both within the institution and outside, learning environments, teachers' material as well as students' material.
- v. The evaluation and assessment method/techniques for students.

Ultimately, the aim of the Policy is to empower citizens to preserve and advance Trinidad and Tobago's society through the holistic development of all learners.

### **3. SCOPE**

#### **3.1. Inclusions**

This Policy shall apply to the following:

- 3.1.1. Officials of the Ministry of Education inclusive of:
  - i. Minister of Education
  - ii. Minister in the Ministry of Education
  - iii. Permanent Secretaries
  - iv. Chief Education Officer (CEO)
  - v. Deputy Permanent Secretaries
  - vi. School Supervision and Management Division (SSMD)
  - vii. Curriculum Planning and Development Division (CPDD)
  - viii. Student Support Services Division (SSSD)
  - ix. Division of Educational Services (DES)
  - x. Division of Educational Research and Evaluation (DERE)
  - xi. Early Childhood Care and Education Division (ECCE)
  - xii. District Leadership Teams (DLTs)

- xiii. Principals and Teachers
- xiv. Students at ECCE, primary and secondary levels
  - 3.1.2. Ministry of Sport and Community Development
  - 3.1.3. Ministry of Labour and Small Enterprise Development
  - 3.1.4. Ministry of Youth Development and National Service
  - 3.1.5. Ministry of Social Development and Family Services
  - 3.1.6. Office of the Prime Minister (Gender and Child Affairs)
  - 3.1.7. National Patriotism Society of Trinidad and Tobago
  - 3.1.8. Denominational Boards
  - 3.1.9. Trinidad and Tobago Unified Teachers' Association (TTUTA)
  - 3.1.10. National Parent/Teacher Association (NPTA)
  - 3.1.11. Association of Principals of Secondary Schools (APSS)
  - 3.1.12. Association of Principals of Assisted Secondary Schools (APASS)
  - 3.1.13. National Primary Schools Principals' Association (NAPSPA)
  - 3.1.14. University of Trinidad and Tobago (UTT)
  - 3.1.15. University of the West Indies (UWI)
  - 3.1.16. Tobago House of Assembly (Division of Education, Research and Technology)
  - 3.1.17. College of Science, Technology and Arts of Trinidad & Tobago (COSTATT)

#### **4. DEFINITIONS**

##### ***Culture***

The values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion” (Vavrus, 2008).

##### ***Preservation/Conservation of Culture***

The preservation/conservation of culture refers to the measures taken to extend the life of cultural heritage while strengthening transmission of its significant heritage messages and values. In the domain of cultural property, the aim of conservation is to maintain the physical and cultural characteristics of the object to ensure that its value is not diminished and that it will outlive our limited time span (UNESCO Institute for Statistics , 2009).

##### ***Transmission of Culture***

Cultural transmission is the way a person learns about culture. This is done through engaging and immersing him/herself in the culture and people around them. Another term for this is cultural learning. Cultural transmission refers to the way a person learns about the social behaviours that make up a particular society (Barowski, 2021).

##### ***Promotion of Culture***

Cultural promotion is the dissemination of cultural products and practices for the purpose of preserving the heritage of the past. It stimulates the work of people through scholarships, declarations, awards, technological platforms and socio-educational processes that lead to the recognition and promotion of diverse cultural expressions (Semiu).

### ***Cultural Pattern***

A cultural pattern is a category or dimension of the human experience that is common to all cultures but that differs in its expression or manifestation from one culture to another (Storti, 2015).

### ***Cultural Identity***

Cultural identity refers to identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, ethnicity, race, gender, and religion. Cultural identity is constructed and maintained through the process of sharing collective knowledge such as traditions, heritage, language, aesthetics, norms and customs (Chen, 2014).

### ***Popular Culture***

Popular culture is the set of practices, beliefs, and objects that embody the most broadly shared meanings of a social system. It includes media objects, entertainment and leisure, fashion and trends, and linguistic conventions, among other things. Popular culture is usually associated with either mass culture or folk culture, and differentiated from high culture and various institutional cultures (political culture, educational culture, legal culture, etc.) (Kidd, 2021)

### ***Subcultures***

Subculture refers to subsystems or anti-systems of society with their own attitudes and norms that often contradict the moral concepts of majority society.

## **5. GOALS**

The goals of the Policy are as identified hereunder:

- i. To facilitate the seamless transition of learners through all levels of the education system, and to promote purposeful career choices;
- ii. To instil values such as goodwill, honesty, respect, tolerance, integrity and civic pride through the education system and religious institutions;
- iii. To improve the relevance of the education system to ensure that positive values and behaviours are instilled in our nation's youth with a view toward building a progressive society and a disciplined workforce.

## **6. RELEVANT LEGISLATION/AUTHORITY**

This Policy is guided by the following legislation:

**6.1. The Education Act: Section 4 (2a) which states as follows:**

*“in addition to the several duties imposed on the Minister in this Act, the Minister shall be responsible for (a) devising a system of education calculated as far as possible to ensure that educational and vocational abilities, aptitudes, and interests of the children find adequate expression and opportunity for their development.”*

**6.2. The Constitution of the Republic of Trinidad and Tobago, Chap. 1:01**

**7. RELATED DOCUMENTS/ POLICIES/REFERENCES**

This Policy is informed by the following documents:

- i. Education Policy Paper 2017-2022
- ii. National Youth Policy 2020-2025
- iii. National Development Strategy: Vision 2030
- iv. Ministry of Education Circular Memorandum No. 107 dated 18<sup>th</sup> September, 2000 regarding Use of the National Anthem at the start of the school day;
- v. Ministry of Education Circular Memorandum No.20 dated February 2<sup>nd</sup> 1995 regarding School Assembly;
- vi. Patriotism Policy;
- vii. Draft National Action Plan to Prevent and Reduce Violence in Trinidad and Tobago- A Public Health Approach;
- viii. Inequality, Crime and Education in Trinidad and Tobago: Removing the Masks (2016);
- ix. Characteristics of Young Females in Need of State Supervision in Trinidad and Tobago (2019);
- x. No time to quit: Engaging Youth at Risk Executive Report of the Committee on Young Males and Crime in Trinidad and Tobago (2013); and
- xi. Draft Policy Paper 2023-2027

**8. ROLES/ RESPONSIBILITIES**

The Implementation Strategy attached to this Policy provides guidelines, time frames, and assessment frameworks for implementation. The roles and responsibilities of internal and external stakeholders in effecting this transformation are outlined below:

**8.1. The Ministry of Education shall:**

- i. Design and implement a revised assessment framework for the primary level which will guide the content and other relevant areas to be assessed.
- ii. Provide specific guidelines to schools, students and parents on various aspects of school operation and activities as they relate to the Policy;

- iii. Pursue the formation and strengthening of Professional Learning Communities for Teachers and Principals;
- iv. Optimize the monitoring and evaluation function of School Supervisors and Curriculum Officers;
  - v. Continue its emphasis on school infrastructure upgrade and maintenance;
- vi. Complete the digitization of school data, including student records, assessment results and student attendance to provide critical data for monitoring and evaluation;
- vii. Continue to pursue the timely filling of critical teacher, middle management, Principal, Supervisor and Curriculum Officer and Coordinator vacancies;
- viii. Develop guidelines for stakeholder engagement at schools;
- ix. Publish the approved Policy on the Ministry of Education (MOE) website as well as on its social media platforms;
- x. Hold discussions with teacher training institutions to ensure requisite amendments in programming which support the Policy are implemented;
- xi. Provide ongoing professional development for Principals and Educators to support effective classroom delivery, implementation of school activities and school operations.

