

LEJN EDUKAZZJONI TA' KWALITÀ GĦAL KULĦADD

**Il-Qafas tal-Kurrikulu Nazzjonali
2011**

**Dokument Konsultattiv 3
It-Tliet Ċikli:
Is-Snin Bikrin
Is-Snin tal-Primarja
Is-Snin tas-Sekondarja**



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Il-Kumitat għar-Revizjoni tal-Kurrikulu:

Grima Grace (Chairperson), Bezzina Christopher, Camilleri Raymond J. Caruana Horace, Fr Cilia David, Fr Mallia Charles, Micallef Joseph, Mizzi Bernie, Pace Paul, Sollars Valerie, Spiteri Sandro, Testa Mario and Ventura Frank

Ir-Rappreżentanti tal-Ministeru:

Birmingham Elaine (Phase I) and Bezzina Doriana (Phase II)

Il-Grupp tal-Istrateġija tal-Konsultazzjoni:

Grima Grace (Chairperson), Cachia Stephen, Fr Cilia David, Fr Mallia Charles, Pace Paul, Sciberras Micheline and Sollars Valerie

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II-Qafas tal-Kurrikulu Nazzjonali

Dokument Konsultattiv 3

It-Tliet Ċikli: is-Snin Bikrin, is-Snin tal-Primarja u s-Snin tas-Sekondarja

Dan it-tielet dokument jipprezenta dettalji ta' kif l-NCF jħares lejn il-programm ta' tagħlim li għandu jkun offrut lit-tfal u ż-żgħażaġħ fis-Snin Bikrin u fiċ-Ċikli tal-Primarja u tas-Sekondarja. Dan id-dokument jiffoka fuq l-applikazzjoni tal-NCF fl-iskejjel. L-ideat ta' żvilupp tal-oqsma tat-tagħlim u l-livelli ta' kisbiet jibqgħu kruċjali tul iċ-Ċikli tal-Primarja u tas-Sekondarja kif jibqa' wkoll xi flessibbiltà fil-provediment tal-programmi kif indikat fil-mudelli ta' orarji skolastici pprezentati għad-diskussjoni.

Iċ-Ċiklu tas-Snin Bikrin					Iċ-Ċiklu tal-Primarja				Iċ-Ċiklu tas-Sekondarja				
Childcare	KG I	KG II	Sena 1	Sena 2	Sena 3	Sena 4	Sena 5	Sena 6	Sena 7	Sena 8	Sena 9	Sena 10	Sena 11

Hu kruċjali li wieħed jinnota li s-Snin Bikrin jirreferu għal tfal mit-twelid sal-età ta' seba' snin. F'termini reali dan jimplika li l-edukazzjoni u l-kura fit-tfulija bikrija jibdew fid-dar, ikunu esperjenzjati f'ambjenti mhux obbligatorji u informali, fosthom ta' childcare u kindergarten, iżda mbagħad ikunu estiżi għall-ewwel sentejn tal-iskola primarja obbligatorja. Filwaqt li d-dokument jipprezenta tliet ċikli distinti għall-faċilità tar-referenza, l-għalliema li jaħdmu ma' tfal bejn il-ħames u s-seba' snin qed jaħdmu ma' tfal żgħar ħafna u l-enfasi tal-kurrikulu għandha tkun fuq l-inkoraġġiment f'dawn it-tfal ta' dispożizzjonijiet pożittivi dwarhom infushom, dwar il-ħiliet tagħhom u dwar id-dinja ta' madwarhom. Bl-istess mod, il-pedagogija li għandha tkun adottata għandha tirispetta l-karatteristiċi tal-istudenti¹. Il-proposti għas-Snin Bikrin ipprezentati fl-NCF huma l-pedament li fuqu l-parti l-kbira tal-esperjenzi tat-tagħlim huma żviluppanti fil-kindergarten u saħansitra anke fl-ewwel snin tal-iskola primarja meta jkun hemm ċaqliqa gradwali lejn prattiki aktar formali u tagħlim organizzat bis-saħħa ta' oqsma tat-tagħlim meta t-tfal jilħqu s-snin nofsana u aħħarin taċ-Ċiklu tal-Primarja.

F'dan id-dokument, il-Kurrikulu tal-Primarja jorbot il-prinċipji filosofici u edukattivi proposti fil-Kurrikulu tas-Snin Bikrin mad-domandi segwenti mqegħdin mill-kurrikulu għas-snin tal-iskola sekondarja. It-transizzjoni mill-iskola primarja għal dik sekondarja għandha tkun bla skossi u toffri progressjoni b'mod li jappoġġja lit-tfal waqt li jitgħallmu jerfgħu aktar responsibbiltà. Is-snin tas-sekondarja huma perjodu importanti għall-iżvilupp personali ta' dawk l-istudenti u dawn għandhom jagħmlu l-almu tagħhom biex ikollhom pjattaforma soda għal edukazzjoni post-sekondarja u oġħla.

1 Il-kelma 'student' qed tintuża fis-sens ġeneriku ta' learner, u skont il-kuntest tista' tirreferi għal min qed jitgħallmu mil-ivell tal-kindergarten sal-aħħar tas-sekondarja.

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mill-edukazzjoni kmieni, iżomm aktar nies fl-edukazzjoni formali għall-itwal żmien possibbli, u jagħti kreditu lit-tagħlim informali u mhux formali. Bl-iżvilupp tal-Qafas Nazzjonali tal-Kwalifiki li hu marbut mal-Qafas Ewropew tal-Kwalifiki, il-Kurrikulu Nazzjonali għandu jiffacilita' l-aċċess għall-edukazzjoni oġġla, l-iżvilupp professjonali kontinwu u t-tagħlim għall-adulti.

Nittama li jkollna proċess intensiv u komprensiv ta' konsultazzjoni li jkun karatterizzat minn dibattitu san bil-partecipazzjoni ta' dawk kollha interessati li juri t-triq fejn irrid nieħdu l-edukazzjoni obligatorja u x'deciżjonijiet iridu jittieħdu biex naslu hemm u nassiguraw li t-tfal kollha jirċievu edukazzjoni ta' kwalità, kif jixirqilhom, biex jirnexxu lkoll.

Dolores Cristina

Messaġġ

Prof. Grace Grima

Direttur Ġenerali

Direttorat għal Kwalità
u Standards fl-Edukazzjoni



Din ir-reviżjoni tal-kurrikulu toħroġ minn Parti II tal-Att tal-2006 dwar l-Edukazzjoni (Emendi) li tqiegħed il-piż fuq id-Direttorat għal Kwalità u Standards għall-aġġornament tal-Qafas tal-Kurrikulu Nazzjonali, l-implimentazzjoni tiegħu kif ukoll għar-reviżjoni tal-proċess ta' implimentazzjoni f'intervalli regolari. Il-proċess tar-reviżjoni u l-aġġornament tal-Kurrikulu Nazzjonali inkluda rappreżentanti mid-Direttorati tal-Edukazzjoni, il-Fakulta tal-Edukazzjoni, il-Bord tal-Eżamijiet tal-MATSEC, u l-Iskejjel tal-Knisja u Indipendenti. L-abbozz tad-dokument kien raffinat wara r-reazzjoni li daħlet wara stedina minn esperti tal-kurrikulu mill-Ministeru tal-Edukazzjoni fi New Zealand u Learning and Teaching Scotland. Dan l-abbozz tad-dokument qed ikun ippreżentat għal proċess ta' konsultazzjoni nazzjonali li warajha jkun irfinat, finalizzat u adottat bħala l-qafas tal-kurrikulu nazzjonali.

L-abbozz tal-qafas tal-kurrikulu huwa ppreżentat f'sett ta' erba' dokumenti konsultattivi, jiġifieri:

Dokument 1: Sommarju Eżekuttiv

Dokument 2: Il-Qafas tal-Kurrikulu Nazzjonali – Ir-Raġuni Fundamentali u l-Komponenti

Dan id-dokument jinkludi introduzzjoni dettaljata għall-isfond teoretiku li ispira l-kunċett tal-proposti tal-qafas tal-kurrikulu nazzjonali.

Dokument 3: Il-Qafas tal-Kurrikulu Nazzjonali - It-Tliet Ċikli: is-Snin Bikrin, is-Snin tal-Primarja u s-Snin tas-Sekondarja

Dan id-dokument jippreżenta dettalji ta' kif il-qafas tal-kurrikulu nazzjonali qed jipproġetta l-programm tat-tagħlim li se jkun offrut lit-tfal u liż-żgħażaġħ fis-Snin Bikrin, is-Snin tal-Primarja u s-Snin tas-Sekondarja. Dan id-dokument jiffoka fuq l-applikazzjoni tal-qafas fl-iskejjel u l-kulleġġi.

Dokument 4: Il-Qafas tal-Kurrikulu Nazzjonali – It-Triq 'il Quddiem

Dan id-dokument jiġbor fil-qosor ir-rakkomandazzjonijiet tal-qafas tal-kurrikulu nazzjonali u jeżamina l-implikazzjonijiet ta' dawn ir-rakkomandazzjonijiet. Dan id-dokument jippreżenta ideat dwar l-immaniġġjar tal-bidla li hu l-fus li fuqu jduru l-istrategiji ta' konsultazzjoni u implimentazzjoni li qed jippromwovi dan il-qafas. L-istrategiji ta' konsultazzjoni u implimentazzjoni ppreżentati huma msejsa fuq għarfien tal-proċess tal-immaniġġjar tal-bidla.

Fil-qosor il-qafas aġġornat tal-kurrikulu nazzjonali jippromwovi:

- l-iżvilupp ta' studenti li jitgħallmu tul il-ħajja u li huma ċittadini impenjati, responsabbli u attivi fl-ekonomija.
- l-appoġġ lill-istudenti kollha biex jilħqu u jirnexxu, huma x'inhuma soċjali u familjari, il-bżonnijiet u l-attitudnijiet tagħhom.
- mira ċara fil-kulleġġi u l-iskejjel biex jintlaħqu l-ħtiġijiet tal-istudenti kollha permezz ta' iktar awtonomija fil-kurrikulu.

- l-ħolqien ta' komunitajiet ta' tagħlim li jkunu attivi u inkluzivi, u li jpoġġu t-tagħlim u lill-istudenti fil-qofol ta' dak kollu li jagħmlu u li jagħtu rendikont ta' dak li jagħmlu lill-imsieħba tagħhom.
- progressjoni bla skossi matul is-snin bikrin, il-primarja u s-sekondarja fil-ħiliet u l-kompetenzi meħtieġa għat-tagħlim tul il-ħajja.
- tagħlim li huwa attiv, personalizzat, relevanti u bi skop.
- tagħlim li jenfasizza l-applikazzjoni tal-għarfien u l-ħiliet f'kuntesti u ambjenti differenti kif ukoll il-wesgħa tal-għarfien u l-profondità tal-fehim.
- qafas tal-kurrikulu li jiffoka fuq oqsma tat-tagħlim, li joħloq rabtiet u sinerġiji bejn is-suġġetti tradizzjonali.
- assessjar u evalwazzjoni li jużaw l-informazzjoni u r-rispons b'mod formattiv biex jinformat l-ippjanar għat-titjib.
- ċikli ta' assigurazzjoni tal-kwalità u evalwazzjoni li jirrikonoxxu li l-iżvilupp professjonali dejjem għaddej huwa parti essenzjali tal-prattika edukattiva.

Il-proċess ta' konsultazzjoni huwa kruċjali għas-suċċess tal-qafas aġġornat tal-kurrikulu nazzjonali. L-istrateġija ta' konsultazzjoni pprezentata f'Dokument 4 kienet imfassla bil-għan li tinkoraġġixxi diskussjoni u dibattitu li jhegġegħ lill-imsieħba kollha biex iqisu d-dokument b'mod pożittiv u jippartecipaw b'mod attiv fil-formulazzjoni tal-verżjoni finali.

Il-proċess innifsu tal-konsultazzjoni huwa maqsum fi tliet fażijiet:

- **Fażi 1: Riflessjoni għall-Azzjoni Mejju 2011 sa Awwissu 2011**
Din il-fażi se sservi biex tippreżenta il-qafas aġġornat tal-kurrikulu nazzjonali u tipprepara lill-imsieħba differenti għall-proċess ta' konsultazzjoni. Il-laqgħat mal-imsieħba se jservu biex jenfasizzaw (i) ir-rakkomandazzjonijiet ewlenin tal-qafas aġġornat tal-kurrikulu nazzjonali; (ii) l-implikazzjonijiet li jqumu għall-imsieħba differenti kif previst mill-qafas aġġornat tal-kurrikulu nazzjonali; u (iii) ir-rwol tal-imsieħba fil-proċess ta' konsultazzjoni kemm fil-livell tal-kontribuzzjoni tagħhom għall-proċess u r-rwol tagħhom li jiġbru r-reazzjonijiet u r-risponsi tal-komunitajiet tat-tagħlim li huma responsabbli għalihom. Barra minn hekk, din il-fażi tippermetti lill-partecipanti kollha l-ħin biżżejjed biex jaqraw id-dokumenti b'reqqa u jikkunsidraw bi ftit dettall il-kontenut u l-implikazzjonijiet tagħhom.
- **Fażi 2: Riflessjoni fl-Azzjoni minn Settembru 2011 sa Novembru 2011**
Din il-fażi se tipprovdi lill-imsieħba b'opportunitajiet biex jaqsmu u jikkonsolidaw l-ideat tagħhom fi hdejn u bejn l-istituzzjonijiet differenti. L-għan ta' din il-fażi huwa li tistieden u tinkoraġġixxi lill-imsieħba biex jippartecipaw b'mod attiv fil-bini ta' diskussjoni u dibattitu riflettiv professjonali nazzjonali dwar il-proposti ta' qafas aġġornat ta' kurrikulu nazzjonali, u għalhekk jagħtu l-bidu għal proċess ta' skambju kritiku u kostruttiv ta' reazzjonijiet bi preparazzjoni għall-verżjoni finali tal-qafas aġġornat tal-kurrikulu nazzjonali.
- **Fażi 3: Riflessjoni fuq l-Azzjoni minn Novembru 2011 sa Diċembru 2011**
Din il-fażi se tiġbor flimkien lill-imsieħba kollha u r-reazzjonijiet offruti mill-istituzzjonijiet varji. Il-punti ewlenin ta' din il-fażi jinkludu konferenza nazzjonali ta' jumejn u s-sottomissjoni ta' reazzjonijiet bil-miktub. Hekk kif il-grupp ta' ħidma jirrevedi l-NCF propost fid-dawl tar-reazzjonijiet irċevuti, il-grupp ta' ħidma se jissottometti d-dokument finali tal-NCF lill-Ministru għall-approvazzjoni.

Nistieden lill-edukaturi, ġenituri, studenti u msieħba soċjali biex jippartecipaw b'mod attiv f'dan il-proċess ta' konsultazzjoni biex id-dokument finali approvat ikun espressjoni vera tat-tamiet u l-aspirazzjonijiet tagħna li nipprovdu edukazzjoni relevanti ta' kwalità għal uliedna li tilhaq il-ħtiġijiet preżenti u futuri ta' pajjiżna.

Grace Grima

Taqsim 1

Is-Snin Bikrin

Fil-letteratura internazzjonali hu ammest u aċċettat li s-Snin Bikrin jirreferu għall-perjodu fil-ħajja tat-tfal li jkopri ż-żmien bejn it-twelid sal-età ta' seba' jew tmien snin (Wilks, Nyland, Chancellor & Elliot, 2008), Department of Education & Early Childhood Development & VCAA, 2009, Waddell & McBride, 2008). Il-mit li l-edukazzjoni tibda meta t-tfal jibdeu jattendu l-iskola formali ilu li sparixxa, u s-Snin Bikrin huma tassew il-faži l-aktar kruċjali fil-ħajja ta' kull individwu – it-tagħlim u l-edukazzjoni tat-tfal fis-Snin Bikrin huma marbutin sfiq mal-iżvilupp ħolistiku li jseħħ permezz ta' ambjenti informali u formali, attivitajiet ippjanati u spontanji u avvenimenti strutturati u mhux strukturati. Il-firxa tat-tagħlim esperjenzjat minn kull tifel u tifla hija determinata parzjalment minn ambjent ta' appoġġ, u tinvolvi adulti li jirrispondu għall-kurżità naturali tat-tfal, u tappoġġja l-iżvilupp tagħhom sa mill-istadji l-aktar bikrin tat-tfulija bikrija.

Id-direzzjoni prinċipali tal-NCF ma tistax tiffoka fuq is-snin tal-iskola obbligatorja (li fil-kuntest lokali tibda fis-sena meta tifel jew tifla jagħlqu ħames snin) mingħajr ma tħaddan, tippromwovi, tappoġġja u tagħraf l-iżvilupp dejjem għaddej li jsir fis-snin ta' qabel l-iskola. Is-Snin Bikrin ma jistgħux ikunu injorati, għal ħafna raġunijiet:

- L-iżvilupp, it-tagħlim u l-fehim ħolistiku ġenerali li jsir fl-ewwel snin irid ikun rikonoxxut u użat bħala l-pedament li fuqu jinbnew it-tagħlim u l-iżvilupp, kemm jekk it-tfal ikunu fil-kura d-dar taħt il-ġenituri², kemm jekk f'ambjenti ta' Snin Bikrin barra mid-dar, u kemm tul il-faži ta' transizzjoni bejn edukazzjoni mhux obbligatorja u edukazzjoni obbligatorja;
- In-numru ta' ċentri taċ-*Childcare* żdied f'dawn l-aħħar għaxar snin, u dan jissuġġerixxi li tfal żgħar taħt it-tliet snin qed jgħaddu ħin konsiderevoli f'ambjenti barra mid-dar;
- Għalkemm attendanza f'ċentri tal-kindergarten għal tfal ta' tlieta u erba' snin mhix obbligatorja, xi 80% tat-tfal ta' tliet snin u 95% ta' tfal ta' erba' snin jattendu ċentri tal-kindergarten fis-setturi tal-Istat, tal-Knisja u Indipendenti; u
- Dak li jitlob il-kurrikulu fis-snin aħħarin tal-primarja u fis-sekondarja jista' jinkiseb b'suċċess wara li jkunu tqiegħdu l-pedamenti sodi fis-Snin Bikrin meta t-tfal jingħataw l-opportunitajiet li jiżviluppaw lilhom infushom u l-identità tagħhom, u b'riżultat ta' esperjenzi u relazzjonijiet pożittivi mad-dinja immedjata u eventwalment estiża ta' madwarhom.

Billi s-Snin Bikrin huma karatterizzati minn perjodu ta' tkabbir u bidla mgħaġġlin, qafas ta'

2 Tul dan il-dokument kollu kull referenza għall-involviment tal-ġenituri fl-edukazzjoni tinkludi tuturi legali u adulti ta' natura sinifikanti li huma magħrufin li għandhom funzjoni ta' ġenituri fil-ħajja tat-tifel jew tifla. Din id-definizzjoni qed tingħata bla preġudizzju għall-obbligi legali tal-iskejjel.

kurrikulu li jkollu l-għan li jindirizza *l-learning outcomes* fil-każ ta' tfal f'din il-fażi jikber fir-relevanza u s-sinifikat meta jimmilita favur:

- riżultati wesgħin li jhaddnu medda sħiħa u ma jkunux iffukati esklussivament fuq kisbiet akkademici;
- attegġjamenti pedagogiċi li jirrispettaw l-età tat-tfal u l-livell ta' żvilupp tagħhom;
- kontenut bla limiti li jrid ikun ipprezentat lit-tfal b'modi li jiġbdu l-attenzjoni tagħhom u jiżguraw l-involvement u l-partecipazzjoni diretti tagħhom; u
- impjegati mharrġin ħafna u mogħnjin bil-ħiliet li huma sensittivi għall-karatteristiċi tal-istudenti żgħar, u li jkunu midħla mal-proċessi ta' tfal li telqu jimxu, tfal żgħar ħafna, u tfal żgħar fl-istadji bikrin tal-iskola formali.

L-NCF japprova l-pożizzjoni rrakkomandata mill-NMC 1999³ li jqis *l-ewwel snin tal-livell primarju bħala kontinwazzjoni tas-sentejn tal-kindergarten. B'mod konkret, dan ifisser li l-għalliema għandhom jadottaw pedagogija li tiżviluppa l-għerf, l-attitudnijiet u l-ħiliet minn esperjenzi konkreti. Il-perjodu ta' bejn it-tielet u s-seba' sena, ikkunsidrat bħala l-fażi pre-konċettwali, irid jitqies bħala l-perjodu formattiv, qabel l-esperjenza skolastika ssir aktar formali. (p. 76)*

L-Iskopijiet u l-Objettivi Ġenerali

Is-Snin Bikrin iservu għal skopijiet multipli u għandhom jintgħarfu bħala l-pedament għall-esperjenzi ta' tagħlim kollha fil-ġejjieni. Fl-ambitu tal-esperjenzi tas-Snin Bikrin, mit-twelid sakemm it-tfal żgħar ikollhom seba' jew tmiem snin, huma jiżviluppaw għerf, ħiliet, attitudnijiet u valuri li jagħtuhom il-kapaċità jirnexxu f'dak jkunu qed jitgħallmu u li jkunu partecipanti attivi fis-soċjetà. Biex dawn il-miri wesgħin jinkisbu, il-kontenut tal-esperjenzi mhux importanti daqs il-proċessi tat-tagħlim li t-tfal jieħdu sehem fihom. L-esperjenzi tat-tagħlim li jirnexxu huma karatterizzati minn sistemi li:

- jirrispondu għall-interessi u l-għerf miksub minn qabel tat-tfal;
- jirrispettaw il-maturità konjittiva u l-mudelli ta' tagħlim preferuti tal-istudenti;
- jstimulaw il-kurżità;
- jdaħħlu interess għat-tagħlim;
- jippromwov u l-esplorazzjoni, l-iskoperta u l-kreattività; u
- jrawmu ambjenti li jippromwov komunikazzjoni u stili interattivi ta' tagħlim.

3 http://www.kurrikulu.gov.mt/docs/nmc_english.pdf

L-esperjenzi ta' tagħlim qawwijin jikkontribwixxu għall-iżvilupp tat-tfal li jinvolvu ruħhom biex isegwu l-interessi tagħhom, ikunu motivati, jiżviluppaw perseveranza u jitgħallmu jassumu r-responsibbiltà. Riżultati ta' din ix-xorta huma realizzati bis-saħħa ta' ambjenti ta' fiduċja u rispett li jagħtu lil dawk l-istudenti fiduċja fihom infushom u stima tagħhom infushom fir-rigward tal-ħiliet tagħhom.

Biex il-miri tas-Snin Bikrin jirnexxilhom jinkisbu mit-tfal kollha, l-NCF għandha:

- tkun appoġġjata mit-tmexxija viżjonarja ta' persuni ewlenin involuti li joperaw fil-qasam tal-edukazzjoni ta' tfal żgħar ħafna;
- tagħraf l-unicità tat-tagħlim u l-iżvilupp tat-tfal permezz ta' żvilupp ta' varjetà ta' stili u pedagoġiji tat-tagħlim;
- tinkoraġġixxi programmi ta' attivitajiet li jmorru lil hinn minn sistema ta' tagħlim li tenfasizza suġġett jew kontenut speċifiku, favur pedagoġiji li jkattru r-rabtiet kurrikulari, u hekk iħaffu l-proċessi tat-tagħlim;
- tappoġġja politiki għall-assessjar u t-transizzjonijiet;
- tiffacilita t-tkattir tal-ħiliet ta' dawk li l-aktar huma involuti, u l-aktar il-ġenituri u l-impjegati; u
- tinkorpora miżuri biex tiżgura li jkun hemm proċeduri ta' assikurazzjoni ta' kwalità u hekk tippromwovi atteġġjamenti li jimmoniterjaw u jevalwaw prattiki u riżultati.

It-Tmexxija tal-Edukaturi Prinċipali

Persuni involuti fl-edukazzjoni fis-Snin Bikrin, kemm jekk responsabbli direttament għat-tfassil u l-iżvilupp ta' programm ta' attivitajiet u kemm jekk ikollhom funzjoni amministrattiva, għandhom ikunu impjegati mħarrġin ħafna u kwalifikati. Huma għandu jkollhom ħiliet biex jappoġġjaw u jestendu l-ħiliet komunikattivi tat-tfal, u jkunu kreattivi fit-tfassil ta' ambjent li jiġbdek u li jqanqal u jstimula l-ħsieb u l-interazzjonijiet tat-tfal. L-impjegati għandhom ikollhom il-ħila li josservaw u jirriflettu biex ikunu jistgħu jaddattaw u jimmodifikaw attivitajiet imsejsa fuq ħilijiet u reazzjonijiet li jiġu mit-tfal infushom. L-aktar importanti hu li l-adulti li jieħdu ħsieb it-tfal jinqdew bid-dimensjoni soċjali billi jinteraġixxu spiss u direttament mat-tfal li jkunu taħt il-kura tagħhom u hekk jiffacilitaw sens ta' benesseri. Dawk li jieħdu ħsieb it-tfal għandhom jirrispondu għall-interessi tat-tagħlim tat-tfal. Huma għandhom jippossiedu fi grad għoli ħiliet u kompetenzi bħala riżultat ta' pedamenti teoretici sodi li jidderieġu u jappoġġjaw id-deċizzjonijiet professjonali u pedagoġiċi tagħhom. Il-persuni involuti fl-edukazzjoni jeħtigilhom:

- bażi teoretika soda biex jifhmu kif it-tfal żgħar jitgħallmu u jiżviluppaw;
- l-għerf pedagoġiku biex jiddeterminaw x'inhu raġonevoli li jagħmlu ma' studenti żgħar u l-modi l-aktar effettivi biex jiksbu dan, u għalhekk japplikaw it-teorija għall-prattika;

- l-għerf personali u prattiku dwar medda ta' kwistjonijiet professjonali li jagħmlu impatt direttament fuq l-immaniġġjar ta' grupp studenti żgħar u r-relazzjonijiet fost dan il-grupp;
- il-ħiliet ta' riċerka li jagħtuhom il-kapaċità jifhmu żviluppi dejjem għaddejjin fil-qasam tagħhom u jieħdu pożizzjoni kritika huma stess meta jaraw ir-riżultati;
- interess ġenwin li jsimgħu u jirrispondu lit-tfal biex jippromwovu pedagogija ta' rispett, sens ta' rispons u relazzjonijiet reċiproċi (Podmore, Meade & Kerslake Hendricks, 2000; UNCRC, 1989); u
- ħiliet riflessivi li jippermettulhom jaħsbu b'mod kritiku waqt ix-xogħol tagħhom mat-tfal, jistaqsu lilhom infushom dwar il-perċezzjonijiet u l-fehim tagħhom tal-esperjenzi tat-tfal, u jeżaminaw l-interazzjonijiet tagħhom mat-tfal bl-għan li jtejbu l-kwalità tal-esperjenzi tas-Snin Bikrin.

Karatteristika ewlenija ta' esperjenzi ta' taġġim li jirnexxu fis-Snin Bikrin hi r-realizzazzjoni li t-taġġim isir permezz ta' proċessi soċjali li jagħmlu sens u li għandhom għeruqhom f'relazzjonijiet pożittivi u li jagħtu kas tar-reċiproċità. *"Kultura ta' taġġim tiddependi fuq relazzjonijiet xierqa, ambjenti siguri iżda li joffru sfida, u aspettattivi għoljin iżda li jistgħu jintlaħqu."* (Eaude, n.d.).

Minbarra li jkunu jafu sew fuq l-iżvilupp tat-tfal, proċessi tat-taġġim u pedagogiji addattati, dawk li jaħdmu ma' tfal ta' età bikrija għandhom juru empatija u solidarjetà mal-familji tat-tfal li huma jkunu qed jaħdmu magħhom u juru li huma kapaċi jaħdmu mat-tfal u mal-familji tagħhom.

Il-Proċessi tat-Taġġim u l-Pedagogiji Effettivi

L-ewwel snin ta' ħajjet it-tfal huma sinifikattivi fl-iżvilupp mgħaġġel li jgħaddu minnu. Dawn huma s-snin meta t-tfal jitgħallmu permezz tal-osservazzjoni, l-esperimentazzjoni, il-provi u l-iżbalji, l-espożizzjoni għal ambjenti stimolanti u ambjenti kontestwalizzati ħafna li jiffacilitaw il-fehim tagħhom tad-dinja ta' madwarhom. Hemm żvilupp lingwistiku u konjittiv sinifikanti; żvilupp fiżiku u morali u wkoll personali, soċjali u emozzjonali. Fil-fatt, it-tfal jżviluppaw b'mod ħolistiku, u progress f'xi qasam jinfluenza oqsma oħrajn.

It-tfal kollha għandhom id-dritt li jżviluppaw il-potenzjal massimu tagħhom. Il-pedamenti għar-realizzazzjoni ta' dan il-potenzjal jitqiegħdu fis-Snin Bikrin: il-ħiliet li huma mill-aktar utli biex wieħed jiffaccja l-isfidi tal-ħajja ta' kuljum jistgħu jitravmu fl-ambjenti tas-Snin Bikrin. Jekk persuni involuti fl-edukazzjoni jikkapitalizzaw fuq attivitajiet, avvenimenti u riżorsi li huma ta' interess partikolari għat-tifel jew tifla jew għal grupp ta' tfal, dawn jistimulaw l-interess tagħhom. B'riżultat ta' interess sostnut, tiżviluppa l-motivazzjoni li min-naħa tagħha tappoġġja l-perseveranza billi t-tfal iridu jippartecipaw bil-qalb f'aktivitajiet, u meta jagħmlu dan jiksbu fiduċja fihom infushom u jkabbru l-istima tagħhom infushom (ara Figura 3.1).

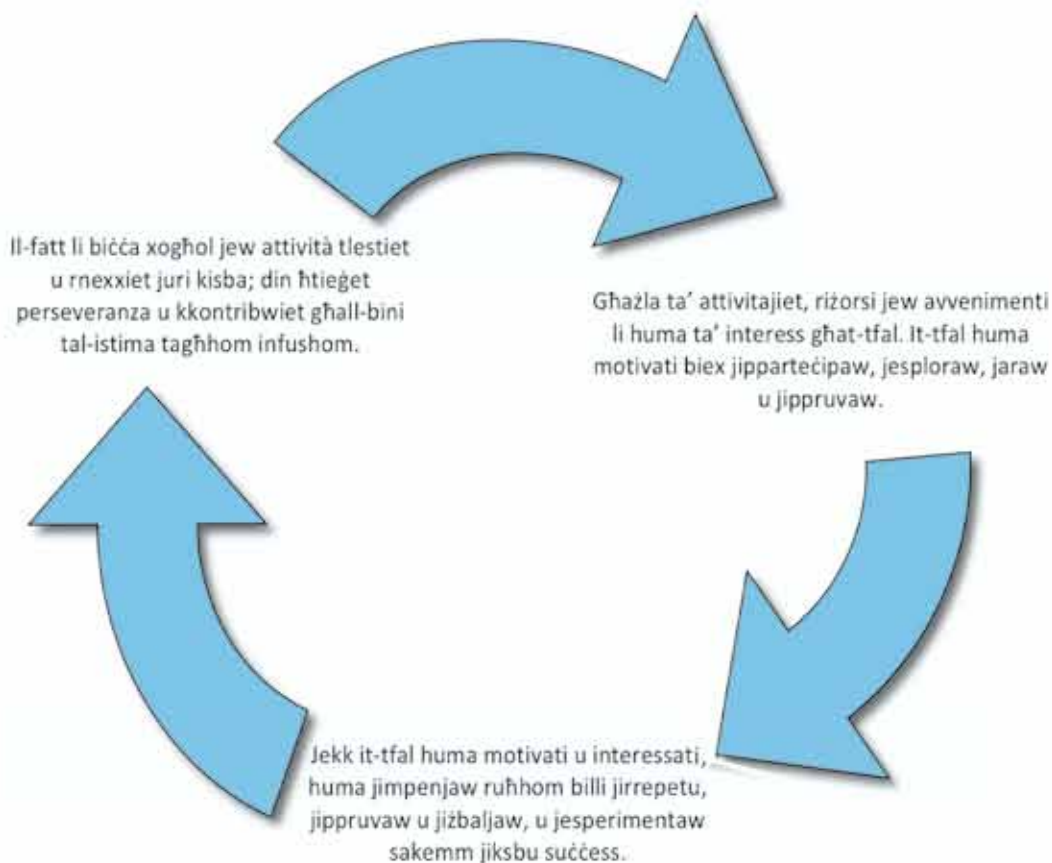


Figura 3.1: Stimulu tat-Tagħlim fi Tfal Żgħar

L-iżvilupp ma jsirx bl-istess rata jew bl-istess mod minn kulhadd. Minbarra l-fasla ġenetika u l-karatteristiċi personali, il-kulturi u l-ambjent soċjali għandhom impatt fuq dak li t-tfal iridu jitgħallmu u kif jitgħallmuh. It-tfal żgħar jieħdu sehem f'ambjenti organizzati ta' Snin Bikrin bil-bagalja tagħhom ta' fehim u għerf miksub minn qabel. Waqt li l-esperjenzi tat-tfal mad-dinja jinfethu u jitwessgħu, l-għerf miksub minn qabel jinfluwenza l-esperjenzi ġodda fis-sens li jinfurmahom (huma jippruvaw jifhmu x'inhi xi haġa billi jużaw informazzjoni miksuba minn qabel), iżda bl-informazzjoni ġdida li tiffaċċjahom huma jimmodifikaw l-għerf eżistenti u jbiddu l-fehim tagħhom. It-tagħlim iseħħ meta jkunu internalizzati għerf u informazzjoni ġodda u jimmodifikaw fehim preċedenti.