**8.2. Principals shall:**

- i. Plan and deliver a programme of learning activities in one or more subjects for students in accordance with the Implementation Strategy. This includes:
  - a. Implementation of appropriate teaching methods, techniques and strategies such as lectures, discussions, demonstrations, selected audio-visual aids, field visits, partnerships with non-Governmental organizations (NGOs), ministries, departments, agencies (MDAs) faith-based organizations (FBOs) and community-based organizations (CBOs) with a view to engendering a spirit of patriotism and civic responsibility;
  - b. Monitor the execution of teaching methods and strategies and give/seek guidance as necessary;
  - c. Review schemes of work, lesson notes, keep records and evaluate students' progress to ensure conformity with the Policy and in keeping with the Implementation Strategy;
- ii. Arrange and/or conduct seminars and workshops for staff to inculcate the all-round development of learners;
- iii. Ensure that the Implementation Strategy is executed at the appropriate class levels and in the relevant subject areas at the intervals/frequency directed.



### **8.3. Educators shall<sup>1</sup>:**

- i. Infuse patriotic ideas values, attitudes and behaviours at all levels alongside the traditional curriculum delivery;
- ii. Encourage active participation of learners in local and cultural products, as outlined in the Implementation Strategy.
- iii. Strive to instil in students a sense of patriotism and national pride;
- iv. Evoke in students an appreciation of their self-worth and individual citizen's contribution to the general society;
- v. Respect the religious, political and moral beliefs of their students;
- vi. Construct appropriate learning experiences for learners through the activities identified in the Implementation Strategy;
- vii. Cooperate with educational and related personnel in improving teaching and learning patriotic values;
- viii. Participate in a responsible manner in the development and implementation of patriotic policy in education;
- ix. Provide a range of experiences to students as they progress through the education system designed to ensure the holistic development of students.
- x. Provide students with attitudes and life skills which create the foundation for productive citizenship.

### **8.4. Parents/Guardians shall:**

- i. Participate in historical, cultural and other activities related to patriotism offered by the school;
- ii. Support their children in the execution of and participation in school historical, cultural and other activities;
- iii. Provide for their children experiences which foster a love of all things Trinidad and Tobago;
- iv. Respect the religious, political and moral beliefs of others.

### **8.5. Learners shall:**

- i. Be exposed to an adjusted curriculum (including timetabling and assessment) which prioritizes the development areas of: academic, moral, physical, culture and the arts, and TVET;
- ii. Be exposed to a range of mandatory school experiences which will promote the development of life and 21st century skills;
- iii. Cultivate knowledge, values, attitudes and behaviours which allow them to practise good citizenship and demonstrate a love for country;
- iv. Receive an education which will enable them to contribute to the overall development of Trinidad and Tobago, be it socially, culturally, politically, or economically;
- v. Emulate pro-social attributes of a few exemplary national iconic persons;

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<sup>1</sup> Educators here also refers to Guidance Officers who deliver a structured curriculum.

- vi. Co-operate with the teachers and other staff members to elevate the socially and economically disadvantaged groups;
- vii. Be sensitive towards their environment and devise ways to protect their environment from pollution, fight energy crises, and more. Some ways of doing this are keeping their localities and school clean and tidy, practising reuse, recycling, and reducing;
- viii. Display respect for the national symbols such as the anthem, the flag, e.g. by standing up when the anthem is played or sung;
- ix. Demonstrate, through their actions, a love for country as they progress to adulthood and through life;
- x. Respect the religious, political and moral beliefs of peers.

#### **8.6. Stakeholders shall:**

- i. Participate in historical, cultural and other activities related to patriotism offered by the school;
- ii. Provide support at the school, community and national levels for the various aspects of the school curricula which engender patriotism;
- iii. Host parallel extra-curricular activities which facilitate student participation in cultural, sporting, religious or other experiences which nurture a sense of belonging and feeling of patriotism;
- iv. Provide opportunities for schools/students to participate in activities which foster unity and patriotism;
- v. Engage the Ministry of Education on various techniques and or suggestions to energise, revitalize and re-create the method of delivery for some of the subjects;
- xi. Model the behaviour of a responsible citizen to inspire children to be patriotic.

### **9. MONITORING AND EVALUATION**

School/ECCE Centre Administrators shall ensure that the Implementation Strategy and the relevant curricula are implemented.

School visits, class checks and clinical supervision will be employed by relevant Ministry officials to ensure adherence to the Policy objectives and activities to ensure relevant outputs are realised.

### **10. IMPLEMENTATION TIMETABLE**

Implementation is proposed to commence September 2023 on a phased basis.