Il-proċess tat-tagħlim hu differenti għal kull individwu minhabba l-varjazzjoni f'fatturi kemm naturali u kemm ambjentali. It-tfal jirċievu, jirreaġixxu, jinterpretaw u jipproċessaw informazzjoni b'modi differenti. B'dan l-għarfien f'moħħom, l-edukaturi ta' tfal fit-tfulija bikrija għandhom jipplanaw kurrikulu (programm ta' attivitajiet) li jappella għal stili konjittivi differenti. Minhabba l-esperjenzi limitati u immaturità (żvilupp limitat) minhabba l-età tagħhom, it-tfal jedhew b'atteġġjamenti li jinvolvu aktar minn sens wieħed fejn il-fehim tagħhom tad-dinja ta' madwarhom jitjeb meta huma jużaw is-sensi kollha tagħhom. Bis-serħan fuq dak li jistgħu jaraw, ixommu, imissu, iduqu u jisimgħu, jikber iċ-ċans li jifhmu kif jaħdmu l-affarijiet, billi jiġbdu konklużjonijiet minn ipotesijiet, jaslu biex jifhmu l-kawża u l-effett, u jitgħallmu kif jiddiskriminaw u jagħmlu differenza bejn oġġetti kontrastanti.

L-Ambjenti tat-Tagħlim

Billi t-tfal jiżviluppaw b'mod ħolistiku u billi t-tagħlim u l-iżvilupp ma jsirux b'mod sekwenzjali u lineari, it-tifrid ta' programmi tat-tagħlim skont oqsma ta' suġġetti ma jhaffifx it-tagħlim. Għall-kuntrarju, it-tagħlim suġġett suġġett iservi biex joħloq oqsma artifiċjali ta' għerf li spiss jitqiesu li m'għandhomx x'jaqsmu ma' xulxin, mingħajr unità interna, irrilevanti u mhumiex addattati għat-tfal mill-aspett ta' żvilupp. Konxji mill-proċessi ta' tagħlim u ta' żvilupp li t-tfal jgħaddu minnhom, l-edukaturi fis-Snin Bikrin huma għaldaqstant inkoraġġuti li jwaqqfu ambjenti ta' tagħlim li jappellaw għall-interessi tat-tfal, u huma rilevanti għall-esperjenzi ta' kuljum li t-tfal x'aktarx jgħaddu minnhom u li jistgħu jkunu esplorati b'mod eċċitanti. L-esperjenzi diretti u prattiċi jinkoraġġixxu l-interazzjoni, l-impenn u l-involvement li min-naħa tagħhom iwasslu biex it-tfal jifhemu u jiktakru aħjar, u għall-iżvilupp ta' rappreżentazzjonijiet mentali. Dan jgħin lit-tfal meta jgħaddu minn esperjenzi konkreti u tanġibbli għal nozzjonijiet simboliċi u astratti.

Vantaġġ ieħor tat-twaqqif ta' ambjenti dinamici tat-tagħlim għandu x'jaqsam mal-perspettivi fil-fond u multipli li fil-kuntest tagħhom jistgħu jiġu ttrattati l-kwistjonijiet. L-osservazzjonijiet profondi u dettaljati, l-analiżi, l-investigazzjonijiet, l-esplorazzjoni u l-esperimentazzjoni permezz ta' proġetti, suġġetti u temi jaqblu mal-kurżità u l-ħtieġa tat-tfal biex isibu liema oġġetti jaħdmu, għala u kif.

It-twaqqif ta' ambjenti interattivi tat-tagħlim li jappellaw għat-tfal jeħtieġu ppjanar attent min-naħa tal-edukatur biex jiżgura l-promozzjoni ta' medda ta' ħiliet, attitudnijiet, għerf u valuri li t-tfal jistgħu jiksbu permezz ta' attivitajiet maħsubin u ppreżentati tajjeb. Madankollu, is-sinjala ta' prattika tajba fis-Snin Bikrin huwa l-għarfien u l-promozzjoni ta' attività u sfarriġ li joriġinaw mit-tfal stess. Din ix-xorta ta' attività għandha tkun inkoraġġuta għaliex tagħraf it-tagħlim bħala proċess dejjem għaddej fejn daww kollha involuti jagħtu kontribut validu. Programm ta' kwalità għandu jstabbilixxi bilanċ bejn attivitajiet immexxjin minn adulti u daww mibdijin mit-tfal li joħorġu direttament mill-interessi tat-tfal.

L-Assessjar

L-assessjar fis-snin bikrin tat-tfulija huwa mezz kif wieħed isib dak li jinteressa lit-tfal u wkoll kif isib modi kif jirrikordja u jiddokumenta l-progress tagħhom. Skont Carr (2001), l-assessjar fis-snin bikrin tat-tfulija għandu funzjonijiet multipli, jiġifieri biex:

- tifhem aħjar kif jitgħallmu t-tfal;
- tibda diskussjonijiet fuq it-tagħlim tat-tfal;
- taqdam informazzjoni ma' oħrajn fl-ambjent ta' tfulija bikrija;
- tirrifletti fuq il-prattika;
- tippjana għat-tagħlim ta' individwi u gruppi;
- tiżgura li t-tfal kollha jingħataw attenzjoni;

- tirrizalta t-tagħlim li jitqies ta' valur f'dak l-ambjent;
- tinvolvi lit-tfal fl-assessjar tagħhom infushom;
- tiddiskuti l-programm mal-familja, mal-familja estiża jew tuturi; u
- taqsam l-esperjenzi mal-familja, mal-familja estiża jew tuturi.

Biex l-assessjar ikun effettiv u jagħmel sens għat-tfal, id-dokumentazzjoni tar-rakkonti narrattivi tal-kisbiet tagħhom tista' tipprovdi riflessjoni aktar ħolistika ta' dak li kull tifel u tifla huma tassew kapaċi jagħmlu. L-assessjar fis-Snin Bikrin huwa importanti għat-tfal daqs kemm hu għall-adulti, speċjalment għall-edukaturi. L-Assessjar imsejjes fuq osservazzjoni attenta u attitudni responsiva u riflessiva jinfluwenza l-prattiki. L-osservazzjoni u d-dokumentazzjoni tal-kisbiet tat-tfal jgħinu lill-adulti jifhmu l-proċessi tat-tagħlim kif ukoll ir-riżultati.

It-Transizzjonijiet

Tul is-Snin Bikrin it-tfal jgħaddu minn ħafna fażijiet ta' transizzjoni li jeħtieġ li jkunu rikonoxxuti u appoġġjati biex wieħed jaċċerta ruħu li huma jiksbu attitudni pożittiva u fiduċjuża fihom infushom lejn il-bidla, it-tkabbir u l-iżvilupp. It-transizzjonijiet huma parti inevitabbli mill-proċess li jgħaddu minnu t-tfal waqt li qed jikbru, u, għalkemm joffru sfida, il-bidliet li tfal żgħar jiffaċċjaw mhemmx għalfejn ikunu diffikultajiet insormontabbli u lanqas għandhom ikunu avvenimenti mhux prevedibbli u bla appoġġ.

Filwaqt li ċerti proċeduri jeħtieġ ikunu stabbiliti, u li ċerti inizjattivi jeħtieġ jittieħdu biex jitnaqqas kemm jista' jkun l-impatt li jistgħu jikkaġunaw it-transizzjonijiet, il-varjetà ta' ambjenti tat-tfulija bikrija fejn it-tfal jgħaddu ħinhom għandha tiżgura li t-tfal jiltaqqgħu ma' opportunitajiet li jippermettulhom jiżviluppaw l-identità tagħhom u jstabbilixxu lilhom infushom filwaqt li jhaddnu n-natura kumplessa ta' dinja li gradwalment qed titwessa'.

Fis-Snin Bikrin, il-proċessi ta' transizzjoni mhumiex esperjenza esklussiva tat-tfal iżda wkoll tal-familji tagħhom. Għaldaqstant, l-awtoritajiet tal-iskola, impjegati amministrattivi u dawk li jieħdu ħsieb tfal jew edukaturi primarji li huma f'kuntatt dirett mat-tfal jeħtieġilhom jinvolvu lill-ġenituri u jitolbu l-involvement ta' dawn l-adulti sinifikattivi fil-proċessi ta' transizzjoni tat-tfal żgħar. Il-proċess ta' transizzjoni jaffettwa t-tkabbir personali, soċjali u emozzjonali tal-familji, speċjalment tat-tfal żgħar.

Fir-rigward tal-implimentazzjoni tal-NCF, importanti li ngħidu li fil-kuntest lokali t-transizzjoni l-aktar sinifikanti li t-tfal huma mistennija jgħaddu minnha għandha x'taqsam mal-bidla minn edukazzjoni informali għal dik formali. Tul il-fażi tat-tfulija bikrija, it-tfal jgħaddu mis-snin mhux obligatorji f'ċentri ta-*childcare* u kindergarten għal edukazzjoni obligatorja primarja meta jagħlqu ħames snin. Malta hija wieħed mill-ftit pajjiżi tal-UE fejn l-edukazzjoni obligatorja tibda fl-età ta' ħames snin⁴; il-maġġoranza tal-pajjiżi jzommu l-età ta' sitt snin bħala l-ewwel sena ta' skola obligatorja, u oħrajn jagħzlu s-seba' sena bħala l-età meta t-tfal jibdew l-iskola formalment.

4 L-edukazzjoni obligatorja tibda fl-età ta' sitt snin f'erbatax-il pajjiż tal-UE; u fl-età ta' seba' f'disa' pajjiżi tal-UE. Minbarra f'Malta, l-edukazzjoni obligatorja fl-età ta' ħames snin hija obligatorja fil-Gran Britanna (inkluża l-Irlanda ta' Fuq), Ċipru u l-Olanda (Oberhuemer, 2007).

Irrispettivament mill-età meta tibda l-edukazzjoni obbligatorja, l-iktar importanti hi li jkun hemm pedagoġiji xierqa li jaqblu mal-livelli konjittivi u ta' żvilupp ta' tfal żgħar ħafna u li jfittxu li jipprovdu atteġġjament għat-tagħlim li jhaddan is-sensi kollha li fih it-tfal huma m'hegga jidhlu għal riskji kkalkulati u jkabbri l-għerf u l-fehim tagħhom infushom u tad-dinja ta' madwarhom permezz tal-ambjenti li jqiegħdu t-tagħlim f'kundest u jiffacilitawh.

Bir-realizzazzjoni li l-prattika u prinċipji applikati f'ambjenti edukattivi jeħtieġ jirrispettaw u jaqblu mal-iżvilupp tat-tfal u jipromwovu l-partecipazzjoni attiva tagħhom, joħroġ ċar li l-fażi tas-Snin Bikrin għandha titqies bħala ż-żmien li hu distint mill-esperjenzi tat-tfulija aħħarija. Għalhekk l-ambjenti tas-Snin Bikrin għandhom ikunu konċepiti bħala sekwenza ta' opportunitajiet għat-tfal biex jstabilixxu lilhom infushom u l-identitajiet tagħhom; meta t-tfal ikunu kuntenti b' 'dak li huma' aktar milli jkun sfurzati li 'jsiru' xi ħaġa oħra jew xi ħadd ieħor.

L-Involvement tal-Ġenituri

Filwaqt li wieħed jagħraf u jirrikonoxxi l-funzjoni tal-ġenituri bħala sħab fil-proċess tal-edukazzjoni, hu importanti li tul iċ-ċikli differenti (ara Dokument NCF: Ir-Raġuni Fundamentali u l-Komponenti) dan jeħtieġ ikun enfazzat b'mod speċjali tul is-Snin Bikrin. L-influenza tad-dar fuq il-kisbiet personali u sa fejn jilħqu t-tfal ma tistax tinnegahom, u l-effetti tad-dar jinħassu sa minn età bikrija ħafna. Il-ġenituri u l-ambjenti tas-Snin Bikrin jeħtieġ jappoġġjaw lil xulxin permezz ta' medda ta' faċilitajiet li jippermettu komunikazzjoni faċli u skambju ta' informazzjoni essenzjali. B'ambjenti fejn l-informazzjoni hija aċċessibbli faċilment, u wkoll b'nies li faċli ssibhom, il-ġenituri jistgħu jappoġġjaw lill-edukaturi biex jgħinu lit-tfal jizviluppaw f'persuni fiduċjużi li qed jitgħallmu u li jistgħu jsiru attivi fit-tagħlim tagħhom infushom.

Il-ġenituri għandu jkollhom aċċess għal informazzjoni u appoġġ li jagħtuhom il-ħila li jinkoraġġixxu l-iżvilupp ta' wliedhom fid-dar, fl-ambjenti tas-Snin Bikrin u fi ħdan il-komunità permezz ta' attivitajiet varji u diversi li għandhom ikunu aċċessibbli għal tfal ta' kull età.

L-Assikurazzjoni tal-Kwalità

Biex ikun żgurat li programm għal Snin Bikrin hu ta' kwalità għolja jeħtieġ li jkun hemm opportunitajiet għal awtoevalwazzjoni, riflessjoni u inkjesta kritika. Dawn jistgħu jsiru permezz ta' fora kollaborattivi fejn ikunu rrikordjati u skambjati eżempji ta' Prattika tajba; fejn l-edukaturi fl-ambjent ta' Snin Bikrin jiltaqgħu biex jiddiskutu, jikkunsidraw u jqisu avvenimenti, atteġġjamenti u pedagoġiji; fejn l-edukaturi jiddiskutu x'jafu, josservaw x'jagħmlu oħrajn u jaqsmu r-riflessjonijiet u l-konsiderazzjonijiet tagħhom.

ħidma f'izolament ma' grupp ta' tfal tostakola kull tkabbir jew żvilupp personali jew professjonali. Fit-trawwim ta' kultura fejn l-evalwazzjoni u r-riflessjoni jsiru xi ħaġa ta' rutina li ssir flimkien, l-edukaturi għandhom l-appoġġ biex jagħmlu l-emendi meħtieġa fi Prattiki kurrenti u japplikaw medda ta' strateġiji u tekniki li jtejbu r-learning outcomes fil-każ ta' għadd usa' ta' tfal.

Il-Learning Outcomes għas-Snin Bikrin

- Il-karatteristiċi ta' programmi li jirnexxu u ta' kwalità għas-Snin Bikrin huma dawk li:
- jhaddnu dimensjoni soċjokulturali madwar it-tagħlim tat-tfal;

- għandhom x'jaqsmu mal-promozzjoni u l-inkoraġġiment ta' dispożizzjonijiet għal tagħlim pożittivi;
- jqiegħdu lit-tfal fiċ-ċentru tal-ambjent tat-tagħlim;
- jagħtu lok għal attivitajiet mibdija mit-tfal u jagħrfu li t-tagħlim fis-Snin Bikrin hu proċess ta' bini flimkien u kollaborazzjoni;
- jipromwovu attivitajiet li għandhom x'jaqsmu ma' esperjenzi reali tal-ħajja tat-tfal;
- joffru lit-tfal opportunitajiet għal attivitajiet prattiċi li jagħmlu huma stess; u
- jużaw varjetà ta' pedagogiji li jindirizzaw il-ħtiġijiet ta' studenti partikolari.

Hekk, aktar mill-identifikazzjoni ta' kontenut ta' għerf speċifiku li jiġi assoċjat ma' oqsma skont is-suġġett, fis-Snin Bikrin l-enfasi għandha ssir fuq kompetenzi ġenerali żviluppati permezz ta' temi interkurrikulari li jikkontribwixxu biex ikunu stabbiliti l-pedamenti għat-tagħlim tul il-ħajja kollha. Is-Snin Bikrin jistgħu jitqabblu ma' vjaġġ ta' skoperta fejn it-tfal isibu min huma bħala individwi u jsibu posthom u jstabbilixxu lilhom infushom fi ħdan soċjetà filwaqt li jinteraġixxu ma' oħrajn. Biex jirnexxu fiż-żewġ każijiet, it-tfal jitgħallmu dwar u jesperjenzjaw modi kif jużaw l-għodod komunikattivi meħtieġa għas-sodisfazzjon tagħhom infushom, l-iżvilupp personali u l-impenn soċjali.

Is-suċċess fil-promozzjoni ta' mħabba għat-tagħlim u żvilupp ħolistiku jiġi b'pedagogiji addattati li għandhom iħaddnu l-logħob u t-tagħlim esperjenzjali u ferrieħi. Id-diversi tipi ta' logħob li t-tfal jieħdu sehem fihom jilħqu b'mod effettiv l-oġettivi u r-riżultati meħtieġa għal esperjenzi ta' kwalità fl-edukazzjoni fis-snin bikrin tat-tfulija. Hekk logħob tat-taparsi, immaġinattiv, kreattiv, kostruttiv, simboliku u logħob ta' funzjonijiet, kif wkoll l-impenn, l-interazzjoni u l-partecipazzjoni fil-forom kollha tal-arti espressiva jikkostitwixxu parti integrali mill-esperjenza tat-tfal fis-Snin Bikrin. Bis-saħħa ta' programmi li jfittxu l-involvement attiv tat-tfal u tagħlim esperjenzjali, it-tfal huma mistennija li jiksbu kompetenzi soċjali, komunikattivi u intellettuali f'ambjent li jrawwem benesseri personali u dispożizzjonijiet pożittivi għat-tagħlim. (Ara Figura 3.2).



Benesseri

Is-Snin Bikrin għandhom joffru ambjent li fih it-tfal iħossuhom fiż-żgur u siguri sal-punt li jkollhom sens ta' appartenenza; iħossuhom maħbubin u aċċettati minn kulhadd; u huma rispettati għal dak li huma. Adulti li jaħdmu ma' tfal żgħar jeħtieġ li juru u jaqsmu interess ġenwin f'kull tifel u tifla u jagħmlu kull sforz biex irawmu relazzjonijiet mill-qrib, ta' kura u ta' ħbiberija. Il-miżura ta' kemm il-benesseri ta' tifel jew tifla jittejjeb jiddependi mill-attitudnijiet u relazzjonijiet infushom li huma promossi u li jipprevalu fost l-adulti nfushom li jieħdu ħsieb it-tfal.

Ambjent li joffri sigurtà lit-tfal hu dak fejn hemm stabbiltà u konsistenza. Ambjenti ta' din ix-xorta jgħinu lit-tfal fil-bini tal-fiduċja fihom infushom, fl-iżvilupp ta' identità personali pożittiva, u fil-kisba ta' fiduċja fihom infushom u fil-kisbiet tagħhom. Fl-ambitu ta' ambjent sikur fejn huma aċċettati, mogħtijin libertà ta' għażla, u mħolljin jesploraw u jesperimentaw waħedhom u mal-oħrajn, it-tfal jitgħallmu jsiru nies li jafu jieħdu r-riskji. Huma jistgħu jiżviluppaw strategiji li jgħinuhom ilaħħqu ma' sfidi ġodda, isiru individwi awtonomi li jirregolaw u jiddeterminaw lilhom infushom u li jagħmlu progress, jegħlbu diffikultajiet u jħossuhom sodisfatti bl-isforzi tagħhom. Hekk, dawn l-istudenti żgħar isiru indipendenti.

Waqt li jsiru indipendenti u jitgħallmu jieħdu ħsieb tagħhom infushom, it-tfal żgħar jitgħallmu kif jittrattaw il-ħsus tagħhom, jagħrfu u jagħtu isem lill-emozzjonijiet, jaċċettaw lilhom infushom, u jitgħallmu jkunu komdi magħhom infushom u mal-oħrajn. Meta jiżviluppaw il-kompetenzi soċjoemozzjonali, it-tfal żgħar jiksbu awtodixxiplina filwaqt li jitgħallmu jikkontrollaw min huma huma u x'jistgħu jagħmlu.

Minbarra l-iżvilupp affettiv tagħhom, fis-Snin Bikrin it-tfal jitgħallmu dwar min huma u x'jistgħu jagħmlu permezz ta' attivitajiet fiżiċi li jistgħu jintużaw biex jippromwovu ħajja sana.

Il-Kompetenzi Soċjali

Minbarra li jitgħallmu jħossuhom komdi magħhom infushom fis-Snin Bikrin, it-tfal jiksbu dejjem aktar għarfien tal-oħrajn u jitgħallmu kif jgħixu u jikbru magħhom. Dan ifisser li t-tfal jesperjenzjaw u jittrattaw ma' kif għandhom iżommu l-post tagħhom wieħed wara l-ieħor u kif jiskambjaw l-attivitajiet, l-ideat, il-proċessi ta' ħsieb u l-kisbiet li jgħinuhom jiżviluppaw relazzjonijiet pożittivi u awtentiċi. Meta jagħmlu dan it-tfal jirrealizzaw x'ifisser li nirrispettaw lil ħaddieħor, nirrispettaw lil xulxin u niżviluppaw sens ta' komunità. Flimkien, it-tfal għandhom isolvu konflitti bħala riżultat tat-tagħlim tagħhom biex jikkontribwixxu u jippartecipaw f'demokrazija. L-iżvilupp ta' empatija jseħħ meta t-tfal jistgħu jifhmu l-emozzjonijiet li jkunu għaddejjin minnhom oħrajn u jilmħu perspettivi differenti.

Filwaqt li jiżviluppaw kompetenzi soċjali u f'atmosfera li fiha l-benesseri personali tagħhom ikun salvagwardat, it-tfal żgħar jiżviluppaw identità morali; sens ta' x'inhu tajjeb u x'inhu ħażin meta jiddistingwu bejn dak li hu aċċettabbli u dak li mhux; meta jesperjenzjaw u jadottaw valuri skont kif huma ttrattati u kif jaraw lill-oħrajn ikunu ttrattati.

Il-Kompetenzi Komunikattivi

żvilupp personali u soċjali li jirnexxi jitlob li wieħed jesprimi ruħu b'mod li jinftiehem. Hemm ħafna għodod ta' komunikazzjoni li jistgħu jgħinu lit-tfal jifhmu lilhom infushom u lill-oħrajn. L-għodda predominanti li tiffaċilita l-komunikazzjoni hija l-lingwa. Filwaqt li t-tfal

jimpenjaw ruħhom u jiksbu esperjenzi fl-użu tal-lingwa orali u stampata, il-ħiliet tagħhom li jaħsbu, jifhmu, jesprimu ruħhom u jwessgħu r-relazzjonijiet soċjali jissahħu. L-obiettivi ġenerali tal-lingwa fis-Snin Bikrin għandhom jiffukaw b'mod predominanti fuq l-għajnuna lit-tfal biex ikabbru l-għarfien tagħhom tal-funzjonijiet u l-iskopijiet tal-ħiliet fil-lingwa⁵ li jagħmilha għodda versatili għal kwalunkwe membru f'soċjetà. Fejn jidhol it-tagħlim tal-lingwa, sa minn età żgħira t-tfal jiksbu flessibilità u kontroll fuq il-lingwa permezz ta' għażla ta' kliem korrett u addattat; iwessgħu l-vokabularju tagħhom; jitgħallmu kif jasserixxu ruħhom; jagħrfu l-influenza sottili li l-lingwa għandha fuq is-soċjetà, u kif is-smiġħ, it-taħdit, il-qari u l-kitba huma għodod li jintużaw tista' tgħid il-ħin kollu biex jaraw li l-affarijiet isiru.

Filwaqt li jirrispettaw, jippromwovu u jsaħħu l-ewwel lingwa tat-tifel jew tifla, it-tfal żgħar li jikbru fil-kuntest Malti jibdeu il-vjaġġ tagħhom tat-tieni lingwa. Dan hu rifless dirett tas-soċjetà usa' aktar milli neċessarjament ħtieġa immedjata li għandhom it-tfal. Madankollu, hu mill-aktar importanti li t-tfal ikunu esposti għaż-żewġ lingwi uffiċjali tal-pajjiż b'mod li jagħmel sens u li jservi biex jippromwovi t-tagħlim u l-fehim tad-dinja li jmur lil hinn mit-tagħlim innifsu tal-lingwa. It-tagħlim tat-tieni lingwa jista' jirnexxi jekk il-lezzjonijiet jittieħdu mill-akkwist tal-lingwa materna, u l-pedagoġiji użati fl-ambjenti aktar formali tal-iskola għandhom ikunu mmexxijin minn prinċipji li huma addattati għall-year group partikolari.

Minbarra l-lingwa, it-tfal, minn età relattivament żgħira, huma esposti għal sorsi alternattivi ta' aċċess għal komunikazzjoni li tħaffef ħafna bid-disponibilità mifruxa ħafna ta' teknoloġiji diġitali. It-tfal li qed jikbru fis-seklu 21 jeħtieġu kompetenzi diġitali li jagħtuhom il-ħila jikkomunikaw aktar b'mod effettiv mhux biss mal-kuntatti immedjati tagħhom iżda saħansitra mal-oħrajn. Id-disponibilità ta' sorsi differenti ta' informazzjoni u l-aċċess iwasslu biex it-tfal jimpenjaw ruħhom mad-dinja ta' madwarhom u jifhmuha; jinkoraġġuhom lejn komunikazzjoni u kollaborazzjoni; jippromwovu ħiliet biex issir riċerka kif ukoll biex tinsab, tinħażen u titreġġa' lura informazzjoni.

Id-Dispożizzjonijiet għat-Tagħlim

Ambjent iċċentrat fuq it-tfal jinkoraġġixxi lit-tfal ifittxu l-affarijiet għal rashom u hekk jippermetti l-esperimentazzjoni, l-ittestjar tal-ipotesijiet, il-provi u l-iżbalji. Bis-saħħa ta' atteġġjamenti prattiċi fit-tfittxija ta' tweġibiet għal attivitajiet mibdijin minnhom stess, it-tfal żgħar jizviluppaw perseveranza u konċentrazzjoni. Il-funzjoni tal-adulti hi li jkunu sensitivi għall-interessi u l-inklinazzjonijiet tal-istudenti żgħar, u jipprovdu ambjenti stimolanti li jstimulawhom waqt it-tiftix għall-informazzjoni. L-adulti responsabbli għall-istudenti żgħar jeħtieġ jemmnu li t-tfal għandhom għatx għall-għerf u li meta jagħtuhom l-okkażjoni biex jidhlu għal attivitajiet ibbażati fuq it-tiftix u esplorazzjoni indipendenti t-tfal x'aktarx li jiftakru u jifhmu aktar liema riżultati ħarġu u kif inkisbu ċerti riżultati. It-tfal iktar jitgħallmu meta jagħmlu xi ħaġa milli meta jisimgħuha. Jeħtiġilhom jieħdu gost jitgħallmu, u għandhom sens reali li huma altru li kapaċi li jiksbu u jitgħallmu.

Il-Kompetenzi Intellettuali

L-esperjenzi tas-Snin Bikrin għandhom joffru lit-tfal il-possibilitajiet li jimpenjaw ruħhom mad-dinja ta' madwarhom u jifhmuha. Aktar milli nirrestringu l-opportunitajiet u l-interessi

5 'Ħiliet fil-lingwi' tirreferi għal smiġħ, taħdit, qari u kitba. 'Ħiliet fil-lingwi' tintuża wkoll b'mod wiesa' biex tirreferi għal ħiliet riċettivi u ħiliet produttivi.

tat-tfal, għandu jsir kull sforz biex niżguraw li l-attivitajiet, l-ambjenti u r-riżorsi joffru sfida u li t-tfal jingħataw il-possibbiltà li jagħmlu użu mis-sorsi diversi tal-informazzjoni. L-ambjenti tas-Snin Bikrin huma responsabbli biex jgħinu lit-tfal jagħrfu ħiliet u strateġiji meħtieġa biex jaċċessaw, ifittxu, jiġbdu, isibu mill-ġdid, jorganizzaw u jifhmu informazzjoni. Mgħammrin bi strateġiji addattati u atteġġjament san għat-teħid tar-riskji, it-tfal jiksbu medda ta' ħiliet konjittivi bħal m'huma li jidentifikaw, jiddeskrivu, iqiegħdu f'ordni, fi gruppi jew f'sekwenza, jikklassifikaw, jikkategorizzaw u jqabblu.

Dawn il-kompetenzi jistgħu jinbidlu f'*learning outcomes* li t-tfal huma mistennija jiksbu sa meta jkunu għaddejjin mis-Snin Bikrin għas-snin aħħarin tal-iskola primarja. L-iżvilupp ħolistiku tat-tfal jikkontribwixxi biex jirnexxilhom jiksbu r-riżultati kollha.

Riżultat 1: It-tfal jiżviluppaw sens qawwi ta' identità

- It-tfal jiżviluppaw f'ambjent sod u sigur li jistgħu jafdaw.
- It-tfal jiżviluppaw sens ta' indipendenza u awtonomija.
- It-tfal isiru responsabbli u jafu jieħdu pożizzjoni quddiem l-isfidi.

Riżultat 2: It-tfal jakkwistaw idea pożittiva tagħhom infushom

- It-tfal jemmnu fihom infushom u jkunu jafu sewwa l-potenzjal u l-ħiliet tagħhom.
- It-tfal jiksbu fiduċja fihom infushom u fil-kisbiet tagħhom.
- It-tfal jiżviluppaw attitudnijiet pożittivi li jagħtuhom il-ħila jieħdu inizjattivi u jsiru kapaci jieħdu riskju.

Riżultat 3: It-tfal jiksbu ħiliet soċjali

- It-tfal isiru kapaci jistabbilixxu relazzjonijiet ma' oħrajn.
- It-tfal jiżviluppaw empatija, rispettt u aċċettazzjoni ta' fehmiet differenti.
- It-tfal jiżviluppaw għarfien tan-nozzjonijiet ta' ekwità, sens ta' ġustizzja u trattament mhux preferenzjali.
- It-tfal jittgħallmu jikkollaboraw ma' sħabhom u ma' adulti b'diversi sfondi u ħtiġijiet.

Riżultat 4: It-tfal huma komunikaturi effettivi

- Tfal li huma kapaci jużaw forom differenti u midja biex jikkomunikaw.
- It-tfal jinteraġixxu u jittrattaw ma' varjetà ta' testi u materjal stampat li jkabbar l-għarfien tagħhom ta' skopijiet/funzjonijiet.
- It-tfal jiksbu familjarità ma' simboli u mudelli u mal-użu tagħhom.
- It-tfal isiru jagħrfu s-sistemi lingwistiċi differenti, l-aktar L1 u L2.
- It-tfal jittrattaw il-litteriżmu diġitali bħala mezz biex itellgħu lura dejta kif ukoll biex jirrapprezentw u jikkomunikaw ideat.

Riżultat 5: It-tfal irawmu attitudnijiet pożittivi lejn it-tagħlim u hekk jimpenjaw ruħhom u jsiru studenti fiduċjużi

- It-tfal jiżviluppaw medda ta' ħiliet konjittivi li jinkludu ttikkettjar jew identifikazzjoni, ri-konnoxximent, issortjar, ipotizzar, tbassir, tqabbil, tqegħid f'sekwenzi, tqegħid fi gruppi.
- It-tfal jiżviluppaw dispożizzjonijiet pożittivi li jinkludu l-entuzjażmu u il-motivazzjoni, il-kurzità, it-tqegħid ta' mistoqsijiet, il-koncentrazzjoni, il-perseveranza, l-immaġinazzjoni, u l-ħila li jaċċettaw sugġerimenti/kritika alternattivi.
- It-tfal iwessgħu l-għerf tagħhom u jsaħħu l-fehim tagħhom bis-saħħa tad-disponibbiltà u aċċess għal diversi sorsi ta' informazzjoni.

Ir-Rakommandazzjonijiet għal Esperjenzi li Jirnexxu: It-Tqegħid tal-Qafas għas-Snin Bikrin fil-Prattika

Programm li jirnexxu għas-Snin Bikrin jikkonsisti f'attivitajiet ippjanati tajjeb, b'riżorsi tajbin u mgħallmin tajjeb li jqisu l-ħtiġijiet, il-ħiliet u l-perspettivi tat-tfal. Jistgħu jkunu żviluppanti ħemel ta' attivitajiet mal-istudenti filwaqt li jrid ikun irrispettat l-istadju ta' żvilupp tagħhom. Hemm ħafna beneficiċċji li joħorġu minn attivitajiet magħżulin bil-għaqal. Minbarra l-pjaċir u d-divertiment, attivitajiet varjati għandhom jipprovdu:

- kuntesti reali ta' tagħlim li bihom jikbru l-ħiliet u l-għerf tat-tfal;
- attitudnijiet pożittivi lejhom infushom bħala studenti; u
- attitudnijiet pożittivi lejn it-tagħlim innifsu.

Mhix haġa mixtieqa li wieħed ifassal programm preskrittiv għas-Snin Bikrin, speċjalment meta wieħed iqis l-attivitajiet li jinbdew mit-tfal infushom. Il-kurrikulu u programm ta' attivitajiet għas-Snin Bikrin ma jstax ikun dokument li jkopri kolli li jiddetta x'għandu jsir u meta, u ma' min u kif isir.

L-iżvilupp u l-implimentazzjoni li jirnexxu tal-attivitajiet jitolbu ippjanar b'attenzjoni, riċerka, provvista ta' materjal, kotba ta' riżorsi għall-adulti, għodod u varjetà ta' materjal li jinqara addattat għat-tfal. Wieħed jifhem ukoll li t-temi u l-attivitajiet magħżulin jirriflettu u fil-fatt jirriżultaw mill-interessi tat-tfal fi grupp partikolari. Madankollu, l-adult għandu jagħmel l-almu tiegħu biex joħloq ambjenti li jstimulaw u jimmotivaw lill-istudenti żgħar, u jzomm f'moħħu li t-tfal huma min-natura tagħhom kurjużi u ħerqana, u huma interessati li jfittxu u jsibu informazzjoni fuq id-dinja ta' madwarhom. It-tfal għandhom jippartecipaw bis-sħiħ fl-attivitajiet u jithallew jeħduhom f'idejhom. Aktar milli jingħadilhom x'għandhom jagħmlu, u meta u kif jagħmlu xi haġa, it-tfal għandu jingħatalhom materja prima, jittieħdu għal żajjar fuq il-post, jithallew josservaw, jaraw, imissu u jużaw tagħmir biex jifhmu u jitgħallmu tassew.

Fuq il-bażi tal-għerf tal-adulti dwar l-iżvilupp tat-tfal, l-informazzjoni mogħtija mill-familji, u l-għarfien profond tal-medda ta' pedagogiji, edukaturi tas-Snin Bikrin jistgħu jgħinu lill-istudenti billi:

- *joħolqu opportunitajiet għat-tfal biex jidhlu għal medda ta' esperjenzi ma' oħrajn u mal-ambjent tagħhom;*

- *intenzjonalment jiggwidawhom u jappogġjawhom biex jiskopru l-potenzjal tagħhom u jaslu biex jiksbu l-għanijiet tat-tagħlim tagħhom; u*
- *jiżguraw li t-tfal jilqgħu sfidi konjittivi permezz ta' tekniki ta' struzzjoni bħalma huma mmudellar, open questioning, spekulazzjoni u spjegazzjonijiet.*⁶

Aktar mill-kopertura ta' kontenut partikolari, il-mira ewlenija tal-edukaturi tas-Snin Bikrin għandha tkun fuq *learning outcomes* li jippromovu attitudnijiet, dispożizzjonijiet u kompetenzi pożittivi għat-tagħlim li t-tfal jitravmu fihom tul is-Snin Bikrin u li jgħinuhom tul it-tkabbir u żvilupp tagħhom tul ħajjithom.

Sommarju ta' dejta ewlenija fuq l-edukazzjoni fl-Ewropa (Eurydice, 2009) jindika li t-terminoloġija użata mill-pajjiżi Ewropej li tidentifika għanijiet ġenerali li jridu jintlaħqu fis-snin ta' qabel il-primarja tirreferi għal '*żvilupp*', '*awtonomija*', '*responsabbiltà*', '*benesseri*', '*fiduċja fik innifsek*', '*ċittadinanza*', '*preparazzjoni għall-ħajja fl-iskola*', '*l-insegwiment tat-tagħlim*' (p. 65).

Tabella 1 hawn taħt turi wħud mill-kisbiet li t-tfal żgħar huma mistennija jiżviluppaw tul is-Snin Bikrin tagħhom, flimkien mal-evidenza li tista' tkun irregistrata bħala dimostrazzjoni ta' dak li jkun inkiseb. Tingħata wkoll informazzjoni b'suġġerimenti dwar provvedimenti li l-adulti jeħtiġilhom jinkorporaw fl-ippjanar tagħhom biex jiffacilitaw l-esperjenzi mimlijin sens u li jwasslu għall-kisba ta' dispożizzjonijiet pożittivi għat-tagħlim.⁷

6 The Australian *Early Years learning framework* (Draft) Nov. 2008. Aċċessibbli minn: <http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/development/eylframework.pdf>

7 It-tabella hija mudellata fuq eżempji mogħtjin f' *Belonging, being & becoming. The Early learning framework for Australia*. (2009). Aċċessibbli minn: http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Documents/Final%20EYLF%20Framework%20Report%20-%20WEB.pdf

Rizultat	Kisbiet relatati	Evidenza	Appoġġ Meħtieġ
Sens qawwi ta' identit	<ul style="list-style-type: none"> Jizviluppaw f'ambjent san u sigur li jistgħu jkollhom fiduċja fih Jizviluppaw sens ta' indipendenza u awtonomija Isiru responsabbli u flessibbli quddiem sfidi Juru empatija u rispett lejn l-oħrajn 	<ul style="list-style-type: none"> Ihossuhom komdi ma' shabhom u ma' adulti Jidentifikaw bil-qalb mal-ambjent tas-snin bikrin Jipparteċipaw faċilment Jizviluppaw relazzjoni pożittiva ma' adult li jieħu ħsiebhom Jestendu bil-mod il-mod relazzjonijiet ma' diversi adulti Jieħdu inizjattiva bl-attivitajiet Jibdew attivitajiet Jieħdu riskji Jagħzlu attivitajiet li jesprimu preferenzi Jieħdu responsabbilt għal għażliet, azzjonijiet u deċiżjonijiet Ma jaqgħux qalbhom malajr Jinvolvu ruħhom fl-attività sakemm jinkiseb is-suċċess Jaċċettaw lill-oħrajn malajr Jikkollaboraw ma' shabhom Huma konxji minn perspettivi differenti u jaċċettawhom Juru interess fil-problemi ta' oħrajn 	<ul style="list-style-type: none"> Adulti li jirrispondu bil-qalb għal individwi Persuni primarji li jieħdu ħsieb it-tfal juru interess ġenwin fihom Adulti jaġixxu/jġibu ruħhom b'mod konsistenti Jizguraw li t-tfal jidraw f'ambjent ġdid mhux familjari Adulti jirrispondu għal avvenimenti mibdijin mit-tfal Adulti jirreagixxu għall-kontributi tat-tfal Juru strategiji lit-tfal Adulti jappoġġjaw attivament interessi individwali Adulti juru strategiji espliciti jekk meħtieġ Adulti jagħtu cans għal loġhob individwali u attivitajiet ta' loġhob kollaborattiv Adulti jitttrattaw lil xulxin, lit-tfal u lill-familji tagħhom b'mod ġust u bir-rispett Jinkoragġixxu lit-tfal jaraw l-affarijiet minn lati differenti

Riżultat	Kisbiet relatati	Evidenza	Appoġġ Meħtieġ
Immaġini personali pozittiva	<ul style="list-style-type: none"> Jemmnu fihom infushom waqt li jkunu konxji għal kollox tal-potenzjal u ħiliet tagħhom Jiksbu fiducja fihom infushom u fil-kisbiet tagħhom 	<ul style="list-style-type: none"> Ikunu immaginattivi u kreattivi Jidhlu għall-isfidi Ikunu kurjużi – ifittxu soluzzjonijiet alternattivi Jizviluppaw medda ta' strateġiji Juru perseveranza Ikunu lesti jipprovaw l-affarijiet Ikunu lesti juru l-kisbiet tagħhom 	<ul style="list-style-type: none"> Adulti jgħaddu ħin jikkellmu mat-tfal Joholqu ambjent biex jinkoraġġixxu esperimentazzjoni Jagħtu lok għall-esplorazzjoni u t-teħid tar-riskji
			<ul style="list-style-type: none"> Jagħtu ħin għall-avvenimenti Jinkoraġġixxu lit-tfal jagħmlu għażliet għalihom infushom Jagħtu opportunitajiet lit-tfal biex jirnexxu Ifaħħru s-suċċess Jagħsmu l-kisbiet tat-tfal mal-ġenituri
	<ul style="list-style-type: none"> Jizviluppaw attitudnijiet pozittivi li jagħtuhom il-ħila jieħdu l-inizjattiva u jsiru persuni li jidhlu għar-riskji 	<ul style="list-style-type: none"> Ikunu motivati biex imexxu Jagħmlu l-għażliet tagħhom stess Jizviluppaw sens ta' indipendenza 	<ul style="list-style-type: none"> Jagħtu opportunitajiet lit-tfal biex jieħdu inizjattivi Jiċcelebraw kisbiet individwali Adulti juru sensitività għal kisbiet differenti
	<ul style="list-style-type: none"> Jaċċettaw lilhom infushom u juru emozzjonijiet b'mod raġonevoli 	<ul style="list-style-type: none"> Jaqsu l-ħsus tagħhom b'mod ħieles Jitgħallmu jikkontrollaw l-emozzjonijiet Jitgħallmu jesprimu ruħhom b'mod xieraq 	<ul style="list-style-type: none"> Jinkoraġġixxu <i>r-role play</i> Jinkoraġġixxu lit-tfal jaċċettaw lilhom infushom Adulti jieħdu interess profond fil-ħtiġijiet individwali tagħhom
#Ħiliet Soċjali	<ul style="list-style-type: none"> Ikunu kapaċi jistabbilixxu relazzjonijiet mal-oħrajn 	<ul style="list-style-type: none"> Jipparteċipaw f'attivitajiet mal-oħrajn Jipparteċipaw f'attivitajiet li fihom il-funzjonijiet jinqas ma' oħrajn Iħallu lil kulħadd jagħti seħmu Kollaborazzjoni 	<ul style="list-style-type: none"> Jinkoraġġixxu l-parteciċipazzjoni tat-tfal f'attivitajiet differenti Jinkoraġġixxu logħob u attivitajiet kollaborattivi Jgħinu lit-tfal iqassmu x-xogħol u ħidmiet għall-ġid komuni

Riżultat	Kisbiet relatati	Evidenza	Appoġġ Meħtieġ
	<ul style="list-style-type: none"> Jiżviluppaw empatja, rispett u aċċettazzjoni ta' fehmiet differenti 	<ul style="list-style-type: none"> Juru interess f'oħrajn u fil-ħtiġijiet tagħhom Juru interess fil-benesseri tal-oħrajn Jaċċettaw il-perspettivi tal-oħrajn Jirrispondu b'mod pożittiv għal perspettivi differenti 	<ul style="list-style-type: none"> Jagħtu lit-tfal opportunitajiet li jikkollaboraw u jiddiskutu interazzjoni ugwali u rispettuża Jesploraw sterjotipi u limitazzjonijiet
	<ul style="list-style-type: none"> Jiżviluppaw għarfien tan-nozzjonijiet li tkun ekwu, sens ta' ġustizzja u trattament bla preferenzi 	<ul style="list-style-type: none"> Jippartecipaw fit-teħid tad-deċizjonijiet Jassumu rwoli u identitajiet waqt il-logħob Jittrattaw mal-konsegwenzi tal-għażliet 	<ul style="list-style-type: none"> Joħolqu opportunitajiet għat-tfal biex jieħdu deċizjonijiet li jinfluwenzaw haġjthom Josservaw sitwazzjonijiet fejn iridu jsiru għażliet
	<ul style="list-style-type: none"> Jitgħallmu jikkollaboraw ma' sħabbhom u ma' adulti bi sfondi u ħtiġijiet differenti 	<ul style="list-style-type: none"> Jippartecipaw u jikkollaboraw f'attivitajiet komuni Ifitxu li jinkludu lill-oħrajn flattivitajiet tal-logħob tagħhom Jirreagixxu għall-oħrajn b'rispett 	<ul style="list-style-type: none"> Jiddiskutu nozzjonijiet ta' ekwità, l-aktar f'sitwazzjonijiet fejn it-tfal žgħar jiddominaw Jittrattaw lit-tfal b'mod ugwali u ġust
	<ul style="list-style-type: none"> Ikunu soċjalment responsabbli u jittrattaw l-ambjent bir-rispett 	<ul style="list-style-type: none"> Jagħrfu r-rwol tagħhom f'komunitajiet Jagħrfu l-kontributi li jistgħu jagħtu Jagħrfu l-effett tal-kontributi tagħhom fuq l-ambjent ta' madwarhom Japprezzaw u jieħdu ħsieb l-ambjenti naturali u mibnijin Ikompju josservaw, jesploraw u jinteragixxu ma' ambjenti biex ikabbru l-fehim tagħhom tad-dinja ta' madwarhom 	<ul style="list-style-type: none"> Jipprovdu opportunitajiet lit-tfal biex jesploraw ambjenti – ġewwa; fil-beraħ Jiddiskutu għażliet u azzjonijiet u l-impatt tagħhom fuq l-oħrajn Jinkoragġixxu lit-tfal biex jieħdu azzjoni li hi sostenibbli Jipromwovu valuri u prattiki li juru responsabbiltà ċivika

Riżultat	Kisbiet relatati	Evidenza	Appoġġ Mehtieg
Komunikaturi effettivi	<ul style="list-style-type: none"> • Kapaci jużaw forum u medja differenti għall-komunikazzjoni 	<ul style="list-style-type: none"> • Ikunu koerenti fl-ilsien nattiv permezz ta' narrattivi ċari u sekwenzjali • Ikollhom pussess tajjeb tal-ilsien mitkellem • Jużaw medja differenti (mużika; arti; żfin; drama) biex jesprimu f'sibijiet, ideat, emozzjonijiet • Jirrispondu bil-qalb għal attivitajiet differenti 	<ul style="list-style-type: none"> • Jipromwovu attivitajiet ta' smiġh u orali • Jiddiskutu avvenimenti ta' importanza mat-tifel/tifla jew mat-tfal • Jipprovdu opportunitajiet għal tfal biex jinvolvu ruħhom ma' forom kreattivi u espressivi tal-arti • Jippartecipaw f'attivitajiet tat-tfal biex jappoġġjaw u jestendu l-iżvilupp tal-lingwa
	<ul style="list-style-type: none"> • Jinteraġixxu u jinvolvu ruħhom ma' varjetajiet ta' testi u materjal stampat u hekk ikabbru l-għarfien tagħhom ta' skopijiet/funzjonijiet 	<ul style="list-style-type: none"> • Jinvolvu ruħhom mal-kotba (fatti u invenzjonijiet) • Jinteraġixxu mar-realtà għal skopijiet pretenzjużi u ħtiġijiet reali • Jużaw attivitajiet imsejsin fuq il-litteriżmu f'sitwazzjonijiet ta' loġħob 	<ul style="list-style-type: none"> • Disponibilità u aċċessibilità ta' varjetà ta' riżorsi • Adulti jipromwovu l-użu ta' riżorsi differenti fl-ambjent tat-tfal
	<ul style="list-style-type: none"> • Jiksibu familjarità ma' simboli u mudelli u kif jintużaw 	<ul style="list-style-type: none"> • Isiru konxji ta' kuncetti bażiċi – kuluri, forom, numri, mudelli • Jitgħallmu jaraw simboli bħala mezzi ta' rappreżentazzjoni 	<ul style="list-style-type: none"> • Espożizzjoni għal simboli u mudelli permezz ta' riżorsi differenti • Jinkoraġġixxu lit-tfal biex jagħmlu mudelli u simboli tagħhom stess • Jezaminaw mudelli u simboli fl-ambjent
	<ul style="list-style-type: none"> • Isiru konxji tas-sistemi differenti tal-lingwi, l-aktar L1 u L2 	<ul style="list-style-type: none"> • Jużaw l-ilsien nattiv b'mod komdu • Jeprimu ruħhom b'mod koerenti • Ikollhom għarfien tat-tieni lingwa permezz ta' għanijiet, rimi u stejjer • Ikollhom kmand tajjeb tal-lingwa bis-saħħa ta' għażia wiesgħa ta' vokabularju 	<ul style="list-style-type: none"> • Jesponu lit-tfal għal medda ta' stejjer, poeziji, rimi, għanijiet, kemm f'L1 u kemm f'L2 • Jipprovdu varjetà ta' esperjenzi tas-smiġh permezz ta' varjetà ta' riżorsi/midja differenti • Jinkoraġġixxu n-narrazzjoni tal-istejjer • Ipoġġu stampi u/jew stejjer f'sekwenza

Riżultat	Kisbiet relatati	Evidenza	Appoġġ Meñtieġ
	<ul style="list-style-type: none"> Jinvolvu ruħhom fil-litteriżmu diġitali bħala mezz biex iġibu lura jew jorganizzaw dejta kif ukoll biex jirrappreżentaw u jikkomunikaw ideat Jesperimentaw bid-disinjar u għemil ta' artefatti 	<ul style="list-style-type: none"> Iqallbu f'siti rilevanti ta' softwer u internet Jużaw kameras digitali Jirrekordjaw avvenimenti importanti Jirrappreżentaw esperjenzi bi stampi Jagħmlu/jibnu artefatti bl-użu ta' materjali differenti Ibassru/jesperimentaw b'għazla ta' materjali 	<ul style="list-style-type: none"> Jipprovdu opportunitajiet fejn it-tfal jaraw lill-adulti jużaw it-teknoloġija Jiprovdu opportunitajiet għat-tfal biex jużaw it-teknoloġija biex joħolqu, jirrekordjaw, u jeditjaw produzzjonijiet Jinkoraġġixxu lit-tfal jibnu artefatti bl-użu ta' varjetà ta' materjali
<p>Studenti involuti u fiduċjużi</p>	<ul style="list-style-type: none"> Jizviluppaw medda ta' hliet konjittivi Jizviluppaw dispożizzjonijiet pożittivi 	<ul style="list-style-type: none"> Jistgħu jidentifikaw, jissortjaw, jirragruppaw, joħolqu sekwenza, jikklassifikaw u jorganizzaw Ibassru Jesprimu l-ideat tagħhom – x'fihobbu, x'ma fhobbu Jikkomunikaw b'mod koerenti 	<ul style="list-style-type: none"> Jipprovdu medda wiesgħa u varjata ta' esperjenzi Jinkoraġġixxu l-esperimentazzjoni, provi u żbalji Jipprezentaw lit-tfal b'attivitajiet li fihom jagħmlu esperjenza ta' xi grad ta' suċċess Jipprezentaw lit-tfal b'attivitajiet fejn jesperjenzjaw xi livell ta' suċċess
	<ul style="list-style-type: none"> Jizviluppaw dispożizzjonijiet pożittivi 	<ul style="list-style-type: none"> Juru interess u kurżità fid-dinja ta' madwarhom Jibdeu attivitajiet Jikkollaboraw ma' shabhom Jimpenjaw ruħhom fix-xogħol li jkunu qed jagħmlu Jipperseveraw meta jiġu quddiem diffikultajiet Ikunu kreattivi u fiduċjużi fil-kontributi tagħhom 	<ul style="list-style-type: none"> Jipprovdu ambjent stimulanti Jirrispondu għall-mistoqsijiet u interessi tat-tfal Juru interess ġenwin fit-tħassib tat-tfal
	<ul style="list-style-type: none"> Iwessgħu l-għarfien u jsaħħu l-fehim tagħhom 	<ul style="list-style-type: none"> Jinvestigaw/jeżaminaw/josservaw l-ambjenti Jagħmlu riċerka sempliċi Jesploraw Jizviluppaw medda ta' strateġiji Jittrasferixxu l-għarfien 	<ul style="list-style-type: none"> Jiskambjaw għarfien ġenerali u informazzjoni Jiffacilitaw il-herqa tat-tfal għall-informazzjoni Juru strateġiji biex jesploraw, iregġgħu lura, jikkunsidraw u jikkonfermaw evidenza

Taqsim 2

Is-Snin tal-Primarja (mill-1 sas-6 Sena)⁸

Il-proposti tal-NCF għas-Snin tal-Primarja jqisu dan li ġej:

- Sa meta t-tfal ikunu se jidhlu għall-edukazzjoni formali, il-maġġoranza kbira ħafna tat-tfal ikunu għadew mill-esperjenza ta' programm għas-Snin Bikrin;
- Il-Kurrikulu tal-Primarja jgħaqqad il-prinċipji filosofici u edukattivi deskritti fil-Kurrikulu għas-Snin Bikrin mar-rekwiziti mitlubin mill-Kurrikulu għas-Snin tas-Sekondarja; u
- Speċjalment għal tfal li jattendu l-iskejjel Statali u għall-parti l-kbira tas-subien fl-iskejjel tal-Knisja, l-iżviluppi reċenti fi ħdan ir-riforma fl-edukazzjoni li rat it-tneħħija tal-eżamijiet tant importanti tad-dhul għaċ-Ċiklu tas-Sekondarja għandhom jiffacilitaw attegġjament ta' żvilupp għat-tagħlim.⁹

L-isfida li għandna quddiemna hija waħda li tiżgura li l-Kurrikulu tas-Snin tal-Primarja jagħti lok għall-implimentazzjoni ta' pedagogiji msejsin fuq sistema soċjokostruttivista li tirrispetta mudelli ta' tagħlim individwalizzati, jindirizza l-ħtiġijiet kollha tat-tfal, u jiżviluppa b'suċċess il-potenzjal sħiħ tat-tfal, u hekk inaqqas l-enfasi żejda fuq il-mentalità ta' suċċess jew falliment li daħlet mas-sistema orjentata għall-eżamijiet.

L-Iskopijiet u l-Objettivi ġenerali

Fil-livell tal-Primarja t-tfal għandhom dritt għal ambjent edukattiv stimulant, ferrieħi, sigur u li jieħu ħsiebhom, li jibni fuq l-esperjenzi tat-tfulija bikrija, jippromwovi l-iżvilupp tal-potenzjal sħiħ tagħhom fl-aspetti kollha tat-tagħlim, u jwitti t-triq għall-bini ta' kapacitajiet u tagħlim tul il-ħajja kollha, li jissaħħaħ fil-livell sekondarju. L-edukazzjoni fil-livell tal-primarja għandha l-għan li:

- tappoġġja lit-tfal fil-vjaġġ tagħhom biex jiskopru l-ferħ tat-tagħlim;
- ssaħħaħ l-iżvilupp ħolistiku tat-tfal; u
- tagħti ħila lit-tfal biex jiksbu l-għerf, il-kuncetti, il-ħiliet, il-valuri u l-attitudnijiet li jhalluhom jiżviluppaw f'persuni li jibqgħu jittgħallmu tul il-ħajjithom kollha biex jimxu 'l quddiem minn livell għal ieħor bil-pass individwali tagħhom ta' żvilupp.

L-ambjenti u esperjenzi edukattivi tul is-snin tal-primarja għandhom l-għan li jagħnu l-kapaċità għat-tagħlim tat-tfal. Dan jinkiseb permezz tal-ippjanar, l-implimentazzjoni

8 Konformi mal-filosofija ta' kurrikulu sħiħ u bla skossi, hu rakkomandat li ċ-Ċikli tal-Primarja u s-Sekondarja fl-edukazzjoni obbligatorja jissejġu mill-Ewwel sal-ħdax-il Sena.

9 Il-bniet fl-iskejjel tal-Knisja, xi subien fl-iskejjel tal-Knisja u studenti fil-parti l-kbira tal-iskejjel Indipendenti ilhom snin twal b'sistema skolastika li tkopri s-snin kollha.

u l-evalwazzjoni ta' attivitajiet edukattivi li jiżviluppaw il-ħila tat-tfal li jiksbu, jifhmu u japplikaw l-għerf, jiżviluppaw u jipprattikaw varjetà wiesgħa ta' ħiliet u kompetenzi ewlenin, u jinternalizzaw attitudnijiet u valuri pożittivi. Il-programmi speċifiċi ta' studji u l-modi ta' assessjar għandhom ikunu ċari, validi u rilevanti.

Il-Kurrikulu tal-Primarja għandu jgħin lit-tfal jiżviluppaw fi studenti li huma:

- fiduċjużi, għandhom idea pożittiva tagħhom infushom, sens għoli ta' stima tagħhom infushom, u huma kapaci jrawmu relazzjonijiet soċjoemozzjonali b'saħħithom;
- ħassieba kritiċi u innovattivi li huma kapaci jiġġeneraw ideat kreattivi u jqegħduhom fil-prattika;
- profiċjenti fl-użu tal-Malti u l-Ingliż;
- kapaci fin-numerizmu u għandhom pedament sod fir-raġunar u l-kunċetti matematiċi;
- litterati xjentifikament u kapaci li jidhlu għal eżerċizzji ta' tiftix li jaħkmu l-imħabba għall-esplorazzjoni u l-istagħġib;
- litterat diġitalment, kapaci jużaw teknoloġiji ġodda u jaddattaw ruħhom għalihom; u
- fiżikament attivi, u kapaci li jagħmlu għażliet favur stil san ta' ħajja.

L-Għanijiet tal-Edukazzjoni Primarja

L-NCF għandu l-għan li jiżviluppa:

A. Studenti li huma kapaci jiżviluppaw b'suċċess il-potenzjal sħiħ billi jitgħallmu tul ħajjithom

Dan għandu jwassal għall-iżvilupp ta':

Il-ħiliet personali u soċjali

Il-ħiliet interpersonali, intrapersonali u komunikattivi tat-tfal huma żviluppanti biex iwasslu għal stima, fiduċja u għarfien tagħhom infushom. Sistema għal kollox integrata mal-medda kollha tal-kurrikulu tagħni dawn il-ħiliet fl-ambitu tad-dominju affettiv biex tiżviluppa l-kapaċità tat-tfal li jibnu relazzjonijiet sodi magħhom infushom, ma' sħabhom u mal-kbar.

L-iżvilupp morali u spiritwali

L-iżvilupp tad-dimensjonijiet morali, spiritwali u reliġjużi jikkontribwixxi għall-kapaċità tat-tfal li jivvalutaw, japprezzaw, jipperċepixxu u jinterpretaw id-dinja li jgħixu fiha. Dan għandu l-għan li jdaħħal lit-tfal f'tiftixa profonda u li ddum tul il-ħajja għall-verità u għall-valur tal-ħajja u tal-eżistenza permezz ta' perspettiva Kattolika. Se jkun hemm il-possibiltà ta' programm ta' edukazzjoni etika bħala alternattiva għall-programmi ta' edukazzjoni reliġjuża denominazzjonali.

Il-litteriżmu, in-numeriżmu u l-litteriżmu diġitali

Il-litteriżmu, in-numeriżmu u l-litteriżmu diġitali huma l-pedamenti għal iktar tagħlim. Permezz ta' programmi li jibnu fuq il-ħiliet inizjali li jinħakmu tul is-Snin Bikrin, it-tfal isiru profiċjenti fit-taħdit, is-smiġħ, il-qari u l-kitba kemm bil-Malti u kemm bl-Ingliż. Il-kuncetti u l-lingwaġġ matematiku jinħakmu permezz ta' tagħlim sistematiku u attivitajiet tat-tagħlim biex jgħinu lit-tfal jiżviluppaw fin-numeriżmu u fil-ħiliet li jsolvu l-problemi. Il-progressjoni tinkiseb permezz tal-ħsieb, il-manipulazzjoni, ir-rappurtar u l-preżentazzjoni ta' riżultati. Il-litteriżmu diġitali hu żviluppat flimkien mal-litteriżmu u n-numeriżmu permezz tal-użu tat-teknoloġiji mit-tfal.

Il-bilingwiżmu u l-multilingwiżmu

Minbarra l-iżvilupp simultanju tal-Malti u tal-Ingliż, fis-snin aħħarin taċ-Ċiklu tal-Primarja t-tfal huma inkoraġġuti li jagħmlu esperjenza ta' programm ta' għarfien ta' lingwa barranija.

Il-kompetenza fix-xjenzi u t-teknoloġija

Il-ħiliet fis-soluzzjoni tal-problemi u fit-tqegħid tal-mistoqsijiet jinħakmu permezz ta' xogħol Prattiku u permezz tal-esplorazzjoni tal-ideat. Il-ħiliet ta' investigazzjoni, tfassil u għemil, ittestjar u rappurtar għandhom jingħataw importanza.

Il-ħsieb kritiku u innovattiv

Tul is-snin tal-primarja it-tfal jużaw l-immaġinazzjoni u x-xejra li jistaqsu jintużaw biex jinvestigaw il-problemi u jesploraw is-soluzzjonijiet possibbli. Huma jiltaqgħu ma' esperjenzi, midja u materjali differenti li jwassluhom biex jiżviluppaw l-ideat tagħhom infushom u jesperimentaw b'modi alternattivi ta' kif isolvu problema. Jitgħallmu jiffukaw fuq modi sistematiki li bihom jindirizzaw il-problemi; jiġbru, jittestjaw u janalizzaw l-informazzjoni, u japplikaw ir-riżultati biex isolvu problemi f'sitwazzjonijiet differenti.

L-apprezzament estetiku u l-espressjoni kreattiva

Permezz tal-Edukazzjoni fl-Arti t-tfal japprezzaw, jirrispondu għal, jipparteċipaw fi u jesploraw operazzjonijiet u espressjonijiet kreattivi.

B. Studenti li huma kapaci jsostnu ċ-ċansijiet tagħhom fid-dinja tax-xogħol

Għalkemm fiċ-Ċiklu tal-Primarja t-tfal huma maqtugħin ħafna mid-dinja tax-xogħol, il-ħiliet u attitudnijiet fundamentali għall-impjegabbiltà għandhom jitrawmu sa minn età żgħira. Ħiliet u attitudnijiet ta' din ix-xorta jiżviluppaw permezz ta':

Il-ħila li jikkomunikaw b'mod effettiv u b'fiduċja

Il-ħiliet komunikattivi fl-oqsma verbali, mhux verbali, bil-miktub, viżwali, fiżiċi, tekniċi u emozzjonali/espressivi għandhom ikunu żviluppati biex jippreparaw lit-tfal jirrispondu u jinteraġixxu ma' sitwazzjonijiet skont kif u meta jinqalgħu.

Il-kompetenza fl-użu tat-teknoloġiji godda tal-informazzjoni u l-komunikazzjoni

Issir enfasi fuq it-tagħlim tal-ħiliet bażiċi tal-ICT inkluż dak li għandu x'jaqsam mas-sigurtà u l-użu. Il-litteriżmu diġitali jinkoraġixxi lill-istudenti biex jiskopru u jużaw għejun diġitali ta' dejta, joħolqu preżentazzjonijiet diġitali multimedjali u jużaw *authoring tools* kollaborattivi. L-istudenti jkunu jistgħu jipprogrammaw apparati biex jirrispondu għal dak li jiddaħħal fil-

programm bl-użu ta' *interface* ikoniku simplifikat. Ikunu jistgħu ukoll jibagħtu l-ittri elettronici u dokumenti mehmuża tagħhom, jużaw il-VOIP, jieħdu sehem f'taħdit permezz tal-vidjow, u jicċattjaw biex jikkollaboraw mal-oħrajn. Huma jitgħallmu u jipprattikaw in-*netiquette* u miżuri ta' sigurtà *online*

Il-ħila li jitharrġu, jitharrġu mill-ġdid u jiżviluppaw ħiliet godda

Strategiji xierqa tat-tagħlim jagħtu l-ħila lit-tfal biex ikunu reċettivi għas-saħħiet u limitazzjonijiet tagħhom u jipprovdulhom il-ħila li jitjiebu u jaddattaw ruħhom b'mod intelligenti għat-tibdil fir-realtajiet u l-kuntesti.

L-istabbiltà u l-indipendenza ekonomika

It-tfal jitgħallmu jieħdu inizjattiva u jsiru ħassieba indipendenti u parteċipanti f'ħidma fi gruppi. Il-fehim inizjali tagħhom tal-valur ta' ħidma kooperattiva u kollaborattiva jkompli jissahħaħ fil-livell primarju. Bis-saħħa tal-esperjenzi tagħhom it-tfal isiru jagħrfu l-kontribut vitali ta' kull membru fis-soċjetà lejn il-ġid tal-komunità. Li titgħallem tkun flessibbli, tenaċi u tadatta ruħek iwitti t-triq għaċ- ċittadinanza responsabbli.

L-innovazzjoni u l-intraprenditorija

It-tfal jagħtu valur lill-proċessi li jwasslu għall-ħolqien u implimentazzjoni ta' ideat godda. Permezz tat-teħid ta' riskji, l-ippjanar, il-perseveranza u l-użu ta' immaġinazzjoni fertili, it-tfal jifhmu u jiżviluppaw il-ħila li jaħsbu, joħolqu u jagħtu valur lil prodotti godda li jgħinu lilhom u lill-oħrajn jaddattaw ruħhom għal bidliet fis-soċjetà. Il-kisba tat-twemmin fihom infushom, u l-ħila li jkunu utli u produttivi għalihom infushom, għall-grupp ta' sħabhom, għall-klassi u għall-iskola twassalhom biex jaħkmu l-attitudnijiet xierqa meħteġa għall-kontribut li jagħmlu iktar tard lejn il-ġid komuni.