### **11. EFFECTIVE DATE**

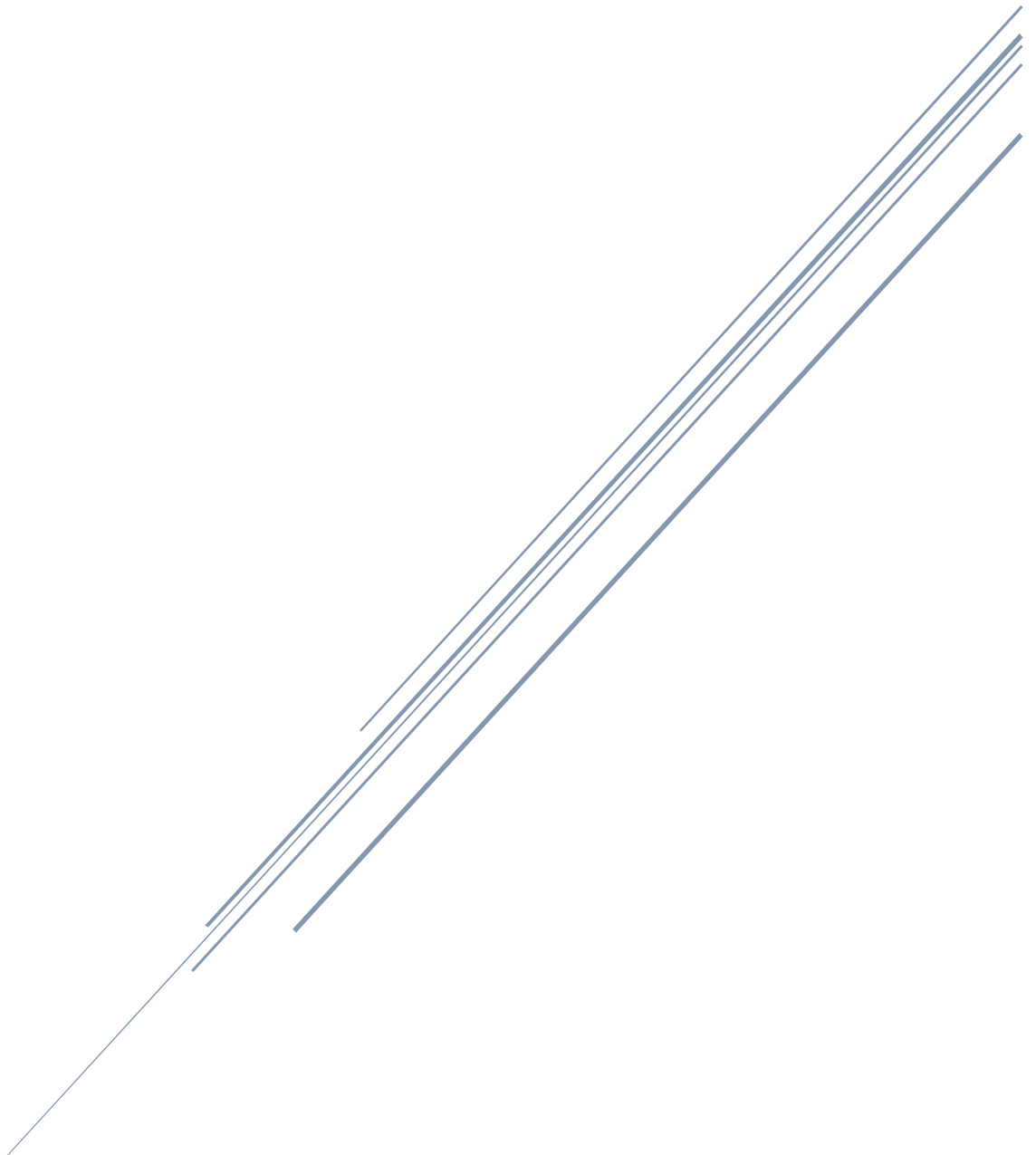
September 2023.

## **12. REVIEW DATE**

The policy will be in effect for a period of three years from the effective date.

*15 06 2023*

**Policy for Cultural Transformation through  
Curriculum Enhancement -  
Implementation Strategy**



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# Policy for Cultural Transformation through Curriculum Enhancement

## Implementation Strategy

### INTRODUCTION

The Government of the Republic of Trinidad and Tobago (GORTT) views the incidence of violent crime in Trinidad and Tobago as a public health issue.

The Government is desirous of reducing the rate of commission of crime, especially among young people, as a high crime rate is inimical to national development and the achievement of Vision 2030.

Many of the young people involved in criminal activity share similar life circumstances, including:

- Single parent/ dysfunctional homes
- Low socio-economic circumstances
- Low level of academic achievement
- Lack of involvement in positive extracurricular activity

The achievement of Vision 2030 relies on the citizens of Trinidad and Tobago possessing and displaying positive Values, Attitudes and Behaviours (VABs). Education is considered a vehicle for developing citizens with positive VABs that will drive the development trajectory of the country toward the realization of Vision 2030.

Schools in Trinidad and Tobago follow a largely academic curriculum, with a focus on certification. Though other categories of education are included in the curriculum, such as moral, physical, TVET and arts and culture, these areas do not receive the same focus as academic subjects, and therefore do not receive optimal time and emphasis, and are rarely assessed.

### 1.1 VISION 2030 IMPERATIVES

The need for development of positive VABs by our citizens has been identified as one of the prerequisites for the achievement of Vision 2030, and the role of education in this quest has been identified:

*“To escape the middle income trap and reverse the country’s relative underperformance, Trinidad and Tobago needs to get the fundamentals right. These fundamentals relate to... our culture, values and attitude...”*

*“We must reverse certain aspects of our current approach to education. VABs pertaining to independent and critical thinking, creativity and problem solving skills are hindered... VABs regarding risk taking, investment, innovation and entrepreneurship are lacking within our education system.”*

Vision 2030 has made the following recommendations for the cultural transformation which is required:

*“Include the concepts of innovation and entrepreneurship as part of the curricula, school activities and teacher training models and compulsory entrepreneurship courses at tertiary level institutions will also be considered.*

*Create awareness of careers in science and the use of technology and the value of research. Through the education system and religious institutions, instil values such as goodwill, honesty, respect, tolerance, integrity and civic pride.”*

Vision 2030 Theme I: Putting People First: Nurturing Our Greatest Asset, Goal 7 states:

*“Trinidad and Tobago will have a modern, relevant education and training system.*

*“ ...The relevance of the education system also pertains to ensuring that positive values and behaviours are instilled in our nation’s youth towards building a progressive society and a disciplined workforce.”*

Strategic Initiative/Action 7.3 of Goal 7, Theme I states:

*“Revise the school curriculum to emphasise core values, nationalism and workforce readiness skills. Core values must be taught in schools. These include discipline, production, tolerance, civic responsibility and lifelong learning. Knowledge of our cultural diversity must be taught in order to promote cohesiveness and, our country's history and geography must also be imparted. Moreover, workforce readiness skills like problem solving, innovativeness, creativity along with entrepreneurial abilities must be supported throughout the education system. A culture of research and development must also be inculcated in all tertiary level institutions, both public and private. Sports, culture and physical education must also be fully integrated.”*

## 1.2 PREMISE

Cultural Transformation through education is not an immediate process, but an achievable goal over the course of 7 years, which represents the time a typical student takes to progress through all the stages of primary school. It requires the inculcation of positive VABs, and adjustments of the school curriculum, timetabling, assessment and student experiences to prioritize not only academic education, but moral, physical and cultural and arts education, and the development of technical, life and 21<sup>st</sup> century skills.

**Ongoing professional development for Teachers and Principals, classroom support and resources for implementation, monitoring, data collection, recording and evaluation, the development of Professional Learning Communities, collaboration and partnership with parents and stakeholders, and continuous infrastructural development of schools must be simultaneously pursued to achieve the intended cultural transformation.**

The positive VABs required for the achievement of Vision 2030 must be explicitly taught and developed in the nation's youth at educational institutions. In this regard, the MOE's Values, Character and Citizenship Education and HFLE curricula, along with Religious Education and Character Development sessions place priority on moral education at schools.

Moral education incorporates beliefs and attitudes which contribute positively to the enrichment of the culture in which an individual resides and extends to the global community. Moral education facilitates the development, in every young person, of the basic characteristics of trustworthiness, respect, responsibility, fairness, caring and citizenship.