Il-ħila li jħaddnu bil-qalb il-mobbiltà u l-bdil ma' studenti f'pajjiżi oħra

L-iskambji bejn skejjel ta' studenti minn kullegġi, setturi, bliet u pajjiżi oħrajn jippermetti u jinkoraġġixxi l-mobbiltà. Attivitajiet ta' din ix-xorta jippreparaw lit-tfal għall-bidliet soċjali, kulturali u ekonomiċi li għad jesperjenzjaw tul ħajjithom. Il-multilingwiżmu u l-għarfien ta' kulturi u stili ta' ħajja differenti jwessgħu l-fehim u l-apprezzament tad-diversità li jkollhom it-tfal.

Il-viżjoni tar-realtà b'ottika sistemika li tiffaċilita l-impenn tagħhom fil-promozzjoni tal-iżvilupp sostenibbli

Minn età żgħira, it-tfal jistgħu japprezzaw u jagħtu valur lill-empatija u, b'appoġġ addattat, jiżviluppaw kurżità, entużjażmu u ġudizzju tajjeb. Bl-għajjnuna ta' tagħlim ibbażat fuq is-sens inkwiżittiv, it-tfal jitgħallmu jifhmu li l-azzjonijiet kollha jista' jkollhom effetti dejjiema fuq komunitajiet u soċjetajiet.

L-involvement attiv fi kwistjonijiet ta' żvilupp sostenibbli

lċ-ċittadinanza responsabbli twassal għal ċittadinanza attiva. It-tfal jibnu sens ta' komunità bis-saħħa tal-ħkim ta' sistemi ta' valuri u twemmin l-aktar prevalenti fl-iskola jew fid-dar tagħhom. Permezz tal-esperjenzi tagħhom, fosthom dawk ta' natura interkurrikulari, it-tfal jaslu għal għarfien ta' medda ta' soluzzjonijiet plawsibbli u jieħdu azzjoni biex itejbu l-ambjent immedjat tagħhom. Huma jsiru konxji wkoll ta' kwistjonijiet nazzjonali u reġjonali, u jiżviluppaw opinjonijiet infurmati dwarhom.

C. *Studenti li huma ċittadini impenjati fost realtajiet lokali, reġjonali u globali dejjem jinbidlu*

Dawk l-istudenti jaslu biex:

Jirrispettaw id-diversità u japprezzaw id-differenza

It-tfal jiskopru xebh u differenzi madwarhom permezz tal-involviment tagħhom ma' kulturi u lingwi differenti. B'dan il-mod huma jibdeu jifhmu d-diversità u jagħtuha valur.

Jirrispettaw u jippromwov u l-kultura u l-wirt Malti

It-tfal fil-livell tal-primarja għandhom jgħaddu mill-esperjenza tal-wirt u għana kulturali u nazzjonali tagħhom. Permezz ta' żjajar, wirjiet u opportunitajiet diretti oħrajn, it-tfal jistudjaw u jesploraw l-imġoddi u l-preżent ta' pajjiżhom. Tagħlim imsejjes fuq stħarriġ, li wieħed jara artefatti fuq il-post kif ukoll l-istudju ta' dokumenti u testi jagħtu okkażjoni lit-tfal biex jiffurmaw fehim solidu ta' min huma u minn fejn ġejjin. It-tfal jistgħu jidhlu attivament għal proġetti li jgħinu fil-konservazzjoni tal-wirt reġjonali u nazzjonali tagħhom. Esperjenzi oħrajn jinkludu parteċipazzjoni f'ġemellaġġ elettroniku u fi proġetti Comenius bejn skejjel kemm lokalment u kemm fuq skala internazzjonali.

Jiżviluppaw kompetenza interkulturali u japprezzaw il-wirt tagħhom f'kuntast Mediterranju, Ewropej u globali

It-tfal isaħħu l-ħila tagħhom li japprezzaw realtajiet soċjali, kulturali, nazzjonali u ġeografici billi jitgħallmu tagħrif storiku u ġeografiku u jiżviluppaw attitudnijiet u ħiliet li jwasslu għal fehim interkulturali. Id-dimensjonijiet Mediterranji u Ewropej huma ta' interess partikolari għat-tfal f'dan il-livell. Parteċipazzjoni f'ġemellaġġ elettroniku u fi proġetti Comenius fost skejjel kemm lokalment u kemm fuq skala internazzjonali tiffacilita esperjenzi interkulturali.

Jaħdmu għat-tisħiħ tal-koeżjoni soċjali u jiżguraw il-ġustizzja soċjali

L-apprezzament tad-diversità u d-differenza, filwaqt li jikkoncentra fuq ħwejjeġ li jixtiebhu, jippromwovi t-tolleranza u l-ħila li wieħed jagħraf modi kif komunità tista' taħdem biex ikollna soċjetà b'aktar koeżjoni soċjali. F'livell ta' klassi, sena u skola, it-tfal jieħdu sehem fi strategiji ta' tagħlim kollaborattivi li jippromovu prattiki li huma soċjalment inkluzivi.

Isostnu l-ġustizzja soċjali u prinċipji demokratiċi

It-tfal jitgħallmu fuq il-ġustizzja soċjali u d-demokrazija bil-fehim tad-drittijiet u responsabbiltajiet personali filwaqt li huma jidhlu għal diskussjonijiet, dibattiti u prattiki ta' governanza. Hu suġġerit li jkun hemm rabtiet interkurrikulari biex dan l-oġettiv kruċjali jiġi żviluppat u jintlaħaq.

L-Oqsma tat-Tagħlim

L-oqsma tat-tagħlim tfasslu b'mod li jiżgura li jiġi fformulat kurrikulu b'bażi wiesgħa u bilanċjat tajjeb li jindirizza u jwettaq l-għanijiet deskritti hawn fuq. L-attivitajiet edukattivi organizzati fil-livell primarju jiżviluppaw id-dispożizzjonijiet importanti ta' ħassieba u tal-istudenti: "*il-kooperazzjoni, il-koncentrazzjoni, il-kuraġġ, il-kurżità, id-direzzjoni, l-empatija, il-flessibbiltà, il-ġudizzju rett, l-umiltà, l-immaginazzjoni, l-indipendenza, il-perseveranza, il-moħħ miftuħ, il-preċiżjoni, is-sens ta' riflessjoni, ir-responsabbiltà, it-teħid ta' riskji u l-awtodixxiplina*" (Simister 2007, p. 23).

Il-Lingwi

Il-lingwi jinkoraġġixxu lit-tfal biex jiżviluppaw:

- is-smiġh, it-taħdit, il-qari, il-kitba u l-preżentazzjoni ta' ħiliet;
- il-ħiliet biex jorganizzaw il-ħsibijiet, l-ideat, il-ħsus, u l-għerf; jikkomunikaw mal-oħrajn u jirrispondu għal kif oħrajn jikkomunikaw;
- bħala persuni li użaw il-Malti u l-Ingliš b'mod kompetenti, huma kapaci japprezzaw u jgawdu l-wirt letterarju taż-żewġ ilsna;
- il-ħiliet intellettuali li jwasslu lill-istudenti biex jesploraw u jużaw b'mod effettiv il-mistoqsija, l-informazzjoni, il-ħsieb kritiku, it-teħid ta' deċiżjonijiet u l-memorja; u
- l-għarfien ta' lingwi barranin bl-għan li jinfetħu għal lingwi u kulturi oħrajn b'dispożizzjoni pożittiva lejn il-mobbiltà u esperjenzi ġodda.

Filwaqt li l-Malti u l-Ingliš huma l-lingwi prinċipali tal-qasam tat-tagħlim, qed ikun propost kors ta' għarfien tal-lingwi għas-snin aħħarin tač-Ċiklu tal-Primarja. Qed ikun suġġerit li l-iskejjel jieħdu huma d-deċiżjoni dwar liema lingwa jew lingwi barranin għandhom jiddaħħlu.¹⁰

Il-ħiliet fit-taħdit, is-smiġh, it-tweġib għal diversi testi (miktubin, viżwali, orali u awrikulari) u l-ħiliet komunikattivi jingħataw importanza permezz ta' medda wiesgħa ta' esperjenzi awtentiċi miġbudin minn riżorsi diversi, fosthom sitwazzjonijiet u avvenimenti, materjal stampat, testi letterarji u teknoloġiji diġitali.

Fil-każ tal-Ingliš u tal-Malti, l-assessjar isir fl-erba' ħiliet lingwistiċi (is-smiġh, it-taħdit, il-qari u l-kitba) u jittieħed qies tal-medda wiesgħa tal-livelli ta' kisbiet. Fi tmiem ič-Ċiklu Tal-Primarja, l-erba' ħiliet fl-Ingliš u fil-Malti jkunu assessjati permezz tal-*Benchmark* ta' tmiem l-iskola primarja mill-2011 'il quddiem, kif stipulat fir-rapport ta' transizzjoni Grima, Grech, Mallia, Mizzi, Vassallo & Ventura (2007).

Il-Matematika

It-tagħlim li jsir fil-qasam tal-Matematika jagħti okkażjoni lit-tfal biex jiżviluppaw:

- il-ħiliet bażiċi u essenzjali fin-numerizmu li jappoġġjawhom fil-ħajja ta' kuljum;
- il-kompetenzi numerici ewlenin li jinkludu l-fehim ta' kuncetti, prinċipji u applikazzjonijiet;
- sistemi kreattivi f'erba' fergħat, jiġifieri l-użu tan-numri, il-kejl, l-ispazju u l-forom, u l-immaniġġjar ta' dejta; u

10 Il-Qafas Komuni Ewropew (Kunsill tal-Ewropa 2001) jippromwovi l-ħtieġa tal-ħila multilingwi. Għalkemm jeħtieġ li jkun hemm salvagwardja kontra l-impożizzjoni tat-tagħlim ta' wisq lingwi, it-tfal għandhom jingħataw l-opportunità li jkunu introdotti almenu għal lingwa waħda oħra (L3) b'mod informali fis-snin aħħarin tač-Ċiklu tal-Primarja. Ix-xejriet kurrenti fit-tagħlim tal-lingwi f'dan il-livell jirrakkomandaw sistema dijalogika u interattiva fejn it-tfal huma esposti għal-lingwa u l-kultura permezz ta' attivitajiet lingwistiċi magħżulin b'għaqa.

- il-ħsieb loġiku u t-tħaddim ta' proċessi investigattivi li jwasslu għal soluzzjonijiet.

Il-matematika hija qasam prinċipali fit-tagħlim fiċ-Ċiklu tal-Primarja.

It-tfal kollha jeħtiġilhom imissu mal-matematika fil-primarja bħala esperjenza li tħalli frott u li hi pjaċevoli. Dan jista' jinkiseb l-aħjar bl-użu ta' taħlita ta' stili differenti u permezz ta' tagħlim differenzjat li jieħu konsiderazzjoni ta' stili ta' tagħlim differenti.

Minbarra l-assessjar kontinwu f'kull waħda mill-erba' fergħat u l-eżamijiet ta' tmiem is-sena fis-snin aħħarin taċ-Ċiklu tal-Primarja, l-assessjar fil-Matematika fi tmiem iċ-Ċiklu tal-Primarja jkun eżaminat ukoll fil-*Benchmark* ta' tmiem l-iskola primarja.

Ix-Xjenza

Fiċ-Ċiklu tal-Primarja l-iskop għandu jkun il-ħolqien ta' għarfien u l-iżvilupp ta' sens ta' stagħġib dwar id-dinja filwaqt li jkunu introdotti kuncetti u vokabularju xjentifiċi sempliċi. Programmi ta' Xjenza fis-Ċiklu tal-Primarja jinkoraġġixxu lit-tfal biex:

- jżviluppaw sistema bbażata fuq l-istħarriġ biex isibu fatti billi josservaw, jesploraw u jinvestigaw l-ambjent tagħhom;
- jikkomunikaw dak li jsibu b'mod orali, bl-istampi u bil-kitba; u
- jitgħallmu kif taħdem ix-xjenza, u kif l-informazzjoni kienet skoperta permezz ta' kuntesti bijoloġiċi, kimiċi, fiżiċi u ambjentali.

Ix-Xjenza hija qasam ta' tagħlim prinċipali fiċ-Ċiklu Tal-Primarja.¹¹

Ix-Xjenza wieħed jista' jitgħallimha permezz ta' drammi u attivitajiet pjaċevoli oħra prattiċi, u ssir enfasi fuq l-osservazzjoni u l-komunikazzjoni ta' esperjenzi aktar milli fuq spjegazzjonijiet li jitolbu ideat astratti. It-tfal jistgħu jkunu inkoraġġuti biex jittrattaw ix-xjenza permezz ta' investigazzjonijiet sempliċi li jagħtuhom okkażjoni jistaqsu; biex jużaw multimidja u jsibu informazzjoni addattata; u biex jużaw rakkonti ta' stejjer u drama ħalli jorbtu x-xjenza mal-ħajja ta' kuljum u mal-ambjent lokali fejn jgħixu.

L-assessjar tas-suċċess tal-istudenti għandu jsir fl-istess waqt li jsir it-tagħlim u jinvolvi attivitajiet magħżulin apposta għal taħriġ fis-soluzzjoni ta' problemi. Għandu jkun ta' natura formattiva u bbażat mhux biss fuq kisba individwali iżda jinkludi assessjar tal-grupp u awtoassessjar. Dan jinkoraġġixxi lil dawg l-istudenti bex jżviluppaw sens tagħhom infushom bħala "xjenzjati żgħażaġh" fl-ambitu tal-komunità tal-klassi tagħhom. Jistgħu jittieħdu *l-learning outcomes* u jkunu rappurtati permezz ta' forom diversi ta' rikordjar, bħal investigazzjonijiet, *logbooks* u portafolji tat-tagħlim. L-assessjar għandu jkun rakkont narrattiv jew 'storja ta' tagħlim' li jiddokumenta l-ħiliet u l-proċessi kif ikun għamel esperjenza tagħhom l-istudent.

L-Edukazzjoni Reliġjuża

L-iskola hija kommissa li tagħti formazzjoni ħolistika lit-tfal. F'dan ir-rigward l-Edukazzjoni Reliġjuża, li fil-kuntest Malti tinftiehem bħala Edukazzjoni Reliġjuża Kattolika (CRE),¹²

11 Ġiet żviluppata Vizjoni għall-Edukazzjoni fix-Xjenza li qed tiġi ppreżentata ma' dan id-dokument.

12 L-Edukazzjoni Reliġjuża Kattolika hija r-responsabbiltà tal-Uffiċċju għall-Edukazzjoni Reliġjuża tal-Konferenza Episkopali Maltija.

tikkontribwixxi billi tgħin lit-tfal biex:

- jżviluppaw l-identità personali tagħhom u jifhmu aħjar l-identità kulturali tagħhom. Hu importanti li l-programm tar-religjon ikun sensitiv għad-diversi manjieri li bihom il-bniedem tul l-istorja ta espressjoni lid-dimensjoni spiritwali tal-umanità;
- irawmu u jagħnu sens tal-persuna spiritwali. Permezz tas-CRE it-tfal jistgħu jesploraw u jagħmlu esperjenza tal-imħabba ta' Alla, prinċipalment permezz tal-persuna ta' ġesù Kristu iżda wkoll permezz tal-ħolqien u l-ħajja fil-komunità. Dawk l-istudenti jistgħu jespri mu u jifhmu aħjar il-mistoqsijiet fundamentali li l-umanità għamlet sa minn dejjem. Id-dimensjoni spiritwali tal-persuna għandha tkun appoġġjata bil-promozzjoni ta' valuri li jinkludu l-ġustizzja, ir-responsabbiltà personali, ir-rispett, ir-riflessjoni u l-impenn attiv fi kwistjonijiet morali; u
- jibdew jistaqsu b'mod kritiku lis-soċjetà u jsibu posthom fiha. Is-CRE jfittex li jeduka lil dawk l-istudenti fir-rigward tad-dinjità tal-persuna umana u r-responsabbiltà ta' kull individwu lejn l-oħrajn għall-bini ta' soċjetà aħjar u dinja aħjar.

L-Edukazzjoni Religjuża hija qasam prinċipali tat-tagħlim fil-kurrikulu.

It-tagħlim tal-Edukazzjoni Religjuża joffri sfida lit-tfal lil hinn mill-għerf. Għandu jkun proċess ta' skoperta personali, skoperta tal-uniċità tagħhom infushom f'kuntest ta' komunità għanja fl-esperjenzi. Għalhekk il-prattiki fil-klassi jinkoraġġixxu l-esplorazzjoni, l-investigazzjoni u t-tiswir tat-tifsir. L-użu ta' riżorsi multimedja, l-istejjer, l-arti kreattiva, id-diskussjonijiet u l-attivitajiet prattiċi jista' jstimula u jinkoraġġixxi t-tiswir tat-tifsir.

L-assessjar għandu jkun prinċipalment formattiv aktar milli summattiv. Dan għandu jkun integrat mal-proċess kollu tat-tagħlim biex ikun żgurat li t-tfal kisbu dak li hu dritt tagħhom skont il-*learning outcomes* identifikati. L-għalliema huma inkoraġġuti biex jużaw ħidmiet diversi, fosthom proġetti prattiċi, komprensjoni, diskussjoni u preżentazzjonijiet, biex jassessjaw u jevalwaw livelli differenti tad-dominji konjittivi u affettivi tat-tagħlim.

Il-ġenituri tal-istudenti għandhom id-dritt li jiddeċiedu li t-tfal tagħhom ma jsegwux is-CRE. Fil-każ ta' studenti ta' din ix-xorta, l-NCF jirrakkomanda programm ta' Edukazzjoni Etika mfassal mill-Awtoritajiet tal-Edukazzjoni. Il-provvista ta' dan il-programm tiddependi minn konsiderazzjonijiet loġistiċi.

L-Edukazzjoni għaċ-Ċittadinanza

L-Edukazzjoni għaċ-Ċittadinanza twassal lit-tfal biex jiskopru u jitgħallmu aktar dwar il-kuntesti u r-realtajiet storiċi, soċjali, ġeografiki, ekonomiċi, politiċi u ambjentali tagħhom. Din tipprepara lit-tfal biex ikunu ċittadini attivi u responsabbli.

L-Edukazzjoni għaċ-Ċittadinanza tinkludi l-istorja, il-ġeografija, l-Istudji Soċjali, l-Edukazzjoni Ambjentali u aspetti mill-Edukazzjoni Personali, Soċjali u tas-Saħħa u l-*Home Economics*.¹³ Dan il-qasam iwassal ukoll għall-introduzzjoni għall-intraprenditorija.

13 L-Edukazzjoni għaċ-Ċittadinanza tinkludi wkoll elementi tal-Edukazzjoni Personali, Soċjali u għas-Saħħa li tidhol ukoll fil-qasam tal-Edukazzjoni għas-Saħħa.

L-Edukazzjoni għaċ-Ċittadinanza tinkoraġġixxi lit-tfal biex:

- jibdew jifhem r-relazzjonijiet reċiproċi bejn il-popli, il-kulturi tagħhom, kuntesti u użu tal-art;
- jesploraw u jinvestigaw l-imgħoddi u l-preżent immedjat tagħhom, u hekk jibdew jifhem l-importanza tal-ġbir tal-evidenza;
- jizviluppaw ħiliet ta' osservazzjoni u rikordjar;
- jgħaqqdu, jeżaminaw u jittestjaw dejta biex jippruvaw jiġbdu konklużjonijiet sempliċi minnhom;
- jizviluppaw il-kunċetti bażiċi tal-kronoloġija, l-empatija, il-kawża u effett, il-bidla u l-kontinwità;
- jidhlu għall-istudju ta' kunċetti ġeografici, ambjentali u soċjali; u
- jużaw il-ħiliet ta' ċittadinanza responsabbli li jesploraw ir-responsabbiltà tagħhom lejn l-ambjent u d-dinja tagħhom u l-impatt tal-intrapriża fuq il-ħajja tagħhom u fuq dik tad-dinja.

Bis-saħħa tal-esperjenzi investigattivi u dawk li jsibu l-fatti, u bl-użu ta' sistema tematika, il-fehim tal-istudenti fuq kif jiffunzjonaw il-komunità tagħhom u pajjiżhom jidhlu aktar fil-fond. Ikunu żviluppanti u użati b'mod estensiv l-osservazzjoni, ix-xogħol fuq il-post u l-ħiliet ta' rikordjar.

L-assessjar għall-proċeduri ta' taġħlim tintuża fi programmi ta' Edukazzjoni għaċ-Ċittadinanza.

L-Edukazzjoni Teknoloġika

L-Edukazzjoni Teknoloġika tinkludi żewġ oqsma distinti, jiġifieri d-Disinn u t-Teknoloġija u l-Litteriżmu Diġitali. Fid-Disinn u t-Teknoloġija l-istudenti jgħaqqdu flimkien il-ħiliet prattiċi u teknoloġiċi mal-ħsieb kreattiv biex jipproduċu prodotti utli. Fil-Litteriżmu Diġitali t-tfal jitgħallmu kif jużaw l-informazzjoni diġitali u t-teknoloġiji tal-komunikazzjoni.

Id-Disinn u t-Teknoloġija jinkoraġġixxu lil dawk l-istudenti biex:

- jiġġeneraw, jizviluppaw u jikkomunikaw ideat għal prodotti li huma meħtieġa;
- jitgħallmu jipplanaw dak li għandhom jagħmlu wara;
- jagħżlu l-għodod, it-tekniki u l-materjali;
- jesploraw il-kwalitajiet sensorji tal-materjali;
- ikejlu, jimmarkaw, jaqtgħu, jiffurmaw u jgħaqqdu l-materjali u l-komponenti;
- jitgħallmu dwar proċeduri siguri; u

- jeżaminaw b'mod kritiku dak li jkunu qed jagħmlu, u jippruvaw itejbuh.

Il-Litteriżmu Diġitali jinkoraġġixxi lill-istudenti biex:

- jiskopru u jużaw sorsi ta' dejta diġitali;
- joħolqu preżentazzjonijiet diġitali multimedja;
- jużaw *authoring tools* kollaborattivi;
- jipprogrammaw apparati biex jirrispondu għal dak li jiddaħħal fil-programm bl-użu ta' *interface* ikoniku semplifikat;
- jibagħtu ittri elettronici u dokumenti mehmuża tagħhom, jużaw il-VOIP, jieħdu sehem f'taħdit bil-vidjow, u jicċettjaw biex jikkollaboraw ma' oħrajn; u
- jitgħallmu u jipprattikaw in-*netiquette* u miżuri ta' sigurtà *online*.

L-assessjar fil-każ tad-Disinn u t-Teknoloġija u l-Litteriżmu Diġitali huwa għaddej l-ħin kollu; spiss ir-reazzjoni hija immedjata billi l-materjali, l-għodod, il-prodotti u l-programmi jirrispondu għal dak li t-tfal ikunu qed jagħmlu. L-assessjar huwa fil-parti l-kbira formattiv u jista' jinżamm rekord tax-xogħolijiet jew tal-portafoll li jkun sar. Jekk ikun hemm bżonn, it-tfal jistgħu jingħataw kampjun ta' xogħlijiet addattati fi tmiem sena jew livell partikolari.

L-Edukazzjoni fl-Arti

Edukazzjoni fl-Arti tipprovdi esperjenzi li jinkoraġġixxu lit-tfal biex japprezzaw, jirrispondu għal u jipprattikaw attivament l-espressjoni kreattiva u immaġinattiva, u hekk jappoġġjaw l-iżvilupp tal- personalità ta' dak li jkun. It-tfal jitgħallmu jesploraw u japprezzaw il-ħsus, jikkomunikawhom permezz ta' midja differenti, u jiżviluppaw id-dimensjoni estetika personali tagħhom. Dan il-qasam ta' tagħlim jinkorpora l-mużika u l-arti viżwali u drammatika.

Edukazzjoni fl-Arti tinkoraġġixxi lill-istudenti biex:

- jieħdu gost ikunu kreattivi u immaġinattivi billi jidhru għal forom diversi ta' arti;
- jiksbu ħiliet meħtieġa għall-espressjoni kreattiva bis-saħħa ta':
 - ħiliet komunikattivi u teatrali fid-drama u ż-żfin;
 - ħila mużikali, apprezzament u espressjoni fil-mużika; u
 - l-apprezzament u l-kostruzzjoni ta' immaġini viżwali li tirrispondu għall-ħsus li jevo-kaw, u għat-tiswir ta' artefatti waqt l-arti.
- jjiżviluppaw ħiliet importanti, kemm dawk speċifiċi għall-Arti kif ukoll dawk li huma trasferibbli;
- jibdew japprezzaw l-Arti fil-kuntest tal-ambjenti kulturali lokali u internazzjonali;

- jibdew jiżviluppaw il-fehim tal-proċess kreattiv u tal-iżvilupp ta' standards u valuri estetici; u
- jgħaddu minn esperjenza ta' pjaċir u jikkontribwixxu għall-pjaċir ta' nies oħrajn permezz ta' wirjiet u preżentazzjonijiet kreattivi u espressivi.

Sistema tematika u integrata ssensel il-kunċetti u ħiliet kollha msemmija hawn fuq f'esperjenzi rilevanti diversi ta' tagħlim.

Il-proċeduri tal-assessjar jinkludu l-irrikordjar u l-irrapportar ta' ħiliet espressivi u operattivi fid-diversi forom tal-arti.

L-Edukazzjoni għas-Saħħa

L-Edukazzjoni għas-Saħħa tittratta żewġ aspetti:

L-Edukazzjoni Fizika u Sport: Tul iċ-Ċiklu tal-Primarja t-tfal jgħaddu minn esperjenza ta' programm varjat maħsub biex jissodisfa l-ħtiġijiet tal-iżvilupp fiżiku tagħhom. Dan il-programm jinkludi tagħlim u żvilupp tal-ħiliet fiżiċi u tal-aġilità permezz ta' esperjenzi li jinkorporaw logħob fil-magħluq u fil-beraħ, l-atletika, il-ġinnastika, il-moviment ritmiku u ż-żfin.

L-Edukazzjoni Fizika u l-Sport jinkoraġġixxu lill-istudenti biex:

- jipparteċipaw attivament u b'mod entużjastiku f'attivitajiet li jiżviluppaw il-ħiliet fiżiċi importanti b'manjera pjaċevoli;
- jitgħallmu l-ħiliet u r-regoli ta' logħob kollaborattiv, sens sportiv, tmexxija u kompetittività;
- jipparteċipaw f'ħidma f'tim u jiżviluppaw spirtu ta' ħidma flimkien;
- jibdew japprezzaw l-importanza ta' ġisem b'saħħtu u ta' benesseri fiżiku; u
- isiru konxji tal-bidliet li jseħħu fil-fiżiku tagħhom huma u jkbru, u japprezzawhom.

L-Edukazzjoni Personali, Soċjali u tas-Saħħa: L-Edukazzjoni Personali, Soċjali u tas-Saħħa tgħin lit-tfal jiskopru lilhom infushom b'enfasi speċjali fuq relazzjonijiet u fuq il-fehim personali. Dan hu mogħni minn aspettli tal-*Home Economics* bħall-istudju ta' fatti, il-ħiliet u atteggiamenti nutrittivi bażiċi. Iqiegħed ukoll il-pedament vitali għal dispożizzjonijiet meħtieġa għat-tagħlim tul il-ħajja.

L-Edukazzjoni Personali, Soċjali u tas-Saħħa tinkoraġġixxi lit-tfal biex:

- jagħmlu esperjenza ta' attivajiet li jinkoraġġixxu interazzjoni soċjali, jippromwovu l-għarfien personali ta' dak li jkun, l-imġiba riflessiva, il-proċessi tat-teħid ta' deċiżjonijiet u l-ħsieb konsegwenzjali biex jiżviluppaw il-ħiliet meħtieġa ta' intelliġenza emozzjonali u soċjali;
- jibdew isiru konxji tal-importanza ta' moħħ u ġisem b'saħħtu;

- jifhmu l-importanza tan-nutriment u ta' ikel li jagħti s-saħħa;
- jiskopru s-saħħiet u d-dgħufijiet tagħhom;
- jitgħallmu jifhmu u jimmaniġġjaw ħsus kemm pożittivi u kemm negattivi; u
- jiżviluppaw id-dispożizzjonijiet importanti ta' ħassieba u studenti attivi, speċjalment waqt transizzjonijiet importanti ħafna.

Attivitajiet u esperjenzi fl-Edukazzjoni għas-Saħħa huma min-natura tagħhom tematiċi, jipromwovu tagħlim kollaborattiv u jiffacilitaw l-għarfien personali ta' dak li jkun.

Il-proċeduri ta' assessjar għandhom jiżguraw li l-iżvilupp tat-tfal f'dan il-qasam ta' tagħlim ikun irrikordjat kif għandu jkun u jintuża bħala bażi għal iktar strategiji tat-tagħlim.

It-Tmexxija tal-Edukaturi Prinċipali

L-NCF jinkoraġġixxi mudell ta' tmexxija li jipromwovi tmexxija mifruxa. F'dan il-kuntest il-mexxejja tal-iskejjel fl-ambitu tas-*Senior Management Team* għandhom funzjoni kemm ta' vizjoni u kemm strategika. Huma jeħtiġilhom ukoll jiffukaw fuq l-iżvilupp ta' kultura kollaborattiva li tagħmel użu mill-medda kollha ta' ħiliet professjonali u esperjenzi li jkun hemm fost il-membri tal-organizzazzjoni. Jeħtieġ jinholqu opportunitajiet varji li jkunu appoġġjati fl-ambitu tas-sistema tan-netwerk tal-kulleġġi u f'setturi oħrajn biex l-SMTs u edukaturi oħrajn ikunu mistednin ħalli jieħdu sehem f'diskors kritiku, jindirizzaw materji kurrikulari u jtejbu l-kwalità tat-tagħlim.

L-aġġornament kontinwu maż-żminijiet u t-tfittxija għat-taħriġ għandhom funzjoni maġġuri filli wieħed ikun imħarreg f'oqsma li għandhom impatt dirett fuq il-kisbiet tal-istudent u fuq l-edukazzjoni holistika. L-edukaturi jeħtieġu, b'mod partikolari, jaqsmu bejniethom attegġjament riflessiv lejn it-tagħlim bl-għan waħdani li jimmotivaw lit-tfal permezz ta' pedagogiji diversi li huma konformi mal-ħtiġijiet edukattivi tal-lum. Fi skejjel effiċjenti, l-impjegati jaħsbu flimkien fuq dak li jikkostitwixxi tagħlim effettiv fil-kuntesti partikolari tagħhom, imsejjes fuq sett ta' valuri u konvinzjonijiet prinċipali. Huma jkomplu jirriflettu fuq kif jistgħu jtejbu l-prattiki tagħhom, u kif jinvolvu fid-dibattitu lil dawk kollha interessati. Il-kontribut ta' dawn tal-aħħar hu essenzjali biex tinħoloq rabta soda bejn l-iskola u d-dar, ħaġa li hi importanti ħafna biex it-tfal ikollhom esperjenza rilevanti u ta' benefiċċju tal-iskola. L-edukaturi kif ukoll is-*Senior Management Teams* huma konxji li l-iskop ċentrali tagħhom jiffoka fuq it-tagħlim tat-tfal u l-iżvilupp holistiku filwaqt li jikkollaboraw bejniethom biex jiżguraw dan. F'konformità ma' din il-filosofija ta' taħriġ kontinwu permezz ta' tagħlim riflessiv, l-NCF jirrakkomanda li, fl-ambitu ta' komunità tat-tagħlim, it-titjib fost l-impjegati jibqa' sejjer bis-saħħa ta' żvilupp professjonali dejjem għaddej li jagħtu valur u jipromwovi l-prattiki ta' *mentoring*.

Il-mexxejja u l-għalliema tal-iskejjel primarja, fil-funzjonijiet differenti tagħhom, jeħtieġ ikunu:

- iċċentri fuq l-istudenti u t-tagħlim;
- pedagogikament sodi fl-ambitu ta' kuntest ta' diversità;

- komunikaturi effettivi;
- jemmnu bis-sħiħ li l-iskejjel huma komunitajiet ta' tagħlim;
- mexxejja tal-bidla li li jimpenjaw ruħhom fir-riċerka f'tentattiv li jkunu proattivi u effettivi;
- kapaċi jagħmlu għażliet kurrikulari u pedagogiċi li jippromwovu tagħlim ta' kwalità għolja;
- kapaċi li jindirizzaw opportunitajiet u sfidi li jinqalgħu; u
- jafu jagħtu appoġġ u jiżguraw is-sostenibbiltà tal-inizjattivi.

L-Implimentazzjoni tal-NCF fiċ-Ċiklu Tal-Primarja

Din it-taqsimha tiffoka fuq l-implimentazzjoni prattika tal-NCF fiċ-Ċiklu Tal-Primarja. Din tinkludi proposti għal:

- l-orarju skolastiku;
- il-kriterji li jsostnu l-allokazzjoni tal-ħin għall-oqsma tat-tagħlim f'lezzjonijiet imdaħħlin fl-orarju;
- il-proċessi tat-tagħlim u l-pedagogiji effettivi; u
- l-assessjar.

L-Orarju tal-Iskola

Għandha ssir distinzjoni bejn l-orarju tal-iskola propost għas-Snin Bikrin u dak propost għall-aħħar erba' snin taċ-Ċiklu Tal-Primarja.

Il-medda ta' attivitajiet fl-ewwel sentejn taċ-Ċiklu Tal-Primarja (l-Ewwel u t-Tieni Sena) għandha tixbah dik li tingħata fis-Snin Bikrin. Hija rakkomandata sistema msejsa fuq suġġett jew tema għall-ewwel sentejn fil- primarja: sistema ta' dan it-tip tagħni l-iżvilupp ta' kull qasam ta' tagħlim. Ix-Xjenza, l-Edukazzjoni Reliġjuża, l-Edukazzjoni għaċ-Ċittadinanza, l-Edukazzjoni fl-Arti u l-Edukazzjoni għas-Saħħa bħala oqsma tat-tagħlim kollha jappoġġjaw l-iżvilupp tal-ħiliet orali, tal-litteriżmu, tan-numeriżmu u tal-litteriżmu diġitali.

Għalkemm qed tkun proposta indikazzjoni ta' kif tista' titqassam il-gurnata skolastika fl-iskejjel primarji, mhi qed issir ebda rakkomandazzjoni fissa għal tfal tal-Ewwel u t-Tieni Sena. Is-Suġġerimenti għall-orarji skolastiċi u tqassim tal-ħin fit-Tielet sal-ħames Sena jingħataw hawn taħt.

Il-Kriterji għall-Allokazzjoni tal-ħin għall-Oqsma tat-Tagħlim:

- Qed issir il-premessa li, bħala medja, f'sena skola hemm bejn wieħed u ieħor 800 siegħa ta' tagħlim. Din iċ-ċifra ma tinkludix il-ħinijiet tal-eżamijiet, il-ħinijiet ta' waqfiet jew il-

hin tal-assembly.

- Il-lezzjonijiet jistgħu jvarjaw fit-tul biex ikun hemm hinijiet flessibbli addattati skont it-tfal. B'mod ġenerali l-hin ta' lezzjoni jvarja minn 30 sa 60 minuta.
- L-attivitajiet fiżiċi/sportivi huma allokat i medja ta' 30 minuta kuljum tul il-hin mogħti lill-Edukazzjoni għas-Saħħa. Barra minn hekk, l-iskejjel huma m'hegħga jorganizzaw attivitajiet sportivi waqt il-waqfa ta' nofsinhar. Għandhom ikunu promossi wkoll attivitajiet ta' wara l-iskola f'livell ta' skola jew kulleġġ, f'kollaborazzjoni mal-komunità usa' u mal-Kunsill Malti għall-Isport.
- It-tqassim irrakkomandat (tgħabbir tal-oqsma tat-tagħlim) jagħti lok għal programm bilancjat tajjeb ta' attivitajiet li jippermetti hin biżżejjed għall-oqsma differenti tat-tagħlim.
- L-iskejjel għandhom jiżguraw li siegħa u nofs fil-ġimgħa jithallew għal sessjonijiet ta' ppjanar għall-għalliema fl-iskola.
- Konformi mal-flessibbiltà li l-NCF qed jipproponi, waħda mill-għażliet tal-orarju skolastiku twarrab siegħa fil-ġimgħa (bejn wieħed u ieħor 32 siegħa fis-sena) li l-Kapijiet tal-Iskejjel jiddeciedu huma kif għandha tintuża. F'Mudell C muri hawn taħt, dan il-hin hu deskritt bħala *Għażla Magħmula mill-Iskola*. Fil-każ tat-tfal iżgħar, fejn mhemmx programm ta' għarfien ta' lingwa barranija (L3), l-iskola għandha grad miżjud ta' flessibbiltà. Hu ttamat li l-flessibbiltà fl-orarju skolastiku tiżdied maż-żmien.

Il-Hin allokati għall-Oqsma tat-Tagħlim

Tabella 2 tippreżenta tliet mudelli li jindikaw it-tqassim f'kull ġimgħa tal-hin għal klassijiet tal-ħames u /jew tas-Sitt Sena skont meta jkun introdott il-programm ta' għarfien ta' Lingwa Barranija.

Tabella 3 tippreżenta eżempju ta' xi jkun it-tqassim annwali ta' hin għal klassi tas-Sitt Sena fuq il-baži ta' kull wieħed mill-mudelli ta' hawn fuq. Dan jagħti indikazzjoni tal-hin approssimattiv disponibbli għal kull qasam tat-tagħlim, u għalhekk irid jittiehed f'konsiderazzjoni meta jkunu qed jiġu żviluppanti sillabi għall-oqsma ta' tagħlim u s-suġġetti.

Appendiċi I jinkorpora l-mudelli tal-orarji skolastiċi skont it-tqassim distribwit ta' hin ta' tagħlim muri f'Tabelli 2 u 3.

Tabella 2: Tqassim ta' sigħat fil-ġimgħa għal kull qasam tat-tagħlim			
Oqsma/Suġġetti ta' Tagħlim	Mudell A (Sigħat)	Mudell B (Sigħat)	Mudell C (Sigħat)
Il-Lingwi: L1 + L2	3.75 + 3.75	4 + 4	3.75 + 3.75
L3	0.50	0.50	0.75
Il-Matematika	3.75	5	4.5
Ix-Xjenza	2	1.5	1.5
It-Teknoloġija	0.75	0.75	0.75
L-Edukazzjoni Reliġjuża	2.5	2.5	2.5
L-Edukazzjoni għaċ- Ċittadinanza	2.25	1.5	1.5
L-Edukazzjoni fl-Arti	2.25	1.5	1.5
L-Edukazzjoni għas- Sahħa	3.5	3.75	3.5
Għażla magħmula mill-Iskola	-	-	1
Sigħat ta' tagħlim għat-tfal	25	25	25
Waqfa f'nofs filgħodu	1.25	1.25	1.25
Waqfa f'nofsinhar	2.5	2.5	2.5
Ħin għall-Ippjanar ¹	(1.5)	(1.5)	(1.5)
<i>Assembly</i>	1.25	1.25	1.25
Ġimgħa Skolastika	30	30	30

Tabella 3: Tqassim ta' ħin għal kull qasam tat-tagħlim tul sena skolastika (32 ġimgħa)			
Oqsma/Suġġetti ta' Tagħlim	Mudell A (Sigħat)	Mudell B (Sigħat)	Mudell C (Sigħat)
L1 + L2	120 + 120	128 + 128	120 + 120
L3	16	16	24
Il-Matematika	120	160	144
Ix-Xjenza	64	48	48
It-Teknoloġija	24	24	24
L-Edukazzjoni Reliġjuża	80	80	80
L-Edukazzjoni għaċ- Ċittadinanza	72	48	48
L-Edukazzjoni fl-Arti	72	48	48
L-Edukazzjoni għas- Sahħa	112	120	112
Għażla magħmula mill-Iskola	-	-	32

L-Assessjar

Fl-ewwel sentejn tač-Ċiklu Tal-Primarja, il-funzjonijiet tal-assessjar huma identiċi għal dawk użati fit-tfulija bikrija. Hemm bżonn metodi ta' assessjar validi u ta' min joqgħod fuqhom biex jappoġġjaw it-tagħlim, janalizzaw kif ikun mar kull tifel u tifla, jirriflettu fuq il-prattika, jipplanaw għal iktar tagħlim ta' individwi u gruppi ta' tfal, u jagħtu lok għal rikordjar u rappurtar konsistenti ta' kif ikun mar kull tifel u tifla b'mod ġenerali. L-interazzjonijiet ta' kuljum bejn għalliema u t-tfal fix-xogħol orali u miktub u attivitajiet oħrajn, u interazzjonijiet fost it-tfal infushom, jipprovdu informazzjoni siewja fuq is-saħħiet u l-ħtiġijiet ta' kull tifel u tifla.

L-assessjar akkumulat tul is-sena jqis il-progress u l-iżvilupp ġenerali tat-tfal fid-dawl ta' *Learning Outcomes Framework*. Din l-informazzjoni tgħin lill-għalliem jifhem aħjar il-ħtiġijiet tat-tfal u jippana skont kif meħtieġ. Din l-informazzjoni tista' tinqasam ukoll ma' kollegi u ġenituri. Dan l-assessjar huwa wkoll importanti għall-amministraturi tal-iskola għaliex jipprovdi informazzjoni fuq il-kisbiet tal-iskola fl-għajjnuna lit-tfal biex jilhqqu livelli nazzjonali ta' kisbiet.

Fil-każ tat-tfal li għandhom diffikultajiet biex jitgħallmu fl-oqsma prinċipali, jiġifieri l-litteriżmu, in-numeriżmu u l-litteriżmu diġitali, l-NCF iqis il-listi ta' ċċekkjar żviluppanti għas-Snin 1, 2 u 3 bħala parti min-*National Core Competences Policy and Strategy* (2009) bħala għodod dijanjostiċi utli biex jiżguraw l-appoġġ neċessarju tul ič-Ċiklu kollu tal-Primarja.

Mit-Tielet sas-Sitt Sena l-NCF jirrakkomanda assessjar magħmul mill-iskola li jinkorpora assessjar ta' ħiliet orali u bis-smiġħ fil-Malti u fl-Ingliż. Il-proċess ta' assessjar jipprovdi lill-ġenituri, lill-għalliema u lill-amministrazzjoni tal-iskola b'dehra ġenerali tal-iżvilupp ta' kull tifel u tifla f'termini ta' livelli ta' kisbiet. Mir-Raba' Sena l-proċess isir aktar formalizzat bl-introduzzjoni tal-eżamijiet flimkien ma' forom oħra ta' assessjar. It-tgħaqqid ta' sistemi għandu jgħin lill-ġenituri, lill-għalliema u lill-amministrazzjoni tal-iskola biex jiksbu stampa aktar ċara tal-iżvilupp tal-għerf, il-ħiliet u l-attitudnijiet tal-istudenti individwali fl-oqsma differenti tat-tagħlim.

Il-moderazzjoni tal-assessjar magħmul mill-iskola u l-għoti tal-marki fl-eżamijiet għandhom jiżguraw konsistenza fl-applikazzjoni ta' kriterji ta' assessjar mill-iskejjel u kulleġġi kollha. Il-moderazzjoni tista' tikkonsisti fil-moniteragg tal-karti tal-eżami magħmul fi skola jew kulleġġ, ħaġa li ssir qabel ma jibda l-eżami, u warajh issir moderazzjoni tal-għoti tal-marki f'livell ta' skola, kulleġġ jew mič-ċentru kif inhi l-prattika diġà.

Fi tmiem is-Sitt Sena, għandu jsir *Benchmark* għal tmiem il-primarja fil-Matematika, il-Malti u l-Ingliż, u l-għoti tal-marki jsir b'mod ċentrali biex jipprovdi livelli nazzjonali. Filwaqt li dawn l-eżamijiet huma obligatorji għal tfal li jattendu skejjel Statali, is-setturi tal-iskejjel tal-Knisja u Indipendenti jistgħu jieħdu sehem fih ukoll. L-eżami jintuża biex jirrikordja l-kisba tal-istudenti fi tmiem ič-Ċiklu tal-Primarja u jipprovdi informazzjoni importanti lill-iskejjel sekondarji li jilqgħu lill-istudenti mill-primarji fuq it-tagħlim ta' studenti individwali.

Kif irrakkomandat fir-rapport *Transition* (2007),¹⁵ tinkiseb stampa aktar eżatta tal-livelli tal-

15 Grima et al., (2007) *Transition from Primarja to Secondary Schools in Malta – A Review*. Ministry of Education, Culture and Sport.

kisbiet f'oqsma partikolari tal-kurrikulu f'livell nazzjonali permezz ta' sistema ta' moniteraġġ estern ta' kampjun ta' suġġetti f'kampjun rappreżentattiv ta' skejjel fuq ċiklu ta' ħames snin. Dan il-moniteraġġ għandu żewġ skopijiet: li jkejjel il-progress ta' dawk l-istudenti fil-livelli ġeneral ta' kisbiet u l-assessjar tal-kurrikulu nnifsu bl-għan li jkunu rrakkomandati bidliet.

It-Transizzjonijiet

Filwaqt li fl-ewwel sentejn taċ-Ċiklu tal-Primarja l-kurrikulu jibni fuq il-pedamenti mqegħdin tul is-Snin Bikrin, fis-snin ta' wara hu jibni b'mod mill-qrib ħafna maċ-Ċiklu tas-Sekondarja biex jiżgura transizzjoni bla skossi. Is-snin tal-primarja jappoġġjaw kurrikulu uniformi li jiżgura li l-oqsma tat-tagħlim u l-pedagoġiji jindirizzaw l-iżvilupp ħolistiku tal-istudenti. Barra minn hekk, l-assessjar ikun irrappurtat f'termini ta' livelli ta' kisba u hekk jgħarraf lill-iskejjel sekondarji dwar il-progress u l-kisbiet tal-istudenti.

Taqsimu 3

Is-Snin tas-Sekondarja (mis-7 sal-11-il Sena)¹⁶

It-transizzjoni mill-iskola primarja għal dik sekondarja għandha tkun bla problemi u toffri progressjoni b'mod li tappoġġjalit-tfal waqt li jkunu jitgħallmu jerfgħu aktar responsabbiltà. Is-snin tas-sekondarja huma perjodu importanti għall-iżvilupp personali tagħhom, u l-istudenti għandhom jagħmlu l-almu tagħhom biex ikollhom bażi soda għal edukazzjoni postsekondarja u oġġla. L-edukazzjoni u s-servizzi li jagħtu gwida għall-karrieri għandhom funzjoni kruċjali tul dan iċ-ċiklu kollu biex jintlaħaq dan l-għan.

Fl-aħħar snin tal-edukazzjoni sekondarja r-relazzjoni bejn il-kurrikulu u ċ-ċertifikazzjoni tikseb sinifikat importanti ħafna. Sa tmiem l-edukazzjoni sekondarja l-istudenti għandhom id-dritt għal ċertifikazzjoni ta' tmiem iċ-ċiklu li tista' tinkludi ċ-Ċertifikat u l-Profil tal-Iskola Sekondarja li jiddokumentaw it-tagħlim formali, informali, u mhux formali tagħhom, u tal-eżamijiet tas-*Secondary Education Certificate* (SEC) jew alternattivi tagħhom, li kollha kemm huma huma rikonnoxxuti mill-Kunsill Malti għall-Kwalifiki (MQC).

Din it-taqsimu tinkludi:

- l-iskopijiet u l-oġġettivi ġenerali;
- l-għanijiet tal-edukazzjoni sekondarja;
- l-oqsma ta' tagħlim fiċ-Ċiklu tas-Sekondarja; u
- il-proposti għall-implimentazzjoni tal-NCF fiċ-Ċiklu tas-Sekondarja.

L-Iskopijiet u l-Oġġettivi Ġenerali

Iċ-Ċiklu tas-Sekondarja hu punt mill-aktar importanti fil-vjaġġ edukattiv tal-istudenti għaliex jikkonsolida u jibni fuq l-esperjenzi tat-tagħlim tal-edukazzjoni primarja u jipprepara lill-istudenti għall-isfidi usa' li jkollhom jiffaċċjaw wara l-iskola obbligatorja. Edukazzjoni f'dan il-livell għandha:

- tipprovdi lill-istudenti perjodu ta' aġġustament li jippermettilhom isiru familjari mal-proċeduri tal-edukazzjoni sekondarja, u opportunità li jindirizzaw xi problemi mhux riżolti (dwar għerf u ħiliet) relatati maċ-Ċiklu tal-Primarja;
- tesponi lill-istudenti għal perspettiva usa' ta' għarfien u għerf li tmur lil hinn mill-esperjenzi tagħhom fiċ-Ċiklu tal-Primarja;
- tiżgura li l-istudenti jifhmu u jkunu diposti iktar lejn oqsma tat-tagħlim speċifikati;

¹⁶ Konformi mal-filosofija ta' kurrikulu bla skossi, hu rakkomandat li ċ-Ċikli tal-Primarja u s-Sekondarja fl-edukazzjoni obbligatorja jissejġu mill-Ewwel sal-ħdax-il Sena.

- tagħti lill-istudenti l-ħiliet u kompetenzi meħtieġa biex jaddattaw ruħhom għal soċjetà karatterizzata mill-bidla, u biex jiffunzjonaw b'suċċess fil-komunità immedjata tagħhom u lil hinn minnha;
- tippromwovi l-iżvilupp tal-persuna sħiħa billi tgħin lill-istudenti jiffaċċjaw problemi konnessi mal-iżvilupp fiżiku (problemi relatati ma' saħħa, pubertà u sesswalità), psikoloġiku (problemi relatati ma' żvilupp mentali u saħħa u mmaniġġjar ta' tensjoni), emozzjonali (problemi relatati ma' ħsus pożittivi u negattivi); soċjali (problemi relatati ma' ħiliet interpersonali, pressjoni minn sħabhom u riżoluzzjoni ta' konflitti) u spiritwali (problemi relatati ma' etika u valuri);
- tipprovdi lill-istudenti b'esperjenzi, kompetenzi u fehim li jippreparawhom għat-tagħlim tul il-ħajja u jagħtuhom il-ħila li jagħmlu għażliet għaqlin għall-gejjieni tagħhom; u
- tipprepara lill-istudenti biex jiksbu kwalifiki u ċertifikazzjoni li huma rilevanti għal tagħlim lil hinn mill-edukazzjoni obbligatorja u biex isibu impjieg.

L-Għanijiet tal-Edukazzjoni Sekondarja

L-NCF għandu l-għan li jiżviluppa:

A. *Studenti u li huma kapaċi jiżviluppaw b'suċċess il-potenzjal sħiħ tagħhom billi jitgħallmu tul ħajjithom*

Dan jitlob l-iżvilupp ta':

Il-ħiliet personali u soċjali

Il-ħiliet personali u soċjali huma żviluppanti f'dan il-livell biex jiżguraw li l-istudenti jtemmu ċ-ċiklu ta' ħames snin mgħammrin biex ikunu jistgħu jiffaċċjaw realtà soċjali li dejjem tinbidel. Il-valuri fundamentali tal-familja, ir-rispett, l-inklużjoni, il-ġustizzja soċjali, id-demokrazija, l-impenn, il-kura, l-imħabba u r-responsabbiltà jissaħħu tul iċ-Ċiklu tas-Sekondarja.

L-iżvilupp morali u spiritwali

L-esperjenza tal-iskola sekondarja tgħin lill-istudenti jsaħħu u jtejbu l-iżvilupp morali u spiritwali tagħhom. Bis-saħħa tat-tagħlim formali, l-esperjenzi individwali, fi grupp jew fil-klassi, permezz tal-evalwazzjoni personali bl-għajjnuna ta' *counsellors* reliġjużi u għalliema, l-istudenti jiżviluppaw il-ħiliet diversi li jwasslu għal tkabbir morali u spiritwali, inkluża viżjoni aktar kritika, matura u infurmata tat-twemmin u Prattiki Nsara. L-istudenti għandhom ukoll jaċċettaw, jifhmu u jidhlu fi djalogu ma' dawk li jipprofessaw fidi differenti.

Wara li jgħaddu minn perjodu ta' dubju u mistoqsijiet dwar il-valuri, li ġeneralment jiġi f'nofs iċ-Ċiklu tas-Sekondarja u jikkorrispondi għall-bidliet fiżiċi u emozzjonali li jseħħu meta ż-żgħażaġh ikunu qed jiżviluppaw, l-istudenti ġeneralment jimmaturow u jaslu għat-tkabbir morali u spiritwali li jservihom meta joħorġu mid-dinja mkenna tal-iskola. L-NCF jappoġġja dan l-iżvilupp.

Il-litteriżmu, in-numeriżmu u l-litteriżmu diġitali

Dawn il-ħiliet ġeneralment jinkisbu fil-livell tal-primarja. Fil-livell tas-sekondarja dawn il-ħiliet ikomplu jiġu żviluppanti fil-każ tal-istudenti kollha .

Il-bilingwiżmu u l-multilingwiżmu

Li wieħed ikun multilingwi jimplika li jkun kapaċi jikkomunika bil-kelma u bil-kitba mill-inqas fi tliet ilsna. Barra mill-iżvilupp tal-Malti u l-Ingliż fil-livell tas-sekondarja, l-istudenti jibdeu jitgħallmu formalment it-tielet lingwa bil-possibbiltà li jagħzlu wkoll ir-raba' lingwa. Ir-rakkomandazzjoni tal-UE li wieħed jitgħallem il-lingwa materna minbarra żewġ lingwi oħrajn ilha żmien twil realtà fis-sistema edukattiva tagħna, u għandha tinżamm.

Il-kompetenza fix-xjenzi u t-teknoloġija

Li wieħed ikollu kompetenza xjentifika u teknoloġika jimplika sistema ta' tagħlim imsejsa fuq l-istħarriġ. L-istudenti jiżviluppaw kurżità fir-rigward tal-fenomeni naturali li twassalhom biex jistaqsu mistoqsijiet dwar dak li jaraw u li jhossu. Tul iċ-Ċiklu tas-Sekondarja l-istudenti jidhlu aktar fil-fond fl-għerf u fehim tal-proċessi xjentifiċi u teknoloġiċi. L-għan hu li wieħed jippreparahom għal soċjetà li fiha x-xjenza u t-teknoloġija għandhom funzjoni ewlenija.

Il-ħsieb kritiku u innovattiv

Tul iċ-Ċiklu tas-Sekondarja tagħhom l-istudenti jiżviluppaw il-ħila li jesploraw kwistjoni partikolari minn diversi perspettivi, u jkunu kapaċi jivvalutaw il-veraċità ta' jekk sors ta' informazzjoni hux vera jew le. L-istudenti huma mistennija li jkunu kreattivi u innovattivi, u li jesperimentaw b'manjieri alternattivi ta' kif isolvu problemi.

L-apprezzament estetiku u l-espressjoni kreattiva

L-apprezzament estetiku u l-espressjoni kreattiva jistagħnew permezz tal-istudju tal-arti, il-mużika, iż-żfin, id-drama u l-letteratura. It-tagħlim fil-fergħat tal-arti espressivi jipprovdi opportunitajiet biex wieħed jissoda u jagħni t-tagħlim f'oqsma oħrajn tal-kurrikulu.

B. Studenti li huma kapaċi li jsostnu ċ-ċansijiet tagħhom fid-dinja tax-xogħol

Dan ikun jeħtieġ:

Il-ħila li wieħed jikkomunika b'mod effettiv u b'sens ta' fiduċja

Dawk l-istudenti huma mistennija jiżviluppaw fehim tal-lingwi u jrabbu fiduċja fl-użu tagħhom f'varjetà ta' kuntesti, fosthom l-oqsma differenti tat-tagħlim u s-sitwazzjonijiet mill-ħajja ta' kuljum.

Il-kompetenza fl-użu tat-teknoloġiji ġodda tal-informazzjoni u l-komunikazzjoni

L-istudenti jissahħu fl-użu ta' varjetà ta' teknoloġiji diġitali biex jaċċessaw u jaqsmu riżorsi ta' informazzjoni; biex jivvalutaw kemm hu ta' min joqgħod fuqhom u janalizzaw b'mod kritiku l-informazzjoni miksuba. L-użu ta' dawn it-teknoloġiji jgħin lill-istudenti jiżviluppaw opinjonijiet infurmati u attitudnijiet li huma riflessi fl-għażliet li jagħmlu u fid-deċizjonijiet li jieħdu.

Il-ħila li jitharrġu, jitharrġu mill-ġdid u jiżviluppaw ħiliet ġodda

L-istudenti jsiru kapaċi jagħmlu evalwazzjoni kostruttiva tagħhom infushom u japprezzaw il-ħtieġa tat-tagħlim tul il-ħajja fl-ambitu tal-kuntest ta' soċjetà li tinbidel; ikunu kapaċi jidentifikaw u possibilmont jantiċipaw ħtiġijiet emergenti fis-soċjetà; jidentifikaw organizzazzjonijiet li joffru opportunitajiet ta' taħriġ u jkunu flessibbli fl-addattament għal teknoloġiji ġodda u l-ħiliet konnessi magħhom.

L-istabbiltà u l-indipendenza ekonomika

L-istudenti jeħtiġilhom ikunu jafu kif jużaw ir-riżorsi personali, nazzjonali u globali biex ikabbru kemm jista' jkun il-valur ekonomiku tagħhom, u jipprovdu stabbiltà u awtonomija. Jeħtiġilhom jiżviluppaw etika ekonomika soċjalment responsabbli li tagħti prijorità lil miżuri li jmexxu 'l quddiem il-ġid komuni.

L-innovazzjoni u l-intraprenditorija

L-istudenti huma mgħamrin biex jantiċipaw, jibdeu u jimmaniġġjaw il-bidla; jiżviluppaw ħiliet organizzattivi li jwasslu għal intraprizi individwali u kollaborattivi; u jiżviluppaw u jkunu profiċjenti fil-ħiliet meħtieġa għall-eżerċizzji tad-dinamika tal-gruppi, il-valutar tar-riskji u r-riżoluzzjoni tal-konflitti.

Il-ħila li jhaddnu bil-qalb il-mobbiltà u l-bdil ma' studenti f'pajjiżi oħra

L-istudenti għandhom ikunu ppreparati biex jirrispondu u jkunu flessibbli għall-ħtiġijiet emergenti tas-suq tax-xogħol; ikunu kapaċi jevalwaw ir-riżorsi lokali u barranin meħtieġa għall-iżvilupp personali; ikunu flessibbli biex jaddattaw pjanijiet li jinkludu vvjaġġar barra ħalli jitharrġu u/jew jispeċjalizzaw f'qasam partikolari; japprezzaw il-valur tal-fertilizzazzjoni reċiproka ta' ideat, metodi, tekniki u sistemi; japprezzaw u jkunu lesti jaqsmu esperjenzi lokali ma' kuntesti soċjali oħrajn.

Il-viżjoni tar-realtà b'ottika sistemika li tiffaċilita l-impenn tagħhom fil-promozzjoni tal-iżvilupp sostenibbli

Bis-saħħa tal-espożizzjoni għal temi interdixiplinari, l-istudenti japprezzaw li r-realtà hija l-effett sommarju ta' diversi realtazjiet li jikkomponuha; jiżviluppaw ħiliet biex jidentifikaw u jammettu l-komplessitazjiet u r-relazzjonijiet marbutin ma' xulxin ta' kwistjonijiet personali, soċjali, kulturali, reliġjużi, politiċi, ekonomiċi, teknoloġiċi u ambjentali f'kull kwistjoni kollettiva; ikunu sensitivi għall-ħtiġijiet ta' membri oħrajn tas-soċjetà, partikolarment ta' individwi jew gruppi emarġinati jew żvantaġġjati; jiżviluppaw realizzazzjoni tal-impatt tad-deċiżjonijiet jew azzjonijiet personali fil-livell lokali fuq il-livelli komunitarji jew globali u viċeversa; jitrattaw soluzzjonijiet għall-problemi billi jfittxu konnessjonijiet u jippromwovu sħubiji u sinerġiji fuq il-bażi ta' djalogu, negozjati u riżoluzzjoni ta' konflitti biex jaslu għal sitwazzjoni fejn kulhadd joħroġ sodisfatt.

L-involvement attiv fi kwistjonijiet ta' żvilupp sostenibbli

L-istudenti jsiru kommessi għat-titjib tal-kwalità tal-ħajja f'livell personali, komunitarju, nazzjonali u globali; jiżviluppaw il-ħsieb kritiku u ħiliet riflessivi biex jevalwaw politiki, Prattiki jew stili ta' ħajja kurrenti, u jissuġġerixxu mgħibiet alternattivi sostenibbli; jagħrfu r-responsabbiltà personali – mhux sempliċement tal-awtoritazjiet – lejn l-adozzjoni ta' żvilupp sostenibbli u jiżviluppaw f'ċittadini li kapaċi jippartecipaw b'mod attiv fit-teħid ta' deċiżjonijiet.

C. Studenti li huma ċittadini impenjati fost realtazjiet lokali, reġjonali u globali li dejjem jinbidlu

Huma jkun jeħtiġilhom li:

Jirrispettaw id-diversità u jirrispettaw id-differenza

Dan l-għan primarjament jintlaħaq bis-saħħa ta' politika inklużiva fl-iskejjel. Skola inklużiva ma taqdx biss l-istudent irrispettivament mis-sess, reliġjon, razza, abbiltà u twemmin tiegħu,

izda għandha bħala wieħed mill-għanijiet tagħha l-promozzjoni tal-potenzjal ta' kull student bis-saħħa ta' attenzjoni u appoġġ individwalizzati. L-etos u l-prattiki tal-iskola, speċjalment fiċ-Ċiklu tas-Sekondarja, jittrasmettu dan il-valur lill-istudenti kollha. Minbarra li dan jinkiseb speċifikament permezz ta' oqsma partikolari tat-tagħlim, dan l-għan hu żviluppat ukoll permezz ta' temi interkurrikulari bħall-edukazzjoni multikulturali u l-edukazzjoni għal żvilupp sostenibbli.

Jirrispettaw u jippromwov u l-kultura u l-wirt Malti

Oqsma differenti tat-tagħlim jipprovdu opportunitajiet lill-istudenti biex jagħmlu esperjenza tal-kultura u wirt tagħna ħalli japprezzaw u jsaħħu l-identità nazzjonali tagħhom. Programm tajjeb ta' attivitajiet kurrikulari komplementari, fosthom żjajjar u proġetti kulturali, jagħti appoġġ lit-tagħlim formali fil-klassi fil-kisba ta' dan l-għan. Programmi oħra ta' edukazzjoni tul il-ħajja, bħall-ġemellaġġ elettroniku u l-Comenius, jikkontribwixxu wkoll għal dan l-għan. Il-forom tal-arti espressiva (arti, mużika, żfin u drama), magħqudin mal-Istudji Ambjentali, l-Istorja u l-ġeografija, għandhom jagħtu importanza partikolari lill-identità nazzjonali tagħna u għall-fehim tal-post ta' Malta fl-Ewropa u fid-dinja. L-akkwist u l-użu tajjeb tal-ilsien Malti għandu jigi l-ewwel u qabel kollox.

Jiżviluppaw kompetenza interkulturali u japprezzaw il-wirt tagħhom f'kuntast Mediterranju, Ewropew u globali

L-edukazzjoni fil-lingwi, b'enfasi fuq il-kuntast kulturali usa', hi waħda mill-għodod l-aktar addattati għall-iżvilupp tal-kompetenza interkulturali. Il-mobbiltà tal-istudenti u proġetti ta' ġemellaġġ ma' skejjel Ewropej u barranin għandhom ikunu inkoraġġuti u jsiru parti mill-esperjenza ta' kull student.

Jaħdmu għat-tisħiħ tal-koeżjoni soċjali u jiżguraw il-ġustizzja soċjali

L-NCF jorbot ma' riformi oħrajn fl-edukazzjoni li jfittxu li jippromwov u gwaljanza ta' opportunitajiet u aċċess għal edukazzjoni ta' kwalità. L-enfasi fuq transizzjoni u intervent bikri hija l-pedament ta' sistema edukattiva ġusta li tirriżulta fit-tisħiħ tas-soċjetà Maltija u tal-istudenti individwali. Il-promozzjoni tar-rispett għad-diversità u l-valur tad-differenzi wkoll jibnu soċjetà stabbli u b'saħħitha. L-iskemi ta' xogħol volontarju, l-iskejjel multikulturali, is-sens ċiviku qawwi u n-nuqqas ta' diskriminazzjoni fl-iskejjel għandhom ikunu l-mixtla tal-koeżjoni soċjali. Il-ġid komuni għandu jinżamm fl-ewwel post, u għalhekk l-istudenti jitgħallmu kif jiddjalogaw u jaslu għal kunsens, jekk meħtieġ permezz ta' medjazzjoni.

Isostnu l-ġustizzja soċjali u l-prinċipji demokratiċi

L-edukazzjoni għaċ-ċittadinanza, flimkien ma' inizjattivi li jħaddnu Prattiki Demokratiċi fl-iskejjel, hija mod wieħed kif jinkiseb dan l-għan. L-atteġġjament inkluziv waħdu għandu jggarantixxi l-ġustizzja soċjali għal kulħadd. L-amministrazzjoni tal-iskola għandha tagħti spazju mdaqqas għall-inizjattivi meħudin u koordinati mill-Kunsill tal-Istudjenti u għandha tikkonsulta lill-Kunsill tal-Istudjenti fuq materji li jolqtu direttament lill-popolazzjoni studenteska.

L-Oqsma tat-Tagħlim

L-oqsma tat-tagħlim introdotti fiċ-Ċiklu Tal-Primarja huma msaħħin u estiżi fiċ-Ċiklu tas-Sekondarja. Barra minn hekk, fis-Seba' u d-Disa' Sena jiddaħħlu numru ta' suġġetti li jingħažlu mill-istudenti. It-taqsmiet li ġejjin jipprezentaw konsiderazzjoni ta' kif kull qasam

tat-tagħlim jista' jkun żviluppat fiċ-Ċiklu tas-Sekondarja.