The prioritization of moral education will be implemented at both Primary and Secondary Schools through explicit timetabling, as described in Proposal 1 above, and the implementation of mandatory student experiences; daily, weekly, termly and annual school activities; teacher training; and assessment strategies.

### 1.3 PROPOSALS

1. Students will be exposed to an adjusted curriculum (including timetabling and assessment) which prioritizes the following areas of development:
  - i. Academic
  - ii. Moral
  - iii. Physical
  - iv. Culture and Arts
  - v. TVET
2. Students will be exposed to a range of mandatory school experiences which will promote the development of life and 21<sup>st</sup> century skills.
3. Teachers and Principals will benefit from ongoing professional development to support effective classroom delivery, implementation of school activities, and school operations
4. A revised Assessment Framework for Primary level will be designed and implemented
5. Specific guidelines will be provided to schools, students and parents on various aspects of school operation and activities
6. The formation and strengthening of Professional Learning Communities will be pursued for Teachers and Principals
7. The monitoring and evaluation function of School Supervisors and Curriculum Officers will be optimized
8. The continuous emphasis on school infrastructure upgrade and maintenance will be sustained
9. The digitization of school data, including student records, assessment results and student attendance, will be completed to provide critical data for monitoring and evaluation
10. The emphasis on filling critical teacher, middle management, Principal, Supervisor and Curriculum Officer and Coordinator vacancies will be upheld.
11. Guidelines for stakeholder engagement at schools will be implemented
12. The approved Policy will be shared with the public on the Ministry of Education (MOE) website as well as social media



13. Discussions will be held with institutions providing teacher training programmes to ensure that requisite amendments in programming which support the Policy are implemented.

## Adjustment of the School Curriculum, Timetabling and Assessment to Prioritize Academic, Moral, Physical, Culture and Arts Education and TVET

### 1.3.1.1 Introduction

#### A. Global Curricular Averages by Subject

Education at a Glance (2014) OECD indicators speak to the average curricular time spent on different subjects at the Primary and Secondary levels.

- Average Primary School teaching time: 4.5 hrs per day
  - English Language Arts (ELA)- 22%
  - Math- 15%
  - Natural Science- 7%
  - Arts 9%
  - Physical Ed.- 8%
  - Social studies- 6%
  - Foreign languages- 5%
  - Moral education, ICT, Skills Education- 16%
  - Other-12%
  - Academic-55%**
  - Moral- 8%**
  - Cultural- 9%**
  - Physical- 8%**
  - (Teacher Education, Performance & Development) TVET- 8%**
  - Other-12%**
  
- Average Secondary School teaching time: 5.2 hrs per day
  - ELA- 14%
  - Math- 12%
  - Natural Science- 11%
  - Arts 9%
  - Physical Ed.- 8%
  - Social studies- 10%
  - Foreign languages-13%
  - Moral education, ICT, Skills education- 16%
  - Other- 7%
  - Academic-60%**
  - Moral- 8%**
  - Cultural- 9%**
  - Physical- 8%**
  - TVET- 8%**

## Other-7%

### B. Current Timetabling Arrangements in Trinidad and Tobago- Primary

- The Primary School curriculum was last amended in 2014.
- 9 subject areas are represented: Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts (VAPA); Physical Education, Agricultural Science, Values, Character and Citizenship Education (VCCE) and Spanish.
- Health and Family Life Education (HFLE) and Information Communication Technology (ICT) are infused throughout the subjects.
- 50% of the time is dedicated to ELA and Mathematics, which include Literacy and Numeracy components and are considered to be priority at the Lower Primary level.
- The other 50 % of the time is dedicated to the other 7 subjects.
- Core skills may be done in preparation for a theme, during a theme or following a theme.
- The timetable is flexible and will be detailed on a weekly basis as the Teacher’s plan for the week is developed.
- There is no MOE-prescribed timetable slot for Moral, Physical, Culture and Arts and TVET development at the Primary level

### C. Current Timetabling Arrangements in Trinidad and Tobago- Secondary

Table 1 shows the suggested minimum number of periods per subject for Secondary Schools, as well as the adjustments made in 26 Secondary Schools of Focus, where operational changes have been made to focus on fundamental literacy and numeracy, as well as TVET. These figures are based on:

- A 5 day cycle.
- 7 periods per day.
- Approximately 40 minutes per period.

**Table 1. Recommended minimum number of periods per subject for Secondary Schools.**

SUBJECT	#HOURS / WEEK		%HOURS / WEEK	
	Secondary	26 Schools of Focus	Secondary	26 Schools of Focus
ENGLISH LANGUAGE ARTS	4	5	17	21
MATHEMATICS	3	4	13	17
SPANISH	2	1	9	4
SCIENCE	2.5	2	11	9
PHYSICAL EDUCATION	2	2	9	9
TECHNOLOGY EDUCATION	2	2	9	9
VISUAL AND PERFORMING ARTS	2.5	2	11	9
INFORMATION COMMUNICATION TECHNOLOGY	1	1	4	4
HEALTH AND FAMILY LIFE EDUCATION	1.3	2	6	9

SUBJECT	#HOURS / WEEK		%HOURS / WEEK	
	Secondary	26 Schools of Focus	Secondary	26 Schools of Focus
SOCIAL SCIENCES, RELIGIOUS EDUCATION	2.5	2	11	9

### 1.3.1.2. Details of proposed Curriculum, Timetabling and Assessment Adjustment over Academic Years 2023 and 2024/25

#### 1.3.1.3 Academic Year 2023/24

Introduction of Mandatory School Experiences (Daily, Termly, Annually)

#### 1.3.1.4 Mandatory Student Experiences

Prioritization of moral education in schools will enhance students' holistic development by providing experiences in the following areas:

1. Agriculture
2. Nationalism
3. Introspection
4. Positive VAB Development
5. Entrepreneurship
6. Foreign Language Development
7. Physical Education
8. Dispute/Conflict Resolution
9. Counselling
10. Career Guidance
11. Community Engagement
12. Culture and Arts Education
13. Life Skills (with Financial Literacy)
14. Emotional Intelligence
15. Disaster Awareness
16. Environmental Sustainability/Greening
17. Innovation
18. Digital Skills and Literacy

#### 1.3.1.5 Mandatory Daily Activities

A. School Assembly where students:

- Sing the National Anthem.
- Recite the National Pledge.
- Recite a prayer.

- Recite the School Pledge/sing the School Song.

B. The allotted time for School Assembly should include Class Teacher sessions at both Primary and Secondary levels where teachers:

- Discuss positive VABs with students.
- Discuss global current events.
- Share with students 5-10 minutes of quiet introspection.

### 1.3.1.6 Mandatory Termly Activities

- 1 "No to Violence" Day.
- 2 Provision of training opportunities for Teachers.
- 3 Assessment of students' holistic development.