Il-Lingwi

Fid-dawl tal-kuntest politiku, ġeografiku u storiku tal-Gżejjer Maltin, u l-enfasi tal-UE fuq it-tagħlim tal-lingwi, il-multilingwiżmu jassumi importanza akbar.

It-tagħlim tal-**lingwa materna** (ġeneralment il-Malti) fil-livell tal-iskola sekondarja jsaħħaħ is-sens ta' identità u l-iżvilupp konċettwali tal-istudenti.

It-tagħlim tat-**tieni lingwa** (ġeneralment l-Ingliż, li hu waħda miż-żewġ lingwi uffiċjali f'Malta) fil-livell tal-iskola sekondarja jsaħħaħ l-akkwist ta' lingwa internazzjonali importanti ta' komunikazzjoni.

It-tagħlim tal-**lingwi barranin** fil-livell tal-iskola sekondarja jipprovdi għall-akkwist ta' iktar għodod ta' komunikazzjoni li jiswew għall-apprezzament tad-diversità kulturali u għall-facilità ta' interazzjoni fl-ambitu tal-kuntesti Ewropej u internazzjonali.

It-tagħlim tal-Malti, Ingliż u lingwa barranija jagħti ħila lill-istudenti biex:

- jżviluppaw pedament sod ta' ħiliet fil-lingwi;
- iwessgħu fehim personali, soċjali u kulturali;
- jagħnu l-iżvilupp konjittiv u affettiv;
- jżviluppaw għarfien u fehim tal-kultura jew kulturi tan-nies li jikkellmu l-lingwa li wieħed ikun qed jistudja, u jirrispettaw id-diversità kulturali;
- jippreparaw ruħhom għad-dinja tax-xogħol u għall-edukazzjoni lil hinn minn dik obligatorja f'Malta u barra minn Malta;
- jżviluppaw għarfien tan-natura tal-lingwi u tat-tagħlim tal-lingwi;
- itejbu l-ħiliet tat-tagħlim ta' applikazzjoni aktar ġenerali, inklużi l-analiżi, id-deduzzjoni ta' inferenzi, l-evalwazzjoni personali, it-tiftix tal-għerf u l-memorizzazzjoni;
- jiksbu kompetenza lingwistika għal skopijiet differenti u f'kuntesti differenti; u
- jiksbu u jżviluppaw il-kompetenza komunikattiva.

Minbarra l-lingwi obligatorji (il-Malti u l-Ingliż), l-istudenti jagħzlu lingwa barranija waħda fl-ewwel sena u jibqgħu jistudjawha tul iċ-Ċiklu tas-Sekondarja kollu. Jista' jkun hemm ukoll il-possibbiltà għall-istudenti li jagħzlu t-tieni lingwa barranija fis-snin aħħarin taċ-Ċiklu tas-Sekondarja.

It-tagħlim tal-lingwi jhaddan varjetà ta' metodoloġiji pedagogiċi li jipprovdu opportunitajiet għall-istudenti biex jużaw medda ta' riżorsi, fosthom l-użu tad-Drama u l-ICT, biex jaċċessaw u jikkomunikaw informazzjoni fil-lingwa li jkunu qed jistudjaw. Din is-sistema eklettika:

- tiżgura li t-tagħlim tal-lingwi jsir b'mod pjaċevoli;
- ttiprovdi l-kondizzjonijiet ideali li jwasslu għal tagħlim effettiv; u
- hi riflessiva u ċċentrata fuq min jitgħallem.

Fil-livelli kollha taċ-Ċiklu tas-Sekondarja, l-assessjar isir fl-erba' ħiliet lingwistiċi (is-smiġħ, it-taħdit, il-qari u l-kitba) li jqisu l-medda wiesgħa ta' livelli ta' kisbiet.

II-Matematika

Il-matematika tagħti lill-istudenti l-opportunità li jidhlu aktar fil-fond fl-għerf u raġunar matematiku, biex jiġu f'kuntatt b'mod aktar formali mar-raġunar astratt u loġiku inerenti fis-suġġett, u wkoll li japprezzaw aħjar u japplikaw il-possibiltajiet komunikattivi li joffri l-medju tal-matematika. L-idea hi li wieħed jikkonsolida kisbiet preċedenti filwaqt li jiffaċilita iktar żvilupp li jservi l-ħtiġijiet u l-interessi ta' kull student.

L-esperjenza prinċipali tal-matematika fil-livell tas-Sekondarja għandha jkollha żewġ miri ewlenin:

- L-applikazzjoni tal-matematika bħala realtà tanġibbli fil-ħajja ta' kuljum. L-istudenti kollha għandhom jiksbu livell bażiku ta' kompetenza matematika li jagħtihom iċ-ċans li jiffunzjonaw bħala ċittadini awtonomi. Din l-indipendenza tittraduċi ruħha fi kwalità ta' ħajja aħjar kemm fil-livell individwali u kemm f'dak tal-komunità.
- Billi l-maġġoranza kbira tal-istudenti huma mistennija jkomplu bl-edukazzjoni, l-esperjenza tal-matematika fil-livell tas-sekondarja tassumi r-responsabbiltà li tipprepara u timmotiva lill-istudenti għal studji lil hinn mill-edukazzjoni obbligatorja kemm fis-suġġett innifsu u kemm f'suġġetti oħrajn. Din għandha tkun preparazzjoni li twitti t-triq għal varjetà ta' livelli ta' matematika li huma relatati ma' rotot kemm akkademiċi u kemm vokazzjonali.

L-istudenti huma assessjati skont ħiliet numeriki, algebraji, spazjali u ta' mmanigġjar ta' dejta, kif ukoll skont l-applikazzjoni ta' għerf, ħiliet u fehim matematiki f'sitwazzjonijiet ta' ħajja reali. Dan hu applikabbli għal kull livell ta' kisbiet.

Ix-Xjenza

It-tagħlim tax-xjenza għandu jiżviluppa ħsieb xjentifiku u fehim ta' kuncetti, prinċipji u teoriji ta' ordni ogħla b'mod ħolistiku. Il-kwistjonijiet etiċi, ekonomiċi, soċjali u morali jikkontribwixxu għal fehim aktar fil-fond tax-xjenza u tar-rabtiet tagħha mal-ħajja ta' kuljum. Din id-dimensjoni għandha tgħin lill-istudenti jintegraw għerf minn oqsma ta' tagħlim differenti u jifhmu li x-xjenza m'għandhiex soluzzjoni għas-sitwazzjonijiet problematiċi kollha.

L-istudenti kollha tas-Seba' u t-Tmien Sena jistudjaw il-*Core Science*. Fid-Disa', l-Għaxar u l-Ħdax-il Sena l-istudenti li ma jixtix jispesjalizzaw fix-Xjenza jkomplu bil-*Core Science* li jwassal għal eżami tas-SEC. L-istudenti li jixtiequ jispesjalizzaw fix-Xjenza jistgħu jagħzlu tnejn jew tlieta minn: *Life Sciences*, *Physical Sciences* u *Materials Sciences* li kull wieħed iwassal għal eżami tas-SEC.

It-tagħlim għandu jinkludi:

- opportunitajiet għal attivitajiet individwali u fi gruppi;
- involviment fix-xjenza permezz ta' investigazzjonijiet;
- użu ta' riżorsi multimedja, u użu ta' riżorsi sekondarji bħal magazins xjentifiċi u artikli fil-ġurnali;
- esplorazzjonijiet b'ippjanar, twaqqif u għemil ta' esperimenti għas-soluzzjoni ta' mistoqsijiet u problemi, waqt li jitqiesu kwistjonijiet ta' saħħa u sigurtà;
- osservazzjonijiet ta' fenomeni biex jispjegaw kuncetti, prinċipji u teoriji, u għarfien li l-prinċipji u t-teoriji kienu żviluppatti fl-ambitu ta' kuntest storiku; u
- abbiltà li jlaboraw fuq spjegazzjonijiet bl-użu ta' lingwa u tekniki xjentifiċi addattati bħal tabelli, ċarts u metodi matematiċi.

Minbarra l-assessjar summattiv aktar formali, il-*learning outcomes* jistgħu jkunu rikordjati permezz ta' diversi forom bħal investigazzjonijiet u attivitajiet li jsoġu l-problemi, *logbooks* ta' tagħlim u portafolli.

L-Edukazzjoni Reliġjuża

F'Malta t-tagħlim tar-religjon jitqies bħala element importanti fil-formazzjoni integrali tal-persuna. L-Edukazzjoni Reliġjuża Kattolika¹⁷ titfa' dawl fuq il-mistoqsijiet bażiċi dwar ir-relazzjoni ta' dak li jkun ma' Alla, fuq it-tifsira tal-ħajja, kwistjonijiet ta' natura etika, l-identità personali ta' dak li jkun, u fuq dimensjonijiet differenti ta' djalogu u koeżjoni soċjali f'soċjetà li qed issir pluralistika. Għerf aktar profund tat-tradizzjonijiet reliġjużi differenti għandu jipprovdi kontribut validu għall-formazzjoni soċjali u ċivika tal-istudenti.

L-Edukazzjoni Reliġjuża tikkontribwixxi għall-iżvilupp ħolistiku tal-istudenti billi tipprovdi l-lingwa u l-ħiliet biex ikollhom aċċess għal u jesprimu d-dimensjonijiet reliġjużi u spiritwali, u dawn jistgħu joffruhom l-isfida li jistaqsu fuq ir-raġonevolezza ta' vjaġġ ta' fidi fil-kuntest soċjali u kulturali tal-lum.

It-tagħlim fl-Edukazzjoni Reliġjuża jsir b'rispett sħiħ għall-unicità ta' kull student:

- L-Edukazzjoni Reliġjuża taddatta ruħha għar-rekwiżiti ta' kull student individwali billi dan hu l-mod waħdieni kif tkun irrISPETTATA d-diversità tal-għageb li Alla ħalaq fl-umanità.
- Ir-rispett tal-persuna jitlob metodoloġija li hija tassew ibbażata fuq relazzjonijiet u li hi ggwidata mit-twemmin li l-istudenti jitgħallmu, l-aktar jekk it-tagħlim jitqiegħed f'kuntest ta' esperjenzi konkreti fl-ambitu ta' komunità.
- Il-pedagoġija tal-Edukazzjoni Reliġjuża f'dan il-livell għandha tkun primarjament ispirata

17 L-Edukazzjoni Reliġjuża Kattolika hija r-responsabbiltà tal-Uffiċċju għall-Edukazzjoni Reliġjuża tal-Konferenza Episkopali Maltija.

mill-kostruttiviżmu u minn attegġjament ta' flessibbiltà fit-tagħlim. Għandha tingħata preferenza għal sistema antropoloġika fejn l-esperjenza umana titqies bħala haġa ċentrali u fejn l-istudenti huma inkoraġġuti jikkorelataw l-esperjenzi tagħhom ma' dawk ta' wemmiena oħrajn f'perjodi u kuntesti differenti.

- L-Edukazzjoni Reliġjuża tuża varjetà wiesgħa ta' tekniki u midja biex tgħin lill-istudenti jsiru konxji tal-bażi reliġjuża u spiritwali tal-ħajja morali, u jimpenjaw ruħhom fiha.

L-għalliema huma inkoraġġuti biex jużaw diversi ħidmiet, bħall-komprensjoni, id-diskussjoni, il-kitba ta' esejs, u t-tfassil ta' kuncetti f'forma ta' mapep, biex isir assessjar u evalwazzjoni tal-livelli kollha tad-dominji konjittivi u affettivi tat-tagħlim. L-istudenti għandhom jitgħallmu kif jagħmlu awtoassessjar effettiv.

Il-ġenituri tal-istudenti għandhom id-dritt li jiddeċiedu li t-tifel jew tifla tagħhom ma jsegwux l-Edukazzjoni Reliġjuża Kattolika. Fil-każ ta' studenti ta' din ix-xorta l-NCF jirrakkomanda programm ta' Edukazzjoni Etika mfassal mill-Awtoritajiet tal-Edukazzjoni. Dan il-programm jingħata skond konsiderazzjonijiet loġistiċi.

L-Edukazzjoni għaċ-Ċittadinanza

L-NCF qed jipproponi qasam ta' tagħlim prinċipali li jipprovdi sistema integrata u wiesgħa għall-Edukazzjoni għaċ-Ċittadinanza li ggħib flimkien l-oqsma tas-sugġetti tal-Istudji Soċjali, l-Istorja, il-ġeografija, l-Istudji Ambjentali u aspetti mill-Edukazzjoni Personali, Soċjali u għas-Saħħa u l-Home Economics. L-Edukazzjoni għaċ-Ċittadinanza tista' tissaħħaħ bil-partecipazzjoni attiva tal-istudenti fil-klassi, f'kursi tal-istudenti, permezz ta' attivitajiet u inizjattivi kurrikulari li jsiru fl-ambitu tal-komunità lokali, u bis-saħħa ta' proġetti nazzjonali u internazzjonali u attivitajiet oħrajn li jiżviluppaw ħiliet intraprenditorjali.

Dan il-qasam tat-tagħlim għandu jinkoraġġixxi lill-istudenti biex:

- jiskopru u jitgħallmu aktar fuqhom infushom;
- jiżviluppaw ħiliet interattivi, empatija u rispett; u
- jitgħallmu fuq kuntesti u realtjiet soċjali, storiċi, ġeografiċi, ekonomiċi, politiċi u ambjentali kif ukoll fuq l-implikazzjonijiet tagħhom.

Filwaqt li l-Edukazzjoni għaċ-Ċittadinanza hija qasam prinċipali tat-tagħlim tul iċ-Ċiklu tas-Sekondarja, fis-snin aħħarin l-istudenti jingħataw ukoll l-oportunità li jistudjaw l-Istorja, il-ġeografija, l-Istudji Soċjali, l-Istudji Ambjentali u l-Istudji Ewropej bħala sugġetti ta' għażla.

L-Edukazzjoni għaċ-Ċittadinanza bħala qasam tat-tagħlim tippromwovi sistema interattiva u partecipattiva li tagħti lok għal diskussjonijiet u dibattiti fil-klassi appoġġjati minn ħidma fuq proġetti u inkjesti, xogħol fuq il-post, żjajjar u attivitajiet kurrikulari oħrajn.

L-assessjar tal-Edukazzjoni għaċ-Ċittadinanza jqis il-kisba tal-*learning outcomes* pertinenti għall-oqsma tas-sugġetti differenti. It-tagħlim mhux formali fl-Edukazzjoni għaċ-Ċittadinanza jkun rikordjat permezz taċ-Ċertifikat u l-Profil tal-Iskola Sekondarja.

L-Edukazzjoni Teknoloġika

L-Edukazzjoni Teknoloġika tipprovdi lill-istudenti b'għerf, ħiliet u fehim rilevanti biex isiru profiċjenti ħafna teknoloġikament u diġitalment.

Il-qasam ta' tagħlim tal-Edukazzjoni Teknoloġika jinkludi d-Disinn u t-Teknoloġija (D&T) u l-Litteriżmu Diġitali. Bħala qasam prinċipali tat-tagħlim, id-D&T se jkun offrut permezz ta' sistema modulari. Barra minn ħin speċifiku fl-orarju skolastiku, l-esperjenzi tal-Litteriżmu Diġitali għandhom ikunu aċċessibbli permezz tal-oqsma tat-tagħlim oħrajn fil-kurrikulu. Fis-snin ta' wara l-istudenti jingħataw l-opportunità li jieħdu d-Disinn u Teknoloġija bħala suġġett ta' għażla.

In vista tar-rakkomandazzjonijiet li qed isiru minn kumitat separat għal rikonsiderazzjoni tas-suġġett,¹⁸ qed ikun propost li d-Disinn u Teknoloġija jinkludi l-Materjali Reżistenti, l-Elettronika u l-Prodotti Grafiċi. L-oqsma kollha jagħtu riżultati ta' tagħlim komuni li jgħinu lill-istudenti jiksbu għerf u ħiliet fid-Disinn u Teknoloġija permezz tad-disinn, forma, evalwazzjoni u komunikazzjoni. Barra minn hekk, D&T jipprovdi lill-istudenti b'opportunitajiet biex jiffukaw fuq kwistjonijiet ta' Saħħa u Sigurtà kif ukoll dawk Ambjentali.

Il-Litteriżmu Diġitali jintroduċi lill-istudenti għall-għerf, il-kuncetti u l-ħiliet relatati mal-organizzazzjoni, il-manipulazzjoni u l-kontroll ta' dejta bl-użu ta' teknoloġiji diġitali; il-komunikazzjoni u preżentazzjoni tal-informazzjoni bl-użu ta' teknoloġiji diġitali; l-awtomattizzazzjoni ta' proċessi diġitali; u d-dimensjonijiet soċjali u etiċi tat-teknoloġiji diġitali.

Il-assessjar tad-D&T għandu jinkludi t-teorija u dimensjonijiet prattiċi bbażati fuq id-disinn, filwaqt li l-assessjar tal-Litteriżmu Diġitali għandu jinkludi l-użu prattiku tal-ICT matul il-kurrikulu u l-assessjar tal-ħiliet bażiċi fl-ICT.

L-Edukazzjoni fl-Arti

L-Edukazzjoni fl-Arti bħala qasam ta' tagħlim tipprovdi lill-istudenti opportunitajiet biex ikunu kreattivi u immaġinattivi, biex jagħmlu esperjenza ta' ispirazzjoni u pjaċir, u biex jiżviluppaw ħiliet fl-arti viżiva u performattiva. Il-partecipazzjoni tagħti okkażjoni lill-istudenti biex jesperjenzjaw u jgawdu l-enerġija u l-eċitament li jiffurmaw immaġni u forom, jaħdmu u jipprezentaw ruħhom quddiem udjenzi differenti u jkunu parti minn udjenza għal oħrajn.

L-Edukazzjoni fl-Arti hi mgħallma permezz ta' sistema modulari tul iċ-Ċiklu tas-Sekondarja u fis-snin ta' wara; l-Arti hija offruta wkoll bħala għażla. Il-kulleġġi u l-iskejjel jistgħu joffru wkoll forom oħrajn ta' arti kreattiva bħala għażliet li jiddependu minn parametri operattivi. L-attivitajiet fil-qasam tal-arti jinvolvu l-kreazzjoni u l-preżentazzjoni, u huma prattiċi u esperjenzjali, jispiraw u joffru sfida.

L-assessjar f'dan il-qasam huwa għaddej dejjem tul il-kors, u jinkludi l-irrekordjar u l-irrapportar ta' ħiliet espressivi u operattivi fid-diversi forom tal-arti. L-apprezzament u l-evalwazzjoni huma parti integrali mill-proċessi kreattivi u jintrabtu mal-iżvilupp ta' ħiliet kreattivi, għerf u fehim, u t-tkattir tal-gost.

18 Il-kumitat għar-rikonsiderazzjoni tas-suġġett inġenjar mid-DQSE biex jikkunsidra mill-ġdid l-implimentazzjoni kurrenti, u biex jipproponi emendi u jagħmel rakkomandazzjonijiet għat-tagħlim tad-Disinn u t-Teknoloġija

L-Edukazzjoni għas-Saħħa

Fil-livell tal-iskola sekondarja, l-Edukazzjoni għas-Saħħa tinkludi l-Edukazzjoni Fiżika u Sport (PE), il-*Home Economics* (HE), u l-Edukazzjoni Personali, Soċjali u tas-Saħħa (PSHE). F'dan il-qasam tat-tagħlim l-istudenti jieħdu gost permezz tal-impenn fl-attività fiżika għal stil ta' ħajja sana kif ukoll dispożizzjoni pożittiva lejhom infushom, lejn l-oħrajn u lejn il-ħajja. L-impenn favur komunitajiet soċjali u kwstjonijiet ambjentali wkoll jiffirma parti mill-iżvilupp tal-istudenti f'dan il-livell.

Il-komponenti kollha tal-Edukazzjoni għas-Saħħa huma oqsma prinċipali. Filwaqt li l-Edukazzjoni Fiżika u Sport u l-Edukazzjoni Personali, Soċjali u għas-Saħħa huma assenjati sessjonijiet kull ġimgħa fl-orarju skolastiku tul iċ-Ċiklu kollu tas-Sekondarja, il-*Home Economics* għandu post differenti fl-orarju. Fl-ewwel Ċiklu tas-Sekondarja l-*Home Economics* jalterna mad-D&T filwaqt li fit-tieni Ċiklu tas-Sekondarja l-*Home Economics* jalterna mad-D&T u l-Edukazzjoni fl-Arti. Fis-snin ta' wara l-istudenti jistgħu jagħzlu wkoll il-*Home Economics* u l-PE.

Minbarra l-promozzjoni ta' stil ta' ħajja sana, is-suġġetti differenti li jaqgħu fl-ambitu ta' dan il-qasam ta' tagħlim jipprovdu wkoll għall-akkwist ta' ħiliet ta' ordni oġġla bħall-analiżi, is-sintezi u l-evalwazzjoni permezz ta' diskussjonijiet, attivitajiet li jinvolvu s-soluzzjoni ta' problemi, dibattiti, u ħidmiet prattici u investigattivi.

L-assessjar jiffoka fuq attegġjamenti formattivi u summattivi, u jinkludi ffissar ta' għanijiet, *peer reviews* u tekniki ta' evalwazzjoni personali.

Is-Suġġetti tal-Għażla fit-Tieni Ċiklu tas-Sekondarja

L-NCF qed jipproponi li s-sistema preżenti fl-ewwel Ċiklu tas-Sekondarja, segwit minn tliet snin fit-tieni Ċiklu tas-Sekondarja, għandha tinżamm fil-każ tas-settur Statali, għalkemm l-iskejjel fis-settur mhux Statali huma ħielsa biex jikkunsidraw alternattivi oħrajn.

Fit-tfassil tal-NCF ingħatat konsiderazzjoni għat-tneħħija tal-għażliet fit-tielet Ċiklu tas-Sekondarja, jew għallinqas posponiment tas-selezzjoni ta' għażliet li bħalissa jintgħażlu fi tmiem it-Tmien Sena. Madankollu, din il-konsiderazzjoni timplika tfassil għal kollox mill-ġdid tas-sillabi tal-eżami tas-SEC u tad-dħul fl-istituzzjonijiet postsekondarji u terzjarji. Kif inhuma l-affarijiet bħalissa, deher li dan mhux prattiku.

Il-Kurrikulu tas-Sekondarja li qed ikun propost f'dan id-dokument hu bbażat fuq il-mudell 2+3 li fih l-ewwel sentejn tal-iskola sekondarja għandhom kurrikulu li prattikament hu komuni għal kulhadd, u l-għażliet imbagħad isiru għad-Disa', l-Għaxar u l-ħdax-il Sena.

Fi tmiem iċ-Ċiklu tal-Primarja, l-istudenti jagħzlu lingwa barranija li tista' tkun waħda minn dawn: l-Għarbi, il-Franciz, il-ġermaniz, it-Taljan, ir-Russu u l-Ispanjol, skont id-disponibbiltà. L-iskejjel jistgħu jikkunsidraw l-inkluzjoni ta' lingwi oħrajn jekk dan ikun sostenibbli u vijabbli mil-lat edukattiv. Min-naħa l-oħra, l-iskejjel jistgħu jfasslu programmi għal studenti li jkunu għandhom għaddejjin minn diffikultajiet fil-lingwi prinċipali.

Fi tmiem it-Tmien Sena, l-istudenti ġeneralment jagħzlu żewġ suġġetti addizzjonali. L-għażla tas-suġġetti tiddependi minn kwistjonijiet bħall-għadd ta' riżorsi umani, in-numru ta' studenti li jagħzlu suġġetti partikolari, u r-riżorsi fiżiċi u l-limitazzjonijiet fl-orarju skolastiku. F'każijiet ta' studenti li jkollhom diffikultajiet fil-kurrikulu prinċipali, l-iskejjel jistgħu jagħtu

parir lill-istudenti biex jagħzlu suġġett wieħed flok tnejn minn daww tal-għażla u jkollhom il-flessibbiltà li jfasslu programm ta' taġħlim addattat għalihom.

L-NCF jipproponi li l-iskejjel joffru għażla ta' suġġetti minn fost il-lista li ġejja, imma hija inkoraġġita l-inkluzjoni ta' suġġetti oħra sakemm dan ikun sostenibbli u vijabbli mill-aspett edukattiv.

- L-*Accounts*
- L-*Arti*
- Il-*Business Studies*
- Il-Kompjuters
- Il-*Materials Sciences*
- Id-Disinn u t-Teknoloġija
- Id-Drama
- L-*Economics*
- Il-Letteratura Inġliża
- L-Istudji Ambjentali
- L-Istudji Ewropej
- Il-ġeografija
- Il-Komunikazzjoni Grafika
- L-Istorja
- Il-*Home Economics*
- Il-Lingwi Barranin: l-Għarbi / il-Franċiż / il-ġermaniż / it-Taljan / ir-Russu / l-Ispanjol
- Il-*Life Sciences*
- Il-Mużika
- L-Edukazzjoni Fiżika
- Il-*Physical Sciences*
- L-Istudji Soċjali
- It-*Textile Studies*
- Is-Suġġetti vokazzjonali: (fil-bidu) l-Inġinerija / l-Ospitalità / l-*IT Practitioner* / is-Saħħa u Kura Soċjali (ara taħt)

L-Edukazzjoni u t-Taħriġ Vokazzjonali (VET)

L-NCF jipproponi medda usa' ta' opportunitajiet edukattivi biex jissodisfa l-interessi u x-xejriet tal-istudenti kollha fl-edukazzjoni obbligatorja. Biex jindirizza dawn l-interessi l-NCF għandu l-għan li jintroduci s-suġġetti vokazzjonali bħala għażliet fid-Disa' Sena. L-għażla vokazzjonali taħseb għall-adozzjoni ta' strateġiji ta' taġħlim innovattivi valutati b'manjera dejjem għaddejja, l-aktar permezz tal-xogħol tal-kors. Dawn is-suġġetti relatati max-xogħol jinkludu ħiliet u għerf li jsostnuhom, kif ukoll kompetenza Prattika. Karatteristiċi ewlenin tas-suġġetti tal-VET jinkludu:

- orjentament relatat max-xogħol aktar minn imsejjes fuq ix-xogħol;
- pedagogija ta' taġħlim imsejsa fuq il-prattika kuntrarju għal pedagogija tradizzjonali msejsa fuq it-trasmissjoni użata l-aktar fit-taġħlim akkademiku;
- tfassil li jinkoraġġixxi l-iżvilupp ta' ħiliet u kompetenzi vokazzjonali;
- mogħdijiet ta' progressjoni ċari għall-korsijiet tal-MCAST u l-ITS, u għal provedituri pubbliċi u privati;

- ċertifikazzjoni f'dan is-suġġetti li hija rikonoxxuta lokalment u internazzjonalment; u
- proċeduri ta' assikurazzjoni ta' kwalità msejsin fuq verifika interna u esterna.

Erba' oqsma ta' suġġetti vokazzjonali – **I-Inġinerija, I-Ospitalità, I-IT Practitioner, u s-Saħħa u Kura Soċjali** – se jkunu pilotati f'għadd ta' skejjel Statali u mhux Statali sa minn Settembru 2011. Sal-2013, l-implimentazzjoni tal-VET mistennija li tkun estiza f'livell nazzjonali.

It-Tmexxija tal-Edukaturi Prinċipali

Fl-ambitu tal-NCF, li qiegħed jipproponi bidliet importanti fil-provedimenti tal-kurrikulu, il-funzjoni ta' tmexxija tal-operaturi ewlenin tassumi sinifikat kbir. Il-mexxejja edukattivi u l-għalliema jeħtiġilhom:

- jeżaminaw mill-ġdid il-perċezzjonijiet tagħhom dwar id-dritt tal-istudenti fl-ambitu ta' qafas inkluziv;
- joħolqu viżjoni u jispiraw oħrajn biex jaħdmu lejn aspettattivi ċari u għanijiet realistiċi;
- jaħdmu b'mod kollaborattiv u kolleġġjali ma' operaturi oħrajn;
- idañhlu proċessi ta' ppjanar u rikonsiderazzjoni tal-iżvilupp tal-iskejjel;
- juru impenn u resiljenza biex jimplimentaw bidla li tagħmel sens;
- jipprovdu żvilupp professjonali għaddej il-ħin kollu tal-impjegati;
- jipprovdu għar-riżorsi u appoġġ meħtieġ, u jiżguraw is-sostenibbiltà tal-inizjattivi, u
- jkunu mexxejja kurrikulari.

L-Implimentazzjoni tal-NCF fiċ-Ċiklu tas-Sekondarja

Din it-taqsuma tiffoka fuq l-implimentazzjoni prattika tal-NCF fiċ-Ċiklu tal-edukazzjoni obbligatorja sekondarja fl-iskejjel. Dan jinkludi proposti għal:

- orarju skolastiku;
- kriterji li jsostnu l-allokazzjoni tal-ħin għall-oqsma tat-tagħlim f'lezzjonijiet imqassmin f'orarju;
- l-implimentazzjoni ta' mudell ta' żvilupp bis-saħħa ta' attegġjament differenzjat, u
- l-assessjar.

L-Orarju Skolastiku

Fiċ-Ċiklu tas-Sekondarja t-tgħabbir kurrikulari huwa aktar riġidu minn dak fiċ-Ċiklu Tal-Primarja. Dan hu msaħħaħ bl-allokazzjoni ta' numru speċifiku ta' inserimenti fissi fl-orarju skolastiku tal-ġimgħa.

Minkejja din is-sistema rigida, il-mudelli kurrenti ta' orarji skolastici kemm fl-iskejjel Statali u kemm f'dawk mhux Statali jixhdu li matul is-snin xi skejjel addattaw ruħhom għal ċirkustanzi prevalenti individwali, settorjali u nazzjonali edukattivi u mhux edukattivi. Dan wassal għall-iżvilupp ta' firxa wiesgħa ta' mudelli ta' orarji skolastici b'diskrepanzi li jvarjaw. Tabella 4 tiġbor fil-qosor uħud mid-diskrepanzi l-aktar evidenti fil-firxa tal-mudelli ta' orarji skolastici addottati bħalissa minn diversi skejjel madwar Malta u Għawdex.

II-Kriterji għall-Orarju Skolastiku Propost għas-Sekondarja

Fl-iskejjel sekondarji jeħtieġ jitqiesu għadd ta' kriterji biex ikun żgurat li l-NCF jitqiegħed fil-prattika f'orarju skolastiku li jagħmel użu kemm jista' jkun sħiħ mill-ħin tat-tagħlim. L-orarju ta' din ix-xorta jeħtieġ li:

- jaħseb għal minimu ta' 38 lezzjoni kull ġimgħa ta' ħamest ijiem peress li, kif jintwera aktar 'l isfel, dan hu l-ammont minimu ta' lezzjonijiet meħtieġ biex jiżgura aċċessibbiltà għat-tmien oqsma tat-tagħlim;
- jalloka ħin regolari fl-orarju skolastiku għal *assemblies* ta' kuljum u speċjali, għall-użu tal-*lockers* tal-iskola u ħin għal kull Sena. B'dan il-mod dawk involuti jista' jkollhom stampa aħjar tal-ħin ta' tagħlim attwali;
- jkollu waqfa raġonevolment twila f'nofsinhar li ssaħħaħ il-preżenza ta' attivitajiet sportivi u ta' tagħlim mhux formali;
- jagħti lok għal lezzjonijiet ta' minn 40 sa 45 minuta kull waħda, u preferibbilment mhux inqas minn 42 minuta meta tqis il-ħin ta' ċaqliq minn lezzjoni għal oħra, biex ikun hemm ħin biżżejjed għal ħin ta' xogħol effettiv fil-klassi;
- jiżgura ħin regolari biex il-komunità professjonali tal-iskola tiddiskuti u/jew tindirizza kwistjonijiet relatati mal-iskola u ma' żvilupp professjonali, u
- jkun strutturat fuq il-prinċipju li l-ħin tal-għalliem hu dedikat kollu kemm hu għat-tagħlim u d-dmirijiet professjonali relatati magħha, u mhux għal superviżjoni li għaliha għandu jingħata ħlas barrani. Dan ifisser li l-ewwel waqfa ma tibqax tagħmel parti mix-xogħol rimunerat tal-għalliema, imma tkun rimunerata b'rati barranin ogħla stabbiliti apposta għal superviżjoni normali, u l-għalliema għandhom jipparteċipaw abbażi ta' roster skont proporzjonijiet iffissati biex tkun żgurata s-sigurtà tal-istudenti.

Bħalissa mhemmx orarju skolastiku wieħed li jissodisfa l-kriterji kollha msemmijin hawn fuq. Filwaqt li d-diversità attwali fis-setturi tal-Istat, tal-Knisja u Indipendenti u bejniethom jeħtieġ li tkun irrISPETTATA, f'dan id-dokument qed ikunu proposti orarji skolastici differenti bħala tentattiv biex ikunu indirizzati d-diversi prijoritajiet u realtajiet (irreferi għal Appendiċi II). Madankollu, il-mudelli kollha proposti għandhom il-vantaġġi u l-iżvantaġġi tagħhom.