### 1.3.1.7 Mandatory Annual Activities

#### A. Co-curricular/ Extra Curricular Activities

- Student Performing Arts Production/Concert
- Community Service Project
- Visual Arts Exhibition
- Sports Day
- Career Day
- Spanish Language Day
- Foreign Language Day
- Entrepreneurial project
- Iconic T&T Project- People, Practices, Places
- Student-maintained Kitchen Garden
- Science/Innovation Fair
- Class Field Trips
- Observance of the United Nations Day of Peace
- Entrance into, at minimum, two (2) National or District Sporting or Performing Arts Competitions per year.

#### B. Brief Explanatory Notes on Mandatory School Activities

- Guidelines for the Implementation of Mandatory School Experiences will be sent at the beginning of the Academic Year 2023/24. In addition, School Administrators will be exposed to sessions led by selected "Master Principals" who will speak to this about their experiences in implementing the mandatory school activities in their schools. This will provide guidance for Principals and spur the development of Professional Learning Committees among Principals and Teachers. Guidelines to be provided will include:
  - School Assembly
  - Form Teacher and Class Sessions

- No to Violence Day
  - Performing Arts Production
  - Community Service Project
  - Visual Arts Exhibition
  - Sports Day
  - Career Day
  - Spanish Day
  - Foreign Language Day
  - Entrepreneurial project
  - Iconic T&T Project
  - Kitchen Garden
  - Science and Innovation Fair
  - Class Field Trip
- "No to Violence" Day: On this day, schools should focus on non-violence, conflict resolution, peer mediation, anger management, and restorative justice practices. The morning and afternoon sessions should be dedicated to activities based on that theme, though suspension of the curriculum is not required.
  - Iconic T&T Project: The Curriculum Division will identify National Iconic People, Practices and Places of Trinidad and Tobago (based on identified criteria) which students should be exposed to as a part of their school curricula. Every class should be assigned at least one research project per year on this theme. Emphasis must be paid to the contribution each iconic person, place or practice makes/made to national development. Annual Field Trips can be based on this project.
  - Student Performing Arts Production/Concert: This event can be scheduled at any time during the school year and should give students an opportunity to showcase their talents. This event can be incorporated with other school experiences, for example, the school's annual student-led entrepreneurial project.
  - Community Service/Patriotism Project: Principals should consult with teachers, parents, etc. and determine an annual project which students of a particular class level (e.g. Standard/Form 3) should undertake, aimed at teaching students the importance of giving back and contributing to society. These projects should be simple enough to be implemented by the students and should be based in the school's community. Care should be taken in the design of the project to assure student safety, and the incorporation of the school curriculum as much as possible.
  - Visual Arts Exhibition: This should focus on the work of students and may include parents and teachers. The work presented should include all forms of art and craft. Principals can draw on the capabilities of teachers, parents and other stakeholders to guide and encourage student participation.
  - Sports Day: This should be as cost effective as possible, with an emphasis on creativity in March Past uniforms (if they are being used) rather than high cost. The school's PE uniform can be used as a base and decorated creatively by the students to keep costs low and promote participation. Students should be encouraged to participate in the Sports Day, and a mix of novelty as well as track and field events should be scheduled.

This event should take place on a school day, and Principals may consider networking with Secondary Schools for support in planning and implementation.

- **Career Day:** This event should be geared to exposing students to a wide variety of possible careers. Principals should make an effort to include emerging and technical areas which students would be less familiar with. Post Secondary Institutions should also be invited to make presentations on those days.
- **Spanish Language Day:** This day focuses on the use of the Spanish language by students and teachers. Students can also be exposed to the Spanish heritage of Trinidad and Tobago and the Caribbean, and opportunities for work and study in Latin America. The curriculum may be adjusted, but not suspended, on this day.
- **Foreign Languages Day:** This day focuses on the use of foreign languages by students and teachers, with a focus on those languages used in the Caribbean region, e.g. French, Dutch. Opportunities for work and study in France, the French Caribbean, and life in other non-English speaking Caribbean countries can be investigated. The curriculum may be adjusted, but not suspended, on this day.
- **Entrepreneurial Project:** Schools will formulate a simple commercial enterprise, possibly involving a particular class level (e.g. Standard/Form 3/4), which will give students practical exposure to Entrepreneurship. Funds raised can contribute to school operation.
- **Schools will have a student-maintained kitchen garden:** All students should be given an opportunity to be a part of this school initiative. Students of a particular class level (e.g. Standard/Form 3/4/5) can be assigned the annual responsibility to maintain the school garden, led by a teacher, parent or volunteer. Teachers should take the opportunity to incorporate the curriculum into this activity as much as possible.
- **Moral Education Teacher Training:** Teachers must be given the opportunity to develop their capacity for implementation of the VCCE curriculum, as well as the school and student experiences required to promote the development of technical, life and 21st century skills.
- **Student Assessment:** Students' termly reports should include feedback to inform of their development of positive values, attitudes and behaviours (VABs), as well as Academic, Physical, and Culture and Arts Education, and TVET.
- **Annual Class Field Trips:** An educational field trip should be planned for each class level. These should be linked to the curriculum objectives and planned in as cost-effective a manner as possible.

## Planning for Implementation

Throughout Academic Year 2023/2024, these activities and the development of the outlined resources will be pursued, in preparation for the implementation of curricular and timetabling adjustments in Academic Year 2024/25

- Development of the detailed Cultural Transformation through Curricular Enhancement Implementation Action Plan (including sensitisation of teachers, students, parents and the public)
- Monitoring and Evaluation Framework
- Revised Assessment Framework for Primary Schools
- Syllabus for TVET Implementation in Primary Schools
- Guidelines for: (links to existing web-based resources may be included, but it must be noted that these resources may become unavailable over time. MOE digital resources may be placed on the SLMS and reference made to these)
  - Physical Portfolios
  - Digital Portfolios
  - Oral Presentations
  - Formative Assessment
  - Professional Learning Communities
  - Teaching of Reading
  - Project Based Learning
  - Integrated Project Design and assessment, with examples and rubrics
  - Rubric writing
  - Digital pedagogy
  - Report writing
  - Accessing External Resources
- Communication Plan
- Infographics for students and parents: Portfolios, Projects and Presentations
  
- Teacher/ Principal Training Courses and Schedule
  - Formative Assessment
  - Project-based Learning
  - Portfolio Assessment
  - Teaching of Reading
  - Rubric Writing
  - Oral Presentations
  - Report Writing
- Sensitization sessions for Principals, Teachers, Supervisors, Curriculum Officers and Coordinators on Cultural Transformation Policy and revised Assessment Format.
- Discussion proposal for Teacher Training Institutions.

### 1.3.1.8 Academic Year 2023/24

1. Introduction of revised timetable allocations for Academic, Moral, Physical, Culture and Arts Education and TVET at the Primary and Lower Secondary School levels in the approximate percentages as represented in Tables 2-8 which follow.
2. Removal of summative examinations for all subjects at Infants 1 and 2. Introduction of termly physical portfolios for each subject and an emphasis on formative assessment.
3. Removal of summative examinations at Standards 1 to 5 for all subjects except Mathematics, English Language and English Language Arts Writing.
4. Physical or digital portfolios to be utilized for the assessment of all subjects other than Mathematics, English Language and English Language Arts Writing in Standards 1 to 4.
5. Termly assessment report to reflect the development of competencies throughout Primary and Secondary School.
6. Re-introduction of dedicated class time specifically for the teaching of Reading from Infant 1 to Standard 5.
7. Daily Values, Character and Citizenship Education (VCCE) and Class Teacher sessions to be timetabled at every class level of Primary School.
8. Daily Form Teacher periods and weekly Form Class sessions to be timetabled for every class level at Secondary School.
9. Form Class sessions at Forms Four (4) to Six (6) (1 hour per week) to focus on Life Skills, including guiding students to access national identification cards and saving accounts (possibly through school collaboration with the Elections and Boundaries Commission (EBC) and commercial banks/credit unions).
10. Transition to integrated projects in Standards Three (3) and Four (4), which will be used for the teaching of principles in Spanish, Science, Social Studies, VAPA and TVET.
11. Assessment of integrated projects to take the form of digital reports with oral student presentations.
12. Highlighting of the civic education portion of the Social Studies Syllabus at every level.



**Table 2. Proposed weekly timetable allotments by education category across various levels of Primary and Secondary School (Figures in brackets represent current allocations)**

Education Category	Subjects	% Hours per Level per Week					
		Infant 1-2	Standards 1-2	Standards 3/4	Standard 5 Pre-SEA	Standard 5 Post-SEA	Forms 1-3
Academic	ELA, Reading Math, Languages, Sciences, Social Sciences	70 (80)	70 (82)	70 (82)	80 (82)	40	65 (62)
Moral	VCCE, HFLE, Religious Education, Daily Form Class Session, Weekly Form Class Sessions, Guidance Sessions	10 (8)	10 (5)	10 (5)	10 (5)	4	15 (6)
Physical	Physical Education, Sports	5 (4)	5 (5)	5 (5)	5 (5)	9	5 (9)
Culture and Arts	Visual and Performing Arts	10 (4)	10 (5)	5/10 (5)	0 (5)	4	5 (11)
TVET	Technology Education, ICT, Agricultural Sciences	5 (4)	5 (3)	10/5 (3)	5 (3)	13 other: 30%	10 (12)

## INFANTS 1 AND 2

<b>TABLE 3. PROPOSED TIME ALLOCATION- INFANTS 1 AND 2 PRIMARY LEVEL</b>			
<b>Subjects</b>	<b>No. of Hours/ week</b>	<b>% Hours/week</b>	<b>Category</b>
ELA (Literacy)	3	14 (33)	Academic
ELA (Reading)	5	24 (0)	Academic
Mathematics	4	19 (33)	Academic
Science	1	4.7 (5)	Academic
Social Studies	1	4.7 (5)	Academic
Spanish	1	4.7 (3.3)	Academic
<b>TOTAL ACADEMIC</b>	<b>15</b>	<b>71 (80)</b>	<b>Academic</b>
Physical Education	1	4.7 (4)	Physical Education
<b>TOTAL PHYSICAL</b>	<b>1</b>	<b>~5 (3.3)</b>	<b>Physical</b>
VAPA	2	9.5 (6.6)	Culture and Arts Education
<b>TOTAL CULTURE AND ARTS</b>	<b>2</b>	<b>9.5 (6.6)</b>	<b>Cultural</b>
VCCE	2	9.5 (8)	Moral Education
<b>TOTAL MORAL</b>	<b>2</b>	<b>9.5 (6.6)</b>	<b>Moral</b>
TVET (Agri Sci, Digital Literacy, ICT skills)	1	4.7 (4)	TVET
<b>TOTAL TVET</b>	<b>1</b>	<b>~5 (3.3)</b>	<b>TVET</b>
<b>TOTAL</b>	<b>21</b>		

## STANDARDS 1 AND 2

<b>TABLE 4: PROPOSED TIME ALLOCATION- STANDARDS 1 AND 2 PRIMARY LEVEL</b>			
<b>Subjects</b>	<b>No. of Hours/ week</b>	<b>% Hours/week</b>	<b>Category</b>
ELA (Literacy)	3	13 (35)	Academic
ELA (Reading)	5	22 (0)	Academic
Mathematics	5	22 (35)	Academic
Science	1	4.3 (5)	Academic
Social Studies	1	4.3 (5)	Academic
Spanish	1	4.3 (2.5)	Academic
<b>TOTAL ACADEMIC</b>	<b>16</b>	<b>70 (82.5)</b>	<b>Academic</b>
Physical Education	1	4.3	Physical Education
<b>TOTAL PHYSICAL</b>	<b>1</b>	<b>~5 (5)</b>	<b>Physical</b>
VAPA	2.5	10	Culture and Arts Education
<b>TOTAL CULTURE AND ARTS</b>	<b>2.5</b>	<b>10 (5)</b>	<b>Cultural</b>
VCCE	2.5	10	Moral Education
<b>TOTAL MORAL</b>	<b>2.5</b>	<b>10 (5)</b>	<b>Moral</b>
TVET (Agri Sci, Digital Literacy, ICT skills)	1	4.3	TVET
<b>TOTAL TVET</b>	<b>1</b>	<b>~5 (2.5)</b>	<b>TVET</b>
<b>TOTAL</b>	<b>23</b>		

**STANDARDS 3 AND 4**

<b>TABLE 5. PROPOSED TIME ALLOCATION- STANDARDS 3 AND 4 PRIMARY LEVEL</b>			
<b>Subjects</b>	<b>No. of Hours/ week</b>	<b>% Hours/week</b>	<b>Category</b>
ELA (Literacy)	4	17.4 (35)	Academic
ELA (Reading)	3	13 (0)	Academic
Mathematics	7	30.4 (35)	Academic
<b>Total MATH &amp; ELA</b>	<b>14</b>	<b>60.8 (70)</b>	<b>Academic</b>
<b>Academic Year 2023/24 only:</b> Spanish Social Studies Science	2	9	Academic
From Academic Year 2024/25 onward: INTEGRATED PROJECT: (Spanish, Social Studies)	2	9	Academic
<b>TOTAL ACADEMIC</b>	<b>16</b>	<b>70 (82.5)</b>	<b>Academic</b>
Physical Education	1	4.3	Physical Education
<b>TOTAL PHYSICAL</b>	<b>1</b>	<b>~5 (5)</b>	<b>Physical</b>
VAPA	1	4.3	Culture and Arts Education
<b>TOTAL CULTURE AND ARTS</b>	<b>1</b>	<b>~5 (5)</b>	<b>Cultural</b>
VCCE	2.5	10	Moral Education
<b>TOTAL MORAL</b>	<b>2.5</b>	<b>10 (5)</b>	<b>Moral</b>
Academic Year 2023/24 only: TVET Agri Science	2.5	10	TVET
From Academic Year 2024/25 onward: INTEGRATED PROJECT: (Science, Agri, TVET)	2.5	10	TVET
<b>TOTAL TVET</b>	<b>2.5</b>	<b>10 (2.5)</b>	<b>TVET</b>
<b>TOTAL</b>	<b>23</b>		