Tabella 4: Diskrepanzi fil-firxa ta' mudelli tal-orarji skolastici	
Kwistjonijiet	Eżempji ta' varjazzjonijiet
Numru ta' lezzjonijiet kull ġimgħa	Orarji skolastici li għandhom biss 35 lezzjoni sa oħrajn li jaslusahansitra għal 40.
Numru ta' sigħat ta' tagħlim fil-ġimgħa	Firxa minn 26.25 siegħa sa 27.75 siegħa. Skejjel joffru firxa minn 35 sa 40 lezzjoni f'26.25 siegħa.
Medda ta' suġġetti prinċipali	L-Istudji Ambjentali offruti bħala qasam ta' studju f'xi skejjel filwaqt li l-Istorja, il-Ġeografija u l-Istudji Soċjali huma offruti bħala suġġetti distinti fi skejjel oħrajn. L-Edukazzjoni fil-Midja offruta bħala suġġett prinċipali f'xi skejjel u bħala parti biss ta' suġġett ieħor fi skejjel oħrajn. Mhix offruta lingwa barranija lil studenti li għandhom ħiliet baxxi ta' litteriżmu.
Medda ta' suġġetti ta' għażla offruti	Xi skejjel joffru inqas suġġetti jew taħlitiet ta' suġġetti.
Tgħabbir ta' suġġetti	Mhux is-suġġetti kollha huma assenjati l-istess numru ta' lezzjonijiet fl-iskejjel kollha Xi eżempji: Il-Malti: bejn 3 u 5 lezzjonijiet; Ix-Xjenza: bejn 3 u 4 lezzjonijiet; L-Istorja u l-Ġeografija: bejn lezzjoni 1 u 2; L-ICT: bejn lezzjoni 1 u 2; Il-PE: bejn lezzjoni 1 u 3.
Ħin allokat għall- <i>Assembly</i>	Varjazzjoni fit-tul tal-ħin għall- <i>assembly</i> li tirriżulta fi tnaqqis tal-ħin minn numru ta' lezzjonijiet. Xi skejjel inaqqsu l-ħin b'mod indaqs mal-medda tal-lezzjonijiet tal-ġurnata; oħrajn inaqqsu aktar ħin minn numru limitat ta' lezzjonijiet bir-riżultat ta' varjazzjoni fit-tul tal-lezzjonijiet (35/40/45 minuta).
Ħin allokat għall-ħin ta' kull Sena	Mhux l-iskejjel kollha jallokaw ħin għall-Għalliem ta' Sena ¹ partikolari (<i>Year Time</i>) u dawk li jagħmlu dan mhux neċessarjament jallokaw l-istess ammont ta' ħin anke jekk dan jinqata' mill-ħin tal-lezzjoni. Dan jirriżulta f'diskrepanzi simili għal kif jidher hawn fuq.
Ħin allokat għall-użu tal- <i>lockers</i>	L-istess bħal hawn fuq, iżda xi skejjel inaqqsu mill-ħin għall-waqfiet (u hekk ma jolqtux il-ħin tal-lezzjonijiet) u oħrajn mill-ħin tal-lezzjonijiet (u hekk ma jnaqqsu mill-ħin tal-waqfiet).
Ħin allokat għall-waqfiet	Mhux l-iskejjel kollha jallokaw waqfa f'nofs l-għodwa u waqfa f'nofsinhar. Xi wħud jallokaw waqfa waħda biss. It-tul tal-waqfiet ta' nofsinhar ivarja minn 30 sa 55 minuta, u hekk joħloq diskrepanza fil-ħin li l-istudenti jkollhom biex jagħmlu attivitajiet mhux formali, fosthom attivitajiet fiżiċi.

¹ dak li qabel kien jissejjaħ *Form Teacher* jew ekwivalenti

L-Orarji tal-Iskola Sekondarja – l-ewwel Ċiklu tas-Sekondarja (is-Seba' u t-Tmien Sena)

L-NCF jipproponi ħames orarji skolastiċi alternattivi li huma pprezentati f'Appendiċi II. Tabella 5 hawn taħt tqabbel it-tqassim kurrenti ta' lezzjonijiet għal Forms 1 u 2 fil-*Junior Lyceums* (JL) u fl-*Area Secondary Schools* (AS) mat-tqassim tal-lezzjonijiet f'orarji skolastiċi alternattivi. L-oqsma ta' tagħlim proposti huma elenkati fl-ewwel kolonna f'Tabella 5. F'xi każijiet, l-oqsma tat-tagħlim jieħdu post sugġetti li bħalissa huma mgħallma fl-iskejjel. (Fejn applikabbli, dawn tal-aħħar huma pprezentati f'parentesi u miktubin korsiv).

L-orarji skolastiċi tal-Qafas tal-Kurrikulu (CFT) 1 u 2 jittieħdu flimkien u jipprezentaw allokazjonijiet fuq ċiklu ta' ġimgħa ta' ħamest ijiem. Il-varjazzjoni ta' CFT 1 hija pprezentata bħala CFT 2. Waħda għandha allokazjoni ta' tliet lezzjonijiet fil-ġimgħa għall-Edukazzjoni għaċ-Ċittadinanza u żewġ lezzjonijiet biex jintgħażlu mill-iskola (Kolonna C). L-oħra għandha allokazjoni ta' ħames lezzjonijiet fil-ġimgħa għall-Edukazzjoni għaċ-Ċittadinanza u għażla mhux magħmula mill-iskola (Kolonna D).

CFT 3 hu orarju skolastiku ta' ċiklu ta' ħamest ijiem li hu pprezentat għal rasu għaliex għandu 38 jew 40 lezzjoni f'ġimgħat alternati. L-orarji skolastiċi CFT 4 u 5 huma pprezentati f'kolonni separati u jirrapprezentaw allokazjonijiet ta' ċiklu ta' 6 ijiem.

Analizi inizjali tal-kolonni C sa G f'Tabella 5 hawn taħt tindika li n-numru minimu ta' lezzjonijiet meħtieġ li jissodisfa l-NCF propost huwa 38. Tabella 5 turi li t-tqassim propost ta' lezzjonijiet fost oqsma ta' tagħlim f'kolonni C u D hu prattikament identiku. Il-vantaġġi ta' din il-proposta huma li:

- Il-Malti hu allokat erba' lezzjonijiet fil-ġimgħa. Dan jammonta għal lezzjoni aktar meta mqabbel mal-allokazjoni preżenti fil-JL;
- Il-lingwi barranin huma allokat tliet lezzjonijiet fil-ġimgħa. Xorta jkun hemm firxa ta' lingwi li wieħed jista' jagħżel minnhom, u l-għażla tissaħħaħ b'lezzjonijiet ta' għarfien ta' lingwa ġdida fiċ-ċiklu tal-primarja kif imsemmi aktar 'il fuq fid-dokument;
- L-ICT hu assenjat lezzjoni fil-ġimgħa. L-użu tal-litteriżmu diġitali għandu jkun promoss fil-firxa kollha tal-oqsma tat-tagħlim;
- Il-bidla tal-Arti, il-Letteratura u l-Mużika, komunement imsejja ALM, minn apprezzament kulturali għal Edukazzjoni fl-Arti tinkoraġġixxi impenn akbar mill-istudenti. B'zewġ lezzjonijiet fil-ġimgħa, l-Edukazzjoni fl-Arti qed tingħata d-doppju tal-allokazjoni preżenti fl-iskejjel tal-*Area Secondary*;
- Il-PE qed jiżdied minn tnejn għal tliet lezzjonijiet fil-ġimgħa f'konformità ma' rakkomandazzjonijiet internazzjonali u prijoritajiet nazzjonali minbarra attivitajiet oħrajn waqt il-ħin tal-waqfa u wara l-iskola;
- Fil-proposta f'Kolonna C, l-Edukazzjoni għaċ-Ċittadinanza tinzamm bi tliet lezzjonijiet fil-ġimgħa, kif hu soltu fl-Iskejjel Sekondarji;
- L-għażla bejn il-Komunikazzjoni Grafika, l-Arti u d-Disinn, il-*Home Economics* u d-Disinn u t-Teknoloġija giet riorganizzata u flokha ddaħħlu moduli tal-*Home Economics* u d-Disinn u t-Teknoloġija (biex jinkludu Prodotti Grafici) li jittieħdu mill-istudenti kollha ;
- It-tqassim ta' lezzjonijiet propost jagħti lill-iskejjel miżura ta' flessibilità billi jalloka ħames lezzjonijiet tal-Ingliż u erbġha tal-Malti jew viceversa skont il-ħtiġijiet tal-istudenti.

Miżura ta' flessibbiltà oħra hija l-proposta biex żewġ lezzjonijiet fil-ġimgħa jkunu allokati lil qasam ta' tagħlim jew suġġett fid-diskrezzjoni tal-iskola. L-iskola tista' tiddeċiedi li żżid it-tagħlim ta' suġġett partikolari jew ta' qasam ta' kontenut għall-istudenti kollha jew toffri lezzjonijiet barranin f'suġġetti partikolari lil gruppi partikolari ta' studenti skont il-ħtiġijiet jew interessi tagħhom. Fis-settur tal-Istat, il-proposta għall-użu ta' dawn iż-żewġ lezzjonijiet issir permezz tal-Prinċipal tal-kulleġġ rispettiv u tenħtieġ l-approvazzjoni tad-Direttorati tal-Edukazzjoni skont parametri li jiżguraw li l-proposta hija sostenibbli u xierqa mill-aspett kurrikulari.

Tabella 5: Numru ta' lezzjonijiet kull ġimgħa/ċiklu fl-ewwel Ċiklu tal-iskola sekondarja (Snin 7 u 8)

Qasam tat-Tagħlim/Suġġett	A	B	C	D	E	F	G
	Ammont preżenti ta' 37 lezzjoni fil-JL	Ammont preżenti ta' 35 lezzjoni fl-AS	CFT 1&2 Ċiklu ta' ġimgħa Snin 7 u 8	CFT 1&2 Ċiklu ta' ġimgħa Snin 7 u 8	CFT 3 Ċiklu ta' ġimgħa Snin 7 u 8	CFT 4 Ċiklu ta' 6 ijiem Snin 7 u 8	CFT 5 Ċiklu ta' 6 ijiem Snin 7 u 8
L-Ingliż	5	5	5 / 4	5 / 4	5 / 4	6	5
Il-Malti	3	4	4 / 5	4 / 5	4 / 5	4	5
Il-Lingwa Barranija	4	4	3	3	3	4	4
Il-Matematika	5	5	5	5	5	6	6
Ix-Xjenza	4	4	4	4	4	5	5
L-ICT	1	1	1	1	1	1	1
L-Edukazzjoni fl-Arti (l-Arti, il-Letteratura, il-Mużika)	2	1	2	2	2	2	2
Ir-Reliġjon	2	2	2	2	2	2	3
L-Edukazzjoni għas-Saħħa ¹	2	2	5	5	5	5	5
PSHE PE	2	2					
L-Edukazzjoni għaċ-Ċittadinanza (l-Istorja, il-Ġeografija, l-Istudji Soċjali)	5	3	3	5	5	3	5
L-Edukazzjoni Teknoloġika/ L-Eduk. għas-Saħħa D&T / il-Home Economics (Għażla 1)	2	2	2	2	2	2	2
Għażla magħmula mill-iskola	0	0	2	0	2*	0	0
Total	37	35	38	38	38/40*	40	43

* Ġimgħat alternati

Kolonna E tippreżenta mudell ta' orarju skolastiku ta' hamest ijiem b'ċikli ta' kull ġimgħa alternati bejn 38 u 40 lezzjoni. F'dan il-mudell l-Edukazzjoni għaċ-Ċittadinanza u l-Edukazzjoni għas-Saħħa t-tnejn iżommu hames lezzjonijiet fil-ġimgħa. Dan xorta jagħti ċans biex ikunu allokati żewġ lezzjonijiet għal qasam jew suġġett skont il-preferenza tal-iskola.

Kolonna F u G jipprezentaw żewġ mudelli ta' orarji skolastiċi b'allokazzjonijiet differenti ta' lezzjonijiet li jvarjaw ftit minn xulxin għaliex jagħtu privileġġ lil xi sugġetti fi proposta waħda u lil xi sugġetti oħrajn fl-oħra. Fiz-żewġ każijiet, iż-żewġ lezzjonijiet diskrezzjonarji m'għadhomx disponibbli. Iżda dawn il-mudelli ma jagħmlux differenza sinifikanti fl-allokazzjoni tal-lezzjonijiet fl-oqsma differenti tat-tagħlim minbarra fil-każ tal-Edukazzjoni għaċ-Ċittadinanza. Hu ttamat li l-flessibbiltà fl-orarju skolastiku tikber maż-żmien.

L-Orarju tal-Iskola Sekondarja – it-Tieni Ċiklu tas-Sekondarja (id-Disa', l-Għaxar u l-Ħdax-il Sena)

Tabella 6 hawn taħt tqabbel it-tqassim kurrenti ta' lezzjonijiet għal Forms 3, 4 u 5 fil-*Junior Lyceums* (JL) u *Area Secondary Schools* (AS) mat-tqassim ta' lezzjonijiet fl-orarji skolastiċi alternattivi. L-ewwel kolonna ta' Tabella 6 telenka l-oqsma ta' kontenut proposti. F'xi każijiet, dawn jieħdu post l-oqsma ta' kontenut kurrenti fi skejjel li huma f'parentesi u miktubin korsiv.

L-orarji skolastiċi tal-Qafas tal-Kurrikulu (CFT) 1 u 2 jittieħdu flimkien u jirrapprezentaw allokazzjonijiet fuq ċiklu ta' ġimgħa ta' ħamest ijiem. CFT 3 hu orarju skolastiku ieħor ta' ċiklu ta' ħamest ijiem li hu pprezentat għal rasu. L-orarji skolastiċi CFT 4 u 5 huma pprezentati f'kolonna separati u jirrapprezentaw allokazzjonijiet ta' ċiklu ta' 6 ijiem.

Tabella 6: Numru ta' lezzjonijiet kull ġimgħa/ċiklu fit-tieni Ċiklu tal-iskola sekondarja (Snin 9, 10,11)							
	A	B	C	D	E	F	G
Qasam ta' Tagħlim/Sugġett	Ammont preżenti ta' 37 lezzjoni fil-JL	Ammont preżenti ta' 35 lezzjoni fl-AS	CFT 1&2 Ċiklu ta' ġimgħa Snin 9, 10, 11	CFT 1&2 Ċiklu ta' ġimgħa Snin 9, 10, 11	CFT 3 Ċiklu ta' ġimgħa Snin 9, 10, 11	CFT4 Ċiklu ta' 6 ijiem Snin 9, 10, 11	CFT5 Ċiklu ta' 6 ijiem Snin 9, 10, 11
L-Ingliż ¹	6	5	5 / 4	5 / 4	5 / 4	5	5
Il-Malti	3	4	4 / 5	4 / 5	4 / 5	4	5
Il-Lingwa Barranija	3	4	3	3	3	3	4
Il-Matematika	5	5	5	5	5	5	6
Ix-Xjenza (<i>Fizika</i>)	4	4	4	4	4	4	4
L-ICT	1	1	1	1	1	1	1
Id-D&T/ <i>Home Economics</i> ² u l-Edukazzjoni fl-Arti (<i>l-Arti/il-Mużika</i>)	0	1	2	2	2	2	2
Ir-Reliġjon	2	2	2	2	2	2	2
L-Edukazzjoni għas-Saħħa	1	1	3	2	2	3	4
PSHE PE	1	1					
L-Edukazzjoni għaċ-Ċittadinanza (<i>l-Istorja, il-Ġeografija, l-Istudji Soċjali</i>)	3	3	3	2	2	3	2
Għażla 1	4	4	3	4	4	4	4
Għażla 2	4	/	3	4	4	4	4
Għażla magħmula mill-iskola	0	0 0	0	0	2*	0	0
Total	37	35	38	38	38/40*	40	43

Kif muri f'Tabella 5, Tabella 6 ssaħħaħ il-konkluzjoni li sa Form 5 (Sena 11) in-numru minimu ta' lezzjonijiet meħtieġa biex jissodisfaw l-NCF propost hu 38 sa Form 5 (Sena 11). Tabella 6 turi li t-tqassim propost ta' lezzjonijiet fost l-oqsma tat-tagħlim f'Kolonna C u D hu prattikament identiku.

Il-vantaġġi ta' dan il-mudell ta' orarju skolastiku huma dawn li ġejjin:

- L-Ingliż jiffoka l-aktar fuq il-lingwa, u l-kontenut ta' Letteratura Ingliża hu ridott b'mod sinifikanti. Il-Letteratura Ingliża hija pprezentata bħala suġġett ta' għażla.
- Il-Malti u l-ilsna barranin iżommu l-ammont tagħhom ta' erba' u tliet lezzjonijiet rispettivament kif inhu fl-ewwel ciklu.
- L-allokazzjoni proposta ta' lezzjonijiet toffri lill-iskejjel miżura ta' flessibbiltà billi talloka ħames lezzjonijiet tal-Ingliż u erbgħa tal-Malti jew *viceversa* skont il-ħtiġijiet tal-istudenti tagħhom.
- Differenza oħra bejn Kolonna C u D hija fl-allokazzjoni tal-lezzjonijiet fil-każ ta' suġġetti ta' għażla. L-allokazzjoni hija riveduta 'l isfel għal tliet lezzjonijiet fil-ġimgħa f'Kolonna C biex tipprovi għal lezzjoni addizzjonali fl-Edukazzjoni għas-Saħħa u oħra għall-Edukazzjoni għaċ-Ċittadinanza, u
- L-Edukazzjoni fl-Arti bħalissa bilkemm tidher fit-tieni ciklu tas-Sekondarja. Terġa', l-Edukazzjoni Teknoloġika u l-*Home Economics* ma jiffurmawx parti mill-qofol tal-kurrikulu preżenti ta' Forms 3 - 5 (Snin 9 - 11). Din is-sitwazzjoni hija indirizzata fl-allokazzjoni ta' lezzjonijiet proposta, b'żewġ lezzjonijiet għall-moduli tal-Edukazzjoni fl-Arti li jalternaw mal-*Home Economics* u d-Disinn u t-Teknoloġija.
- Kolonna E tipprezenta mudelli ta' orarju skolastiku ta' ħamest ijiem b'cikli ta' 38 lezzjoni jew 40 lezzjoni jalternaw kull ġimgħa. F'dan il-mudell, l-Edukazzjoni għaċ-Ċittadinanza u l-Edukazzjoni għas-Saħħa huma allokat i żewġ lezzjonijiet fil-ġimgħa. Għad hemm żewġ lezzjonijiet diskrezzjonarji għad-dispożizzjoni tal-iskola u hu antiċipat li l-grad ta' flessibbiltà fl-orarju skolastiku jikber maż-żmien.

Bħal f'Tabella 5, Kolonna F u G jipprezentaw żewġ proposti bi tqassim ta' lezzjonijiet xi f'it differenti, u hekk jiffavorixxu xi suġġetti fi proposta waħda u oħrajn fi proposta oħra. Fiż-żewġ każijiet, iż-żewġ lezzjonijiet diskrezzjonarji m'għadhomx disponibbli. Proposti F u G ma jagħmlux differenza sinifikanti fil-ħin allokat għall-oqsma diversi tat-tagħlim.

L-implimentazzjoni ta' mudell ta' żvilupp bis-saħħa ta' sistema differenzjata

Il-kurrikulu propost għaċ-Ċiklu tas-Sekondarja għandu għadd ta' karatteristiċi li huma maħsubin biex jipromwovu tagħlim differenzjat. L-NCF jirrakkomanda li fil-bidu jista' jkun organizzat is-*setting* għas-suġġetti prinċipali: il-Malti, l-Ingliż u l-Matematika. Fil-każ tal-bqija tas-suġġetti, it-tqassim tal-istudenti jeħtieġ li jkun organizzat billi jieħu konsiderazzjoni ta' fatturi differenti bħall-għażliet tas- suġġetti. L-NCF jirrakkomanda wkoll li eventwalment it-tqassim tal-istudenti jinkludi wkoll xenarji aktar differenzjati kif inhu fil-każ tal-iskejjel primarji u f'numru ta' skejjel sekondarji fis-settur mhux Statali.

L-istudenti kollha, irrISPettivament mill-istatus tal-padrunanza tagħhom tal-kompetenzi prinċipali, u saħsanitra tad-diżabbiltajiet fiżiċi jew intellettuali tagħhom, huma intitolati biex jesperjenzjaw u jiksbu sewwa t-tmien oqsma tat-tagħlim kollha sal-ogħla grad li hu possibbli għalihom li jilħqu. It-triq 'il quddiem għalhekk hija li wieħed jiżviluppa u jimplimenta pjanijiet speċifiċi ta' tagħlim għal dawn l-istudenti li jkunu jinkludu:

- appoġġ lill-għalliema biex jiżviluppaw u jimplimentaw tagħlim differenzjat fil-klassijiet tagħhom f'termini kemm ta' proċessi u kemm ta' riżultati ta' tagħlim, u
- li jsir l-aħjar użu tal-possibbiltajiet inerenti fis-sillabu mtarraġ assoċjat mal-mudell tal-livelli ta' kisbiet.

L-iskejjel jeħtieġ li jkunu appoġġjati permezz tad-disponibbiltà u l-aċċessibbiltà għat-taħriġ, provvista ta' riżorsi u żvilupp meħtieġa, għodod u strutturi ta' appoġġ f'livelli ċentrali, ta' kulleġġi u ta' skejjel.²³

L-iskejjel jistgħu jiżviluppaw f'siti ta' tagħlim effettiv u diversifikat skont kemm l-edukaturi jitgħallmu jorkestraw il-possibbiltajiet inerenti kollha fl-NCF biex flimkien jibnu opportunitajiet ta' tagħlim li huma tassew iċċentrati fuq l-istudenti u li jindirizzaw ir-realtajiet tagħhom.

L-Iżvilupp tas-Sillabu taċ-Ċiklu tas-Sekondarja

Ir-riorganizzazzjoni tal-oqsma ta' kontenut tradizzjonali fi tmien oqsma tat-tagħlim li huma fil-qalba ta' dan l-NCF, u l-introduzzjoni tat-tagħlim modulari, huma maħsubin biex jinkoraġġixxu u jappoġġjaw it-trasformazzjoni fis-sillabi. Konsiderazzjoni maġġura fl-iżvilupp tas-sillabi hija l-għarfien tal-ħin attwali ta' tagħlim disponibbli f'sena skolastika partikolari. Dawk li jfasslu s-sillabi ma jistgħux iqisu r-rekwiżiti tas-suġġetti maqtugħin għal rashom iżda jridu jqisu li hemm konnessjoni sfiqa fl-ambitu ta' kull qasam tat-tagħlim, u jridu jqisu wkoll il-ħin attwali disponibbli biex jista' jingħata tagħlim li jagħmel sens bħala riżultat ta' tagħlim effettiv.

Meta jqisu l-varjanti kollha assoċjati mal-ħames mudelli ta' orarji skolastiċi pprezentati f'Appendiċi II, dawk li jfasslu s-sillabi jistgħu jimxu mal-kalkolu li allokazzjoni ta' lezzjoni waħda kull ġimgħa hija ekwivalenti għal 20 siegħa ta' tagħlim dirett f'sena skolastika waħda.²⁴

L-NCF jirrakkomanda li din l-istima titqies fil-bini tal-moduli għall-oqsma ta' kontenut differenti. Hu jirrakkomanda wkoll li s-sillabu tas-SEC ikun ikkunsidrat mill-ġdid f'dan il-kuntest.

II-Kwistjonijiet ta' Assessjar fil-Kurrikulu tas-Sekondarja

L-Assessjar f'Livell ta' Klassi, Skola u Kulleġġ

Il-prinċipji ġenerali tal-assessjar japplikaw ukoll għal-livell tas-sekondarja. L-assessjar tal-klassi u tal-iskola għal skopijiet formattivi u summattivi jgħarraf lil dawk kollha involuti dwar il-kwalità u l-effettività tal-isforzi tagħhom biex jgħinu lill-istudenti jiksbu edukazzjoni ta'

23 Forom oħrajn ta' appoġġ huma diskussi f'Dokument 2.

24 L-istima hija msejsa fuq 28 ġimgħa tagħlim, b'minimu ta' 42 minuta għal kull lezzjoni.

kwalità. Fil-livell ta' klassi, l-assessjar tat-tagħlim jipprovdi informazzjoni dwar il-progress u tgħarraf lill-istudenti u lill-għalliema tal-klassi dwar il-progress u l-azzjonijiet li jistgħu jkunu meħtieġa biex jittejjeb it-tagħlim, u biex ikunu meġġjuna l-istudenti biex jiksbu l-għerf u jiżviluppaw il-ħiliet. L-assessjar tal-għalliem tiswa wkoll biex jiġu valutati ħiliet u attitudnijiet li ma tistax tkejjilhom malajr permezz ta' testijiet u eżamijiet konvenzjonali. L-evidenza tat-tagħlim tista' tiġi minn xogħol bil-miktub u prattiku, xogħol ta' proġetti, xogħol fuq il-post, u attivitajiet ta' tagħlim prattiku ta' din ix-xorta.

L-assessjar bħala parti mit-tagħlim u l-istruzzjoni għandu jibqa' ċentrali fil-proċess. Dan huwa parti essenzjali mill-promozzjoni tal-partecipazzjoni attiva tal-istudenti u jgħin lill-għalliema jidentifikaw studenti li jeħtieġu appoġġ u attenzjoni. Bl-istess mod, l-assessjar ta' xogħol tal-kors magħmul fl-iskola taħt is-supervizjoni tal-għalliema tista' tiżgura li x-xogħol hu tal-istudenti u li l-istudenti jingħataw appoġġ meta dan hu meħtieġ. Kemm ix-xogħol fil-klassi u kemm ix-xogħol tal-kors li jsir fl-iskola jipromwovu tagħlim kollaborattiv u jiżviluppaw l-identità ta' kull student bħala dak li qed jitgħallem u bħala parti minn komunità li qed titgħallem. L-assessjar tal-kisbiet tal-istudenti għal skopijiet summattivi m'għandux jiddependi fuq kif imorru darba f'testijiet u eżamijiet. Hemm ħafna x'wieħed jikseb mill-konsiderazzjoni ta' informazzjoni miksuba bis-saħħa ta' sistemi multipli għall-assessjar magħmula tul is-sena skolastika. Dan iwassal għal assessjar aktar validu ta' għerf, ħiliet u attitudnijiet fl-ambitu tal-oqsma differenti tat-tagħlim.

Xogħol tal-kors li jsir barra mill-klassi jagħti okkażjoni lill-istudenti biex jiddedikaw aktar ħin għar-riċerka u ħidma kreattiva u biex jidhlu għal xogħlijiet b'manjieri differenti. Għandha ssir attenzjoni biex l-istudenti ma jitgħabbewx b'xogħol li jista' jkun tant elaborat li jkun jeħtiġilhom jitolbu għajnuna biex ilestuh. Mod wieħed kif wieħed jevita tagħbija ta' xogħol żejjed hu li għalliema minn suġġetti differenti f'qasam ta' tagħlim jikkooperaw fit-tfassil ta' proġetti li permezz tagħhom l-istudenti juru għerf u ħiliet.

L-assessjar ta' suġġetti offruti fil-qasam vokazzjonali ikun ibbażat esklussivament fuq xogħol tal-kors. Il-validità ta' dan l-assessjar u kemm wieħed jista' joqgħod fuqu inizjalment ikunu żgurati bis-saħħa ta' mekkaniżmi ta' assikurazzjoni ta' kwalità inerenti fil-mudell tal-BTEC.

L-għoti ta' xogħol tal-kors f'aktar minn suġġett wieħed u saħansitra f'aktar minn qasam wieħed tat-tagħlim iwassal ukoll għal inqas frammentazzjoni fil-kurrikulu. Barra minn hekk, l-istudenti jingħataw l-opportunità li japplikaw u jittrasferixxu ħiliet minn kuntest għal ieħor. Din is-sistema titlob koordinament u moniteragġ li jsir fil-livell tal-iskola biex il-ġudizzji ta' għalliema differenti fuq il-kwalità tax-xogħol tal-istudenti f'relazzjoni ma' kriterji mifteħmin ikunu konsistenti. Dan jista' jkun indirizzat bil-moderazzjoni mill-kulleġġ lokali nnifsu, wara qbil fuq il-kriterji tas-suċċess u l-moniteragġ tal-applikazzjoni konsistenti tagħhom għall-istudenti kollha. Il-komunikazzjoni u l-ftehim dwar aspettattivi fost l-għalliema differenti involuti fl-assessjar tax-xogħol tal-istudenti tkabbar il-fiducia fl-assessjar. Fil-każ tal-iskejjel Statali hu rrakkomandat li jittieħed atteġġjament aktar flessibbli lejn l-eżamijiet annwali li permezz tiegħu, f'xi *year groups*, l-eżamijiet jistgħu jibqgħu jkunu organizzati b'mod ċentrali filwaqt li f'oħrajn jistgħu jkunu organizzati f'livell ta' kulleġġ. Studenti li jkunu qed isegwu programmi ta' tagħlim individwali jistgħu jkunu valutati bl-użu ta' forom alternattivi ta' assessjar. Dan għandu jitqies ukoll fil-politika tal-assessjar.

L-NCF jirrakkomanda l-iżvilupp ta' politika ta' assessjar fil-livell ta' skola u ta' kulleġġ biex timmoniterja l-progress tul is-sena. Il-politika għandha tfittex li ttejjeb il-kwalità tal-assessjar

u kif dan ikun irrappurtat lill-ġenituri u lil oħrajn involuti bħal bords ta' eżamijiet u min iħaddem. Din għandha tiegħu konsiderazzjoni wkoll tal-frekwenza, it-tul u l-ħin ta' ħidmiet orali u ta' ħidmiet ta' komprensjoni bis-smiġħ fil-lingwi, u x-xogħol prattiku u tipi oħrajn ta' xogħol tal-kors fl-oqsma differenti tat-tagħlim, inkluż is-suġġetti vokazzjonali. Fil-każ tas-settur Statali, il-politika għandha tistabbilixxi f'liema *year groups* l-eżamijiet jibqgħu jkunu ssettjati miċ-ċentru. Fil-każ ta' dawk il-*year groups*, fejn l-eżamijiet ikunu bbażati fil-kulleġġ stess, l-Educational Assessment Unit (EAU) jeħtiegħu jimmoniterja l-istandards fil-firxa kollha tal-kulleġġi differenti.

L-Assessjar fil-Livell Nazzjonali

L-assessjar fil-livell nazzjonali bl-użu ta' standards miftehmin hija essenzjali biex ikun żgurat li d-dritt tal-istudenti għal edukazzjoni ta' kwalità qed ikun irrispettat. Dan l-assessjar jintuża biex tiġi timmoniterja l-konsistenza fl-interpretazzjoni ta' standards fl-ambitu tal-iskejjel kollha, biex jitqiesu xejriet, biex jiġu ggwidati l-istudenti u biex jiġi evalwat l-impatt tal-innovazzjonijiet fil-kurrikulu, il-metodi ta' tagħlim u d-deċiżjonijiet ta' politika edukattiva.

Hija r-responsabbiltà tad-Direttorat għall-Kwalità u Standards (DQSE) li jevalwa l-implimentazzjoni, l-innovazzjoni u xejriet emergenti tal-kurrikulu permezz ta' assessjar estern f'livell nazzjonali u internazzjonali, b'eżamijiet ta' tmiem is-sena, il-moniteragġ tal-assessjar magħmul mill-iskola, il-moderazzjoni tal-kisbiet fl-oqsma differenti tat-tagħlim, l-istandards ta' livelli nazzjonali, sħarriġ tal-litteriżmu u tal-għadd tan-numri; l-eżamijiet tas-SEC, u l-PISA, it-TIMSS u sħarriġ ieħor.

Is-suċċess tal-assessjar fil-livell nazzjonali jiddependi minn numru ta' rekwiżiti meħtieġa li jinkludu:

- L-iffissar ta' standards fid-diversi oqsma tat-tagħlim, ibbażati fuq *Learning Outcomes Framework*;
- L-EAU fl-ambitu tad-DQSE ikun responsabbli għall-assessjar **għat**-tagħlim u għall-assessjar **tat**-tagħlim. Fost ħidmiet oħra, il-unit jkollu f'idejha l-organizzazzjoni, l-implimentazzjoni u l-moniteragġ tal-assessjar fl-oqsma differenti tat-tagħlim tul is-sena skolastika biex tkun żgurata l-konsistenza fl-applikazzjoni tal-livelli nazzjonali ta' kisbiet, il-moderazzjoni ta' xogħol tal-kors iffissat, u l-iffissar u l-moderazzjoni tal-eżamijiet ta' *year groups* differenti.
- L-introduzzjoni ta' moniteragġ estern fl-oqsma kollha tat-tagħlim bl-użu ta' kampjuni ta' skejjel u studenti tul ċiklu ta' ħames snin²⁵
- It-tgħabbir tax-xogħol tal-kors u l-eżami jistgħu jkunu differenti għal suġġetti differenti, iżda t-tgħabbir irid ikun miftiehem. L-assessjar fil-każ tal-lingwi għandu jivvaluta t-taħdit, is-smiġħ, il-qari u l-kitba, filwaqt li l-assessjar fil-każ ta' suġġetti li jitolbu ħiliet prattici, kreattivi u ta' soluzzjoni ta' problemi għandu jinkludi l-assessjar ta' dawn il-ħiliet waqt ħidmiet awtentici ssettjati u mmoniterjati tul is-sena skolastika. L-użu ta' karti ggradati minn qabel jew ta' karti ssettjati f'livelli differenti ta' diffikultà jiżgura li l-istudenti juru l-kisbiet tagħhom. Il-kisbiet tal-istudenti fis-suġġetti differenti jkunu interpretati biex jiġ-

25 Dettalji fuq din ir-rakkomandazzjoni huma aċċessibbli fid-dokument *Transition from Primary to Secondary* (2008).

gwidaw individwi lejn suġġetti oħrajn u, wara, lejn għażliet ta' karrieri.