**Recommendations:**

Standards 3 and 4 students be responsible for implementing the following school projects, which can be incorporated into their Integrated Class projects:

1. School Garden
2. Community Service
3. Visual Arts Exhibition
4. Spanish Day
5. Science and Innovation Fair

**Standard 5 - PRE-SEA**

<b>TABLE 6. PROPOSED TIME ALLOCATION- STANDARD 5 PRIMARY LEVEL (PRE-SEA)</b>			
<b>Subjects</b>	<b>No. of Hours/ week</b>	<b>% Hours/week</b>	<b>Category</b>
ELA (Literacy)	7	30 (35)	Academic
ELA (Reading)	2.5	10	Academic
Mathematics	9	39 (35)	Academic
Total MATH & ELA	18.5	79 (70)	Academic
<b>TOTAL ACADEMIC</b>	<b>18.5</b>	<b>~80 (82.5)</b>	<b>Academic</b>
Physical Education	1	4.3	Physical Education
<b>TOTAL PHYSICAL</b>	<b>1</b>	<b>~5 (5)</b>	<b>Physical</b>
VCCE	2.5	10	Moral Education
<b>TOTAL MORAL</b>	<b>2.5</b>	<b>10 (5)</b>	<b>Moral</b>
TVET (Agri Sci, Digital Literacy, ICT skills)	1	4.3	TVET
<b>TOTAL TVET</b>	<b>1</b>	<b>~5 (2.5)</b>	<b>TVET</b>
<b>TOTAL</b>	<b>23</b>		

**Standard 5 - POST-SEA**

<b>TABLE 7. PROPOSED TIME ALLOCATION- STANDARD 5 PRIMARY LEVEL (POST-SEA)</b>			
<b>Subjects</b>	<b>No. of Hours/ week</b>	<b>% Hours/week</b>	<b>Category</b>
ELA (Literacy)	3.5	15	Academic
Mathematics	3.5	15	Academic
Social Studies	1	5	Academic
Spanish	1	5	Academic
Total MATH & ELA	7	30	Academic
<b>TOTAL ACADEMIC</b>	<b>9</b>	<b>40</b>	<b>Academic</b>
Physical Education	2		Physical Education
<b>TOTAL PHYSICAL</b>	<b>2</b>	<b>9</b>	<b>Physical</b>
VAPA	1		
<b>TOTAL CULTURE &amp; ARTS</b>	<b>1</b>	<b>4</b>	
VCCE	1		Moral Education
<b>TOTAL MORAL</b>	<b>1</b>	<b>4</b>	<b>Moral</b>
TVET (Agri Sci, Digital Literacy, ICT skills)	3		TVET
<b>TOTAL TVET</b>	<b>3</b>	<b>13</b>	<b>TVET</b>
OTHER- Electives & On-Demand Subjects	7	30	
<b>TOTAL</b>	<b>23</b>		

## FORMS 1 TO 3

<b>TABLE 8. PROPOSED TIME ALLOTMENT- FORMS 1 TO 3 SECONDARY LEVEL</b>			
<b>Subjects</b>	<b>No. of Hours/ week</b>	<b>% Hours/week</b>	<b>Category</b>
ELA	4	17.4 (17)	Academic
Mathematics	4	17.4 (14)	Academic
Sciences	3	13 (11)	Academic
Social Studies/History/ Geography	2	8.6 (11)	Academic
Languages	2	8.6 (9)	Academic
<b>TOTAL ACADEMIC</b>	<b>15</b>	<b>65 (62)</b>	<b>Academic</b>
Physical Education	1	4.3 (9)	Physical Education
<b>TOTAL PHYSICAL</b>	<b>1</b>	<b>~5 (9)</b>	<b>Physical</b>
VAPA	1.5	6.5 (11)	Culture and Arts Education
<b>TOTAL CULTURE AND ARTS</b>	<b>1.5</b>	<b>~5 (11)</b>	<b>Cultural</b>
Moral Education (Daily & Weekly Form Sessions, RE)	3.5	15 (6)	Moral Education
<b>TOTAL MORAL</b>	<b>3.5</b>	<b>15 (6)</b>	<b>Moral</b>
TVET (Agri, Digital Literacy, ICT, Tech Ed)	2	8.6 (12)	Skills Training
<b>TOTAL TVET</b>	<b>2</b>	<b>~10 (12)</b>	<b>TVET</b>
<b>TOTAL</b>	<b>23</b>		

### 1.3.1.8 SAMPLE TIMETABLES

Samples of timetables which follow the prescribed time allocations are given below:

#### **SAMPLE TIMETABLE - INFANTS 1 and 2- PRIMARY LEVEL**

Total weekly teaching hours - 21.25

<b>TABLE 9. SAMPLE TIMETABLE- INFANTS 1 &amp; 2 - PRIMARY LEVEL</b>												
	8:30 a.m. – 8:50 a.m. 20 mins	8:50 a.m. – 9:00 a.m. 10 mins	9:00 a.m. – 9:30 a.m. 30 mins	9:30 a.m. – 10:00 a.m. 30 mins	10:00 a.m. – 10:15 a.m. 15 mins	10:15 a.m. – 10:45 a.m. 30 mins	10:45 a.m. – 11:15 a.m. 30 mins	11:15 a.m. – 11:30 a.m. 15 mins	11:30 a.m. – 12:30 p.m. 60 mins	12:30 p.m. – 1:00 p.m. 30 mins	1:00 p.m. – 1:30 p.m. 30 mins	1:30 p.m. – 2:30 p.m. 60 mins
<b>DAY 1</b>	Assembly	Class Session	Math	Math	Break	Reading	Reading	VCCE	Lunch	ELA	ELA	VAPA
<b>DAY 2</b>	Assembly	Class Session	Reading	Reading	Break	Math	Math	VCCE	Lunch	S/Studies	Spanish	VAPA
<b>DAY 3</b>	Assembly	Class Session	ELA	ELA	Break	Reading	Reading	VCCE	Lunch	Science	S/Studies	PE
<b>DAY 4</b>	Assembly	Class Session	Reading	Reading	Break	Math	Math	VCCE	Lunch	Spanish	Science	TVET
<b>DAY 5</b>	Assembly	Class Session	Math	Math	Break	Reading	Reading	VCCE	Lunch	ELA	ELA	TVET

**SAMPLE TIMETABLE- STANDARDS 1 and 2- PRIMARY LEVEL**

Total weekly teaching hours - 23.75

<b>TABLE 10. SAMPLE TIMETABLE- STANDARDS 1 &amp; 2 PRIMARY LEVEL</b>												
	8:30 a.m. – 8:50 a.m. 20 mins	8:50 a.m. – 9:00 a.m. 10 mins	9:00 a.m. – 9:30 a.m. 30 mins	9:30 a.m. – 10:00 a.m. 30 mins	10:00 a.m. – 10:15 a.m. 15 mins	10:15 a.m. – 10:45 a.m. 30 mins	10:45 a.m. – 11:15 a.m. 30 mins	11:15 a.m. – 11:30 a.m. 15 mins	11:30 a.m. – 12:30 p.m. 60 mins	12:30 p.m. – 1:00 p.m. 30 mins	1:00 p.m. – 2:00 p.m. 60 mins	2:00 p.m. – 3:00 p.m. 60 mins
<b>DAY 1</b>	Assembly	Class Session	Math	Math	Break	Reading	Reading	VCCE	Lunch	Spanish	ELA	VAPA
<b>DAY 2</b>	Assembly	Class Session	Reading	Reading	Break	Math	Math	VCCE	Lunch	S/Studies	Science	VAPA
<b>DAY 3</b>	Assembly	Class Session	Math	Math	Break	Reading	Reading	VCCE	Lunch	VCCE	ELA	PE
<b>DAY 4</b>	Assembly	Class Session	Reading	Reading	Break	Math	Math	VCCE	Lunch	S/Studies	ELA	TVET
<b>DAY 5</b>	Assembly	Class Session	Math	Math	Break	Reading	Reading	VCCE	Lunch	Spanish	VCCE	TVET



**SAMPLE TIMETABLE- STANDARDS 3 and 4- PRIMARY LEVEL**

Total weekly teaching hours - 23.75

<b>TABLE 11: SAMPLE TIMETABLE- STANDARDS 3&amp;4 PRIMARY LEVEL</b>										
	8:30 a.m. – 8:50 a.m. 20 mins	8:50 a.m. – 9:15 a.m. 25 mins	9:15 a.m. – 10:00 a.m. 45 mins	10:00 a.m. – 10:15 a.m. 15 mins	10:15 a.m. – 11:00 a.m. 45 mins	11:00 a.m. – 11:30 a.m. 30 mins	11:30 a.m. – 12:30 p.m. 60 mins	12:30 p.m. – 1:00 p.m. 30 mins	1:00 p.m. – 2:00 60 mins	2:00 p.m. – 3:00 p.m. 60 mins
<b>DAY 1</b>	Assembly	Class Session & VCCE	Math	Break	Math	Reading	Lunch	VCCE	ELA	2023/24: Spanish 2024/25: Integrated Project
<b>DAY 2</b>	Assembly	Class Session & VCCE	ELA	Break	ELA	Reading	Lunch	Math	Math	2023/24: Social Studies 2024/25: Integrated Project
<b>DAY 3</b>	Assembly	Class Session & VCCE	Math	Break	Math	Reading	Lunch	Reading	2023/24: Science 2024/25: Integrated Project	PE
<b>DAY 4</b>	Assembly	Class Session & VCCE	ELA	Break	ELA	Reading	Lunch	VCCE	Math	2023/24: Agri Science 2024/25: Integrated Project
<b>DAY 5</b>	Assembly	Class Session & VCCE	Math	Break	Math	Reading	Lunch	VCCE	2023/24: TVET 2024/25: Integrated Project	VAPA

**SAMPLE TIMETABLE- STANDARD 5 (PRE-SEA)- PRIMARY LEVEL**

Total weekly teaching hours- 23.75

**TABLE 12. SAMPLE TIMETABLE- STANDARD 5 (PRE-SEA) PRIMARY LEVEL**

	8:30 a.m. – 8:50 a.m. 20 mins	8:50 a.m. – 9:15 a.m. 25 mins	9:15 a.m. – 10:00 a.m. 45 mins	10:00 a.m. – 10:15 a.m. 15 mins	10:15 a.m. – 11:00 a.m. 45 mins	11:00 a.m. – 11:30 a.m. 30 mins	11:30 a.m. – 12:30 p.m. 60 mins	12:30 p.m. – 1:00 p.m. 30 mins	1:00 p.m. – 2:00 p.m. 60 mins	2:00 p.m. – 3:00 p.m. 60 mins
<b>DAY 1</b>	Assembly	Class Session & VCCE	Math	Break	Math	Reading	Lunch	VCCE	ELA	ELA
<b>DAY 2</b>	Assembly	Class Session & VCCE	ELA	Break	ELA	Reading	Lunch	VCCE	Math	Math
<b>DAY 3</b>	Assembly	Class Session & VCCE	Math	Break	Math	Reading	Lunch	VCCE	ELA	PE
<b>DAY 4</b>	Assembly	Class Session & VCCE	ELA	Break	ELA	Reading	Lunch	VCCE	Math	Math
<b>DAY 5</b>	Assembly	Class Session & VCCE	Math	Break	Math	Reading	Lunch	VCCE	ELA	TVET

**SAMPLE TIMETABLE- STANDARD 5 (POST-SEA)- PRIMARY LEVEL**

Total weekly teaching hours- 23.75

**TABLE 13. SAMPLE TIMETABLE- STANDARD 5 (POST-SEA)- PRIMARY LEVEL**

	8:30 a.m. - 8:50 a.m. (20 mins)	8:50 a.m. - 9:15 a.m. (25 mins)	9:15 a.m. - 10:00 a.m. 45 mins	10:00 a.m. - 10:15 a.m. 15 mins	10:15 a.m. - 11:00 a.m. 45 mins	11:00 a.m. - 11:30 a.m. 30 mins	11:30 a.m. - 12:30 p.m. 60 mins	12:30 p.m. - 1:00 p.m. 30 mins	1:00 p.m. - 1:30 p.m. 30 mins	1:30 p.m. - 2:00 p.m. 30 mins	2:00 p.m. - 3:00 p.m. 60 mins
<b>Day 1</b>	Assembly	Values & Character Education	Math	Break	ELA	Spanish	Lunch	Information Technology	Technology Education	On Demand Modules	Elective
<b>Day 2</b>	Assembly	Health Education	Math	Break	ELA	Social Studies	Lunch	Agricultural Science	Spanish	On Demand Modules	Elective
<b>Day 3</b>	Assembly	Values & Character Education	Math	Break	ELA	Technology Education	Lunch	Physical Education	VAPA	On Demand Modules	Elective
<b>Day 4</b>	Assembly	Health Education	Math	Break	ELA	VAPA	Lunch	Information Technology	Social Studies	On Demand Modules	Elective
<b>Day 5</b>	Assembly	Values & Character Education	Math	Break	ELA	Agricultural science	Lunch	Physical Education	On Demand Modules	On Demand Modules	Elective