- L-assessjar ta' suġġetti offruti fil-qasam vokazzjonali huwa msejjes esklussivament fuq ix-xogħol tal-kors. Il-validità ta' dan l-assessjar u kemm wieħed jista' joqgħod fuqu huma żgurati bis-saħħa ta' mekkaniżmi ta' assikurazzjoni ta' kwalità inerenti fil-mudell tal-BTEC.
- Minn fost l-istudenti li jsegwu programmi ta' edukazzjoni individwali, xi wħud jistgħu jkunu assessjati bl-użu ta' forom alternattivi ta' assessjar. Dan għandu jkun ikkunsidrat fil-politika inklużiva tal-edukazzjoni kif ukoll fil-politika tal-assessjar. Għandu jingħata appoġġ speċjali lil studenti li ma jagħmlux progress fl-oqsma prinċipali tat-tagħlim.
- L-eżamijiet ta' nofs is-sena u dawk annwali jibqgħu jkunu rakkomandati għall-oqsma prinċipali tat-tagħlim, filwaqt li fl-oqsma l-oħra tat-tagħlim organizzati f'forma modulari jistgħu jiġu esplorati manjieri differenti ta' assessjar skont kif jixraq.

Fi tmiem iċ-Ċiklu tas-Sekondarja, minbarra ċ-Ċertifikat u l-Profil tal-iskola Sekondarja,²⁶ l-istudenti kollha għandhom ikunu kapaci jikkwalifikaw għal ċertifikati minn aġenzija esterna li juru l-kisbiet tagħhom fl-oqsma tat-tagħlim. Bħalissa, l-eżami tas-*Secondary Education Certificate* (SEC) tal-Bord tal-MATSEC jagħti ċertifikati li huma akkreditati f'Livell 3 (Gradi 1-5) u Livell 2 (Gradi 6-7) tal-Qafas ta' Kwalifiki ta' Malta (MQF). Il-kwalifika ta' ċertifikat estiż tal-BTEC fis-suġġetti vokazzjonali, fil-livelli *Distinction*, *Merit* u *Pass*, hija ffissata f'Livell 3 tal-MQF.

Hemm ukoll il-ħtieġa li tkun żviluppata sistema ta' ċertifikazzjoni esterna li tinkoraġġixxi studenti, li bħalissa jispicċaw l-edukazzjoni sekondarja bla ċertifikazzjoni esterna, biex jiksbu kwalifiki f'Livell 1 tal-MQF flimkien maċ-Ċertifikat u l-Profil tal-iskola sekondarja kif irrakkomandat fir-rikonsiderazzjoni tal-MATSEC (Grima, Camilleri, Chircop, Mallia & Ventura, 2005).

It-Transizzjonijiet

L-NCF propost għaċ-Ċiklu tas-Sekondarja għandu jipprepara lill-istudenti biex isiru persuni li jibqgħu jittgħallmu tul ħajjithom kollha u hekk ikunu motivati biex isegwu l-istudji tagħhom f'istituzzjonijiet edukattivi postsekondarji u oġhla. Il-Kurrikulu tas-Sekondarja għandu wkoll iqiegħed pedament sod għall-istudenti biex jappoġġja d-deċiżjonijiet dwar il-karriera tagħhom lejn mogħdijiet ta' edukazzjoni postsekondarji u oġhla.

26 Iċ-Ċertifikat u l-Profil tal-iskola Sekondarja jinkludu l-assessjar tal-edukazzjoni formali, edukazzjoni mhux formali, edukazzjoni informali, kwalitajiet personali u attendanza tal-istudenti (Grech, 2009a, 2009b).

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Appendiċi I:

Il-Mudelli ta' Orarji Skolastiċi għall-Iskejjel Primarji skont it-Tqassim Sugġerit ta' hin tat-Tagħlim f'Tabelli 2 u 3

Mudell A

Jum	15 il-minuta	75 minuta	15 il-minuta	135 minuta	30 minuta	90 minuta					
Tnejn	Assembleja & Settling fil-klassi	Edukazzjoni Religjuża 30 minuta	Malti 45 minuta	Brejk il-qasir	Ingliz 45 minuta	Matematika 45 minuta	Teknoloġija 45 minuta	Brejk it-Twil	Edukazzjoni għas-Saħħa 30 minuta	Xjenza 30 minuta	Edukazzjoni fl-Arti 30 minuta
Tlieta	Assembleja & Settling fil-klassi	Ingliz 45 minuta	Edukazzjoni għaċ-Cittadinanza 30 minuta	Brejk il-qasir	Edukazzjoni għas-Saħħa 60 minuta	Edukazzjoni Religjuża 30 minuta	Matematika 45 minuta	Brejk it-Twil	Edukazzjoni fl-Arti 45 minuta	Malti 45 minuta	
Erbgħa	Assembleja & Settling fil-klassi	Edukazzjoni Religjuża 30 minuta	Matematika 45 minuta	Brejk il-qasir	Malti 45 minuta	Ingliz 45 minuta	Edukazzjoni għaċ-Cittadinanza 45 minuta	Brejk it-Twil	Edukazzjoni fl-Arti 60 minuta	Edukazzjoni għas-Saħħa 30 minuta	
Ħamis	Assembleja & Settling fil-klassi	Matematika 45 minuta	L3 30 minuta	Brejk il-qasir	Edukazzjoni Religjuża 30 minuta	Xjenza 60 minuta	Ingliz 45 minuta	Brejk it-Twil	Malti 45 minuta	Edukazzjoni għas-Saħħa 45 minuta	
Ġimgħa	Assembleja & Settling fil-klassi	Ingliz 45 minuta	Xjenza 30 minuta	Brejk il-qasir	Malti 45 minuta	Matematika 45 minuta	Edukazzjoni għas-Saħħa 45 minuta	Brejk it-Twil	Edukazzjoni Religjuża 30 minuta	Edukazzjoni għaċ-Cittadinanza 60 minuta	

Mudell B

Jum	15 il-minuta	75 minuta	15 il-minuta	135 minuta	30 minuta	90 minuta					
Tnejn	Assembly & Settling fil-klassi	Edukazzjoni Religjuza 30 minuta	Malti 45 minuta	Brejk il-qasir	Ingliz 45 minuta	Matematika 45 minuta	Teknoloġija 45 minuta	Brejk it-Twil	Matematika 30 minuta	Edukazzjoni għac-Cittadinanza 30 minuta	Edukazzjoni għas-Saħħa 30 minuta
Tlieta	Assembly & Settling fil-klassi	Ingliz 45 minuta	Edukazzjoni għac-Cittadinanza 30minuta	Brejk il-qasir	Edukazzjoni għas-Saħħa 60 minuta	Edukazzjoni Religjuza 30 minuta	Matematika 45 minuta	Brejk it-Twil	Xjenza 45 minuta	Malti 45 minuta	
Erbgha	Assembly & Settling fil-klassi	Edukazzjoni Religjuza 30 minuta	Matematika 45 minuta	Brejk il-qasir	Edukazzjoni fi-Arti 45 minuta	Ingliz 45 minuta	Edukazzjoni għas-Saħħa 45 minuta	Brejk it-Twil	Malti 60 minuta	Edukazzjoni għac-Cittadinanza 30minuta	
Ħamis	Assembly & Settling fil-klassi	Matematika 45 minuta	L3 30 minuta	Brejk il-qasir	Edukazzjoni Religjuza 30 minuta	Ingliz 60 minuta	Xjenza 45 minuta	Brejk it-Twil	Malti 45 minuta	Edukazzjoni għas-Saħħa 45 minuta	
Ġimgħa	Assembly & Settling fil-klassi	Ingliz 45 minuta	Matematika 30 minuta	Brejk il-qasir	Malti 45 minuta	Edukazzjoni Religjuza 30 minuta	Matematika 60 minuta	Brejk it-Twil	Edukazzjoni għas-Saħħa 45 minuta	Edukazzjoni fi-Arti 45 minuta	

Mudell C

Jum	15 il-minuta	75 minuta	15 il-minuta	135 minuta	30 minuta	90 minuta					
Tnejn	Assembly & Settling fil-klassi	Edukazzjoni Religijuza 30 minuta	Malti 45 minuta	Brejk il-qasir	Ingliz 45 minuta	Matematika 45 minuta	Teknologija 45 minuta	Brejk it-Twil	Edukazzjoni għas-Saħħa 30 minuta	Għażla magħmula mill-iskola 30 minuta	Edukazzjoni fl-Arti 30 minuta
Tlieta	Assembly & Settling fil-klassi	Ingliz 45 minuta	Edukazzjoni għas-Saħħa 30 minuta	Brejk il-qasir	Edukazzjoni għas-Saħħa 60 minuta	Edukazzjoni Religijuza 30 minuta	Matematika 45 minuta	Brejk it-Twil	Matematika 45 minuta	Malti 45 minuta	
Erbgha	Assembly & Settling fil-klassi	Edukazzjoni Religijuza 30 minuta	Matematika 45 minuta	Brejk il-qasir	Malti 45 minuta	Ingliz 45 minuta	Ingliz 45 minuta	Brejk it-Twil	Edukazzjoni fl-Arti 60 minuta	Għażla magħmula mill-iskola 30 minuta	
Hamis	Assembly & Settling fil-klassi	Matematika 45 minuta	Edukazzjoni għas-Saħħa 30 minuta	Brejk il-qasir	Edukazzjoni Religijuza 30 minuta	Xjenza 60 minuta	Ingliz 45 minuta	Brejk it-Twil	Malti 45 minuta	Edukazzjoni għas-Saħħa 45 minuta	
Ġimgħa	Assembly & Settling fil-klassi	Ingliz 45 minuta	Xjenza 30 minuta	Brejk il-qasir	Malti 45 minuta	Matematika 45 minuta	Edukazzjoni għas-Saħħa 45 minuta	Brejk it-Twil	Edukazzjoni Religijuza 30 minuta	Edukazzjoni għas-Cittadinanza 60 minuta	

Appendiċi II:

Il-Mudelli tal-Orarju Skolastiku għall-Qafas tal-Kurrikulu għall-Iskejjel Sekondarji

Qed ikunu proposti ħames orarji skolastiċi differenti. L-Orarji Skolastiċi tal-Qafas tal-Kurrikulu (CFT) 1 sa 5 huma mfasslin biex jissodisfaw id-dritt tal-istudenti għall-NCF. Fil-każ ta' kull mudell, kienu riżultati kemm il-karatteristiċi kif ukoll l-aspetti pożittivi u n-negattivi. Biex jista' jsir tqabbil faċli, il-ħames mudelli jintwerew li jibdeu fit-8.00 a.m. Isir ukoll tqabbil ma' mudell standard ta' 1665 minuta (Mudell JL) ta' ħin totali tal-istudent^u u 1540 minuta ta' ħin attwali ta' lezzjonijiet ibbażati fuq medja ta' ġimgħa bbażata fuq medja ta' ġimgħa ta' orarji skolastiċi bħalissa fl-iskejjel Statali.

L-ewwel tliet orarji skolastiċi huma msejsa fuq iċ-ċiklu tradizzjonali ta' ġimgħa ta' ħamest ijiem. CFT 4 u 5 huma bbażati fuq ċiklu ta' sitt ijiem. Iċ-ċiklu ta' sitt ijiem jifred il-ġranet ta' tagħlim mill-ġranet tal-ġimgħa. Hekk, ċiklu ta' sitt ijiem li jibda nhar ta' Tlieta jispicċa nhar it-Tlieta tal-ġimgħa ta' wara, u għalhekk iċ-ċiklu li jmiss jibda nhar l-Erbgħa. Fil-każ ta' ġurnata vaganza jew ta' attivitajiet li tinvolvi lill-iskola kollha waqt ċiklu partikolari, hemm żewġ modi kif wieħed jimmanipula iċ-ċiklu. Wieħed jista' jew iħalli iċ-ċiklu kif kien u għalhekk jitlef ġurnata miċ-ċiklu, inkella jista' jiskeda mill-ġdid il-ġurnata wara l-ġurnata ta' xogħol mitlufa biex il-lezzjonijiet f'ġurnata 4, ngħidu aħna, ma jintilfux. Dan jimplika li iċ-ċiklu li jmiss jibda ġurnata wara. Naturalment, iċ-ċiklu ta' sitt ijiem jibqa' jopera fl-ambitu tal-parametri tal-kundizzjonijiet tax-xogħol kurrenti tal-għalliema.

Il-vantaġġ ewlieni tas-sistema ta' ċiklu ta' sitt ijiem hija li t-telf ta' lezzjonijiet minħabba attivitajiet tal-iskola u avvenimenti estranji jitqassam b'mod ekwu matul il-ġranet tal-iskola. Dan iwassal ukoll għal aktar spazju għall-allokazzjoni tal-lezzjonijiet, għalkemm b'ċikli proporzjonalment inqas tul is-sena meta mqabblin maċ-ċikli ta' ħamest ijiem. Madankollu, il-vantaġġ fl-allokazzjoni tal-lezzjonijiet huwa minimu. L-iżvantaġġi tal-adozzjoni ta' ċiklu ta' sitt ijiem huma li dan jippreżenta paradigma organizzattiva għal kollox ġdida għal daww kollha involuti. Lezzjonijiet, xogħol għad-dar u basktijiet tal-iskola jeħtieġ ikunu ppreparati mhux skont il-ġurnata tal-ġimgħa imma skont in-numru tal-ġurnata li jkun imiss fiċ-ċiklu kurrenti. Żewġ CFTs ta' ċikli ta' sitt ijiem qed ikunu ppreżentati hawn biex id-diskussjoni titwessa' u tinkludi possibbiltajiet li forsi ma nħasbux.

Karatteristiċi ta' CFT 1

- Dan il-mudell għandu seba' lezzjonijiet mifruxin fuq jumejn tal-gimgha u tmien lezzjonijiet mifruxin fuq it-tliet ijiem l-oħrajn.
- Kull lezzjoni tiegħu 42 minuta.
- Il-ħin totali ta' lezzjonijiet kull gimgha hu ta' 1596 minuta.
- Ħin għall-access għal-*lockers* (5 minuti kull waqfa) hu diġà inkluż fiż-żewġ waqfiet ta' kuljum.

CFT 1 38 lezz	Reġistrazzjoni tal-Għalliema	għas Sena (8.00) Assembly / Ħin	1 (08:16)	2 (08:58)	MMB u Locker (09:40)	3 (10:00)	4 (10:42)	5 (11:24)	MDB u Locker (12:06)	6 (13:06)	7 (13:48) (14:30)	Waqfa għall- għalliema (14:30 – 14:50)	Laqgħa għall- iżvilupp tal- iskola / Staff Meeting (16:06)
It-Tnejn	10	16	42	42	20	42	42	42	60	42	42	20	76
Il-Gimgha	10	16	42	42	20	42	42	42	60	42	42		

CFT 1 38 lezz	Reġistrazzjoni tal-Għalliema	għas Sena (8.00) Assembly / Ħin	1 (08:10)	2 (08:52)	MMB u Locker Bidu (09:34)	3 (09:54)	4 (10:36)	5 11:18	6 (12:00)	MDB u Locker (12:42)	7 (13:06)	8 (13:48) (14:30)
It-Tlieta	10	10	42	42	20	42	42	42	42	24	42	42
L-Erbgha	10	10	42	42	20	42	42	42	42	24	42	42
Il-Ħamis	10	10	42	42	20	42	42	42	42	24	42	42

Vantaġġi

- Dan il-mudell jipprovdi 3.6% aktar ta' ħin tat-tagħlim (1596 flok 1540 minuta).
- Dan il-mudell għandu l-ħamest jiem kollha jieqfu fl-istess ħin għall-istudenti.
- Għandu wkoll żewġ *assemblies* ta' filgħodu kull ġimgħa li huma itwal mill-bqija, biex jingħata ħin għal *assemblies* speċjali u/jew *circle time* mill-Għalliem tas-Sena.
- Tnejn mill-waqfiet ta' nofsinhar huma itwal minn dawk li għandhom l-iskejjel Statali bħalissa, u għaldaqstant jagħtu aktar ħin għal attivitajiet mhux formali.
- Kull għalliem għandu d-dritt għal ħin liberu kull ġimgħa ekwivalenti għal żewġ lezzjonijiet fil-ġimgħa.
- Dan il-mudell jagħti lok għal laqgħa tal-impjegati wara l-ħin tal-iskola jew għal laqgħa ta' żvilupp professjonali kull ġimgħa li tissostitwixxi l-laqgħat oħrajn kollha ta' ppjanar u żvilupp li jsiru mill-għalliema wara l-iskola li hemm bħalissa. Il-waqfa ta' 20 minuta qabel il-laqgħa tagħti ċans lill-amministrazzjoni biex tieħu ħsieb ir-rutina tat-tluq u t-trasport tat-tfal fi tmiem il-ġurnata.
- Dan il-mudell iġib il-ħinijiet ta' tmiem l-iskola konformi ma' dawk tal-*Junior Lyceums* bħalissa. Din tista' titqies bħala miżura ta' siwi għall-familja għaliex tnaqqas il-ħin li t-tfal jistgħu jkunu waħedhom id-dar u/jew il-ħtieġa ta' arrangamenti alternattivi għas-superviżjoni tat-tfal.
- Erba' lezzjonijiet mhux interrotti bejn il-waqfiet fi tlitt ijiem jistgħu jservu ta' bonus għall-amministraturi tal-iskola billi jiffacilitaw id-dħul fl-orarju skolastiku ta' lezzjonijiet doppji, iżda dawn jistgħu jispiċċaw biex joħolqu aktar għeja kemm għall-għalliema u kemm għall-istudenti.

żvantagġi

Dan il-mudell ma jagħtix lok għal ħin strutturat għal laqgħat tal-komunità professjonali tal-iskola bħala korp sħiħ waqt is-sigħat tal-iskola iżda biss wara li tispiċċa l-iskola. Dan l-arrangament jista' jitqies inkonvenjenti mill-gradi li jgħallmu.

Il-ħin liberu li għandhom dritt għalih l-għalliema f'dan il-mudell jista' joħloq limitazzjoni fuq l-orarju skolastiku.

Fi tlitt ijiem partikolari, il-waqfa ta' nofsinhar hija twila 24 minuta biss, li jinkludu l-ħin biex jitqiegħdu jew jitneħħew affarijiet mil-*lockers*.

Karatteristiċi ta' CFT 2

- Dan il-mudell għandu seba' lezzjonijiet mifruxin fuq jumejn tal-ġimgħa u tmien lezzjonijiet mifruxin fuq it-tliet ijiem l-oħrajn.
- Dan il-mudell għandu erbat ijiem bi tmien lezzjonijiet kull waħda, u nofstanhar wieħed b'sitt lezzjonijiet, u jispicċa b'laqgħa ta' kull ġimgħa għall-komunità professjonali tal-iskola
- Il-ħin tal-assembly hu disponibbli fil-bidu tal-ħamest ijiem kollha.
- Kull lezzjoni tiegħu 42 minuta.
- Il-ħin totali ta' lezzjonijiet kull ġimgħa hu ta' 1596 minuta.
- Ħin għall-access għal-lockers (5 minuti kull waqfa) hu diġà inkluż fiż-żewġ waqfiet ta' kuljum.

foCFT 2 38 lezz	Registrazzjoni tal-Għalliehma	Assembly / Ħin għas Sena (8:00)	1 (8:11)	2 (8:53)	MMB u Locker (9:35)	3 (9:55)	4 (10:37)	5 (11:19)	6 (12:01)	MDB u Locker (12:43)	7 (13:23)	8 (14:05) (14:47)
It-Tnejn	10	11	42	42	20	42	42	42	42	40	42	42
It-Tlieta	10	11	42	42	20	42	42	42	42	40	42	42
Il-Ħamis	10	11	42	42	20	42	42	42	42	40	42	42
Il-Ġimgħa	10	11	42	42	20	42	42	42	42	40	42	42

CFT 2 38 lezz	Registrazzjoni tal-Għalliehma	Assembly / Ħin għas Sena (8:00)	1 (8:11)	2 (8:53)	MMB u Locker (9:35)	3 (9:55)	4 (10:37)	5 (11:19)	6 (12:01)	Waqfa għall-Għalliehma (12:43)	Laqgħa għall-izvilupp tal-iskola / Staff Meeting (12:58) (14:27)
L-Erbgħa	10	11	42	42	20	42	42	42	42	15	89

Vantaġġi

- Dan il-mudell jipprovdi 3.6% aktar ta' ħin tat-tagħlim (1596 flok 1540 minuta) mill-mudell standard kurrenti.
- Dan il-mudell iżomm it-tul tal-lezzjonijiet għal 42 minuta kif hemm f'CFT 1.
- Dan il-mudell jagħti lok għal laqgħa tal-impjegati waqt il-ħin tal-iskola u għalhekk jagħmilha għażla aktar konvenjenti għall-għalliema. Din il-laqgħa tissostitwixxi l-laqgħat oħrajn kollha ta' żvilupp professjonali li hemm bħalissa. Il-waqfa ta' 15-il minuta tagħti ċans lill-amministrazzjoni biex tiegħu ħsieb ir-rutina tat-tluq u t-trasport tat-tfal fi tmiem il-ġurnata.
- Barra minn hekk, il-ġurnata tinkludi l-laqgħa ta' kull ġimgħa 20 minuta qabel għall-għalliema meta mqabbla mal-erbat ijiem l-oħra.
- Il-ġurnata tal-iskola tkun ftit itwal minn dik fl-orarji skolastiċi fil-*Junior Lyceums* bħalissa. Din tista' titqies bħala miżura ta' siwi għall-familja għaliex tnaqqas il-ħin li t-tfal jistgħu jkunu bla superviżjoni u/jew il-ħtieġa ta' arrangamenti alternattivi għas-superviżjoni tat-tfal.
- Kull għalliem għandu d-dritt għal ħin liberu kull ġimgħa ekwivalenti għal żewġ lezzjonijiet fil-ġimgħa.
- Erba' lezzjonijiet mhux interrotti bejn il-waqfiet jistgħu jservu ta' bonus għall-amministraturi tal-iskola billi jiffaċilitaw id-dħul fl-orarju skolastiku ta' lezzjonijiet doppji, iżda dawn jistgħu jspicċaw biex joħolqu aktar għeja kemm għall-għalliema u kemm għall-istudenti.

żvantaġġi

- Dan il-mudell ma jipprovdi *assemblies* speċjali u/jew ħin għall-Għalliem tas-Sena filgħodu.
- F'dan il-mudell l-iskola tiegħaf kmieni ġurnata fil-ġimgħa. In-nofstanhar jista' jikkaġuna inkonvenjent lill-ġenituri.
- Iż-żewġ waqfiet twal aċċessibbli fis-CFT 1 mhumiex aċċessibbli hawn.
- Il-ħin liberu li għandhom dritt għalih l-għalliema f'dan il-mudell jista' joħloq limitazzjoni fuq l-orarju skolastiku.

Karatteristiki ta' CFT 3

- Dan il-mudell għandu 38 u 40 lezzjoni f'gimghat alternattivi, b'hin minimu għal lezzjoni ta' 41 minuta.
- Gurnata kull ħmistax hija iqsar mill-bqija b'żewġ lezzjonijiet biex tkun tista' ssir laqgħa ta' żvilupp tal-iskola/Staff Meeting waqt il-ħinijiet tal-iskola.
- Hin għall-access għal-lockers (5 minuti kull waqfa) hu digà inkluz fiz-żewġ waqfiet ta' kuljum.
- Il-ħin medju ta' lezzjonijiet kull gimgħa hu ta' 1599 minuta

CFT 3 38 lezz	Registrazzjoni tal- Għalliena	Assembly / Hin għas Sena (8.00)	1 (8:10)	2 (8:51)	MMB u Locker (9:32)	3 (9:52)	4 (10:33)	5 (11:14)	6 (11:55)	MDB u Locker (12:36)	7 (13:18)	8 (13:59) (14:40)
It-Tnejn	10	10	41	41	20	41	41	41	41	42	41	41
It-Tlieta	10	10	41	41	20	41	41	41	41	42	41	41
L-Erbgħa*	10	10	41	41	20	41	41	41	41	42	41	41
Il-Hamis	10	10	41	41	20	41	41	41	41	42	41	41
Il-Gimgħa	10	10	41	41	20	41	41	41	41	42	41	41

*Gimghat Alternati

CFT 3 38 lezz	Registrazzjoni tal- Għalliena	Assembly / Hin għas Sena (8.00)	1 (8:10)	2 (8:51)	MMB u Locker (9:32)	3 (9:52)	4 (10:33)	5 (11:14)	6 (11:55)	Waqfa għall- Għalliena	Laqgħa għall- izvilupp tal- iskola / Staff Meeting (12:56) (14:18)
L-Erbgħa *	10	10	41	41	20	41	41	41	41	20	82

* Gimghat Alternati

Vantaġġi

- Dan il-mudell jipprovdi 3.8% aktar ta' ħin tat-tagħlim aktar (1599 flok 1540 minuta) mill-mudell standard kurrenti.
- Dan il-mudell hu aktar ġeneruż fin-numru ta' lezzjonijiet li jagħti. Peress li jagħti lok għal flessibbiltà, skont kif din hija implimentata, dan il-mudell jagħti lok għal massimu ta' sitt lezzjonijiet addizzjonali kull ħmistax fis-Seba' u t-Tmien Sena, u żewġ lezzjonijiet addizzjonali fid-Disa', l-Għaxar u l-ħdax-il Sena.
- Il-laqgħa ta' kull ħmistax tal-impjegati ma ssirx wara l-ħinijiet tal-iskola. Dan hu konvenjenti għall-grad li jgħallmu. Din il-laqgħa tissostitwixxi l-laqgħat oħrajn kollha tal-għalliema għall-ippjanar wara l-iskola li hemm bħalissa. Il-waqfa ta' 20 minuta tagħti ċans lill-amministrazzjoni biex tieġu ħsieb ir-rutina tat-tluq u t-trasport tat-tfal fi tmien il-ġurnata.
- Barra minn dan, il-ġurnata li fiha ssir il-laqgħa ta' kull ħmistax tispicċa 20 minuta qabel għall-għalliema meta mqabbla mal-ġranet l-oħra.
- Kull għalliem għandu d-dritt għal ħin liberu kull ġimgħa ekwivalenti għal lezzjoni waħda.
- Erba' lezzjonijiet mhux interrotti bejn il-waqfiet jistgħu jservu ta' bonus għall-amministraturi tal-iskola billi jiffacilitaw id-dħul fl-orarju skolastiku ta' lezzjonijiet doppji, iżda dawn jistgħu jispicċaw biex joħolqu aktar għeja kemm għall-għalliema u kemm għall-istudenti.

żvantaġġi

- Billi jkun hemm orarji skolastiċi differenti f'ġimgħat li jalternaw, dan il-mudell jista' jikkaguna għadd ta' diffikultajiet loġistiċi.
- Billi jkunu twal 41 minuta, il-parti l-kbira tal-lezzjonijiet jaslu kemm kemm sal-minimu rrakkomandat, għalkemm ikunu iqsar milli fil-mudelli l-oħra.
- Il-ġenituri se jkollhom id-diffikultà li jippjanaw għal ġurnata skola iqsar kull ħmistax.

Karatteristiċi ta' CFT 4

- Dan il-mudell għandu 40 lezzjoni fuq ċiklu ta' 6 ijiem.
- Dan għandu hamest ijiem b'seba' lezzjonijiet kull waħda, u nofstanhar wieħed b'ħames lezzjonijiet. In-nofstanhar jagħlaq b'laqgħa għall-komunità professjonali tal-iskola kull sitt ijiem.
- Il-ħin għall-assembly hu disponibbli fil-bidu tal-ħamest ijiem kollha.
- Ħin għall-access għal-lockers (5 minuti kull waqfa) hu diġà inkluziżewg waqfiet ta' kuljum.
- Il-ħin medju ta' lezzjonijiet kull ġimgħa hu ta' 1500 minuta

CFT 4 40 lezz rotazzjoni fuq 6 jiem	Registrazzjoni tal- Għalliehma	Assembly / Ħin għas Sena (8:00)	1 (8:15)	2 (9:00)	3 (9:45)	MMB u Locker (10:30)	4 (10:50)	5 (11:35)	MMB u Locker (12:20)	6 (13:15)	7 (14:00) (14:45)
Jum 1	10	15	45	45	45	20	45	45	55	45	45
Jum 2	10	15	45	45	45	20	45	45	55	45	45
Jum 3	10	15	45	45	45	20	45	45	55	45	45
Jum 4	10	15	45	45	45	20	45	45	55	45	45
Jum 5	10	15	45	45	45	20	45	45	55	45	45

CFT 4 40 lezz rotazzjoni fuq 6 jiem	Registrazzjoni tal- Għalliehma	Assembly / Ħin għas Sena (8:00)	1 (8:15)	2 (9:00)	3 (9:45)	MMB u Locker (10:30)	4 (10:50)	5 (11:35)	Waqfa għall- Għalliehma	Laqgħa għall- iżvilupp tal- Iskola / Staff Meeting (12:40 - 14:10)
Jum 6	10	15	45	45	45	20	45	45	20	90

Vantaġġi

- Billi jtul 45 minuta, dan il-mudell għandu l-itwal lezzjonijiet fost il-ħames mudelli kollha.
- Dan jagħti lok biex tista' ssir laqgħa wara l-iskola kull sitt ijiem tal-impjegati li jgħallmu. Dan hu konvenjenti għall-grad li jgħallmu. Din il-laqgħa tissostitwixxi l-laqgħat oħrajn kollha tal-għalliema wara l-iskola jew dwar l-iżvilupp tal-iskola li hemm bħalissa. Il-waqfa ta' 20 minuta tagħti ċans lill-amministrazzjoni biex tiegħu ħsieb ir-rutina tat-tluq u t-trasport tat-tfal fi tmiem il-ġurnata.
- Il-ħin twil għall-assembly jagħti lok għal *assemblies* speċjali u/jew għal ħin tal-Għalliem tas-Sena kuljum.
- Dan il-mudell jinkludi wkoll ħames waqfiet f'nofsinhar f'kull ċiklu ta' 6 ijiem, u jagħti aktar ħin għal attivitajiet mhux formali.
- Dan iċaqlaq il-waqfa ta' nofsinhar biex qabilha jsiru tliet lezzjonijiet flok tnejn kif hemm fiż-żewġ mudelli ta' qabel, fil-ħin tal-ġurnata li hu l-aktar produttiv għat-tagħlim.
- Il-ġurnata tal-iskola tkun 45 minuta itwal milli hi bħalissa. Din tista' titqies bħala miżura ta' siwi għall-familja għaliex tnaqqas il-ħtieġa ta' arranġamenti alternattivi għas-superviżjoni tat-tfal.
- L-għalliema jispicċaw 35 minuta qabel meta jkollhom laqgħa fuq l-iżvilupp tal-impjegati tal-iskola.

żvantaġġi

- Dan il-mudell jipprovdi kważi 2.7% inqas ħin għal-lezzjonijiet (1500 flok 1540 minuta) mill-mudell standard kurrenti.
- Dan il-mudell għandu nofsanhar aktar kull sitt ijiem, u hekk hu inqas konvenjenti għal dawk l-istudenti u għall-ġenituri tagħhom.
- F'dan il-mudell ta' ċiklu ta' 6 ijiem, l-orarju skolastiku tal-lezzjonijiet tul il-ġimgħa jkun differenti minn ġimgħa għal oħra.

Karatteristiċi ta' CFT 5

- Dan il-mudell għandu 43 lezzjoni mifruxin fuq ċiklu ta' 6 ijiem.
- Dan għandu tliet ijiem b'seba' lezzjonijiet kull waħda, jumejn bi tmien lezzjonijiet kull waħda, u nofstanhar wieħed b'sitt lezzjonijiet li jagħlaq b'laqgħa għall-komunità professjonali tal-iskola kull sitt ijiem.
- Il-ħin għall-assembly hu disponibbli fil-bidu tal-granet kollha.
- Ħin għall-access għal-*lockers* (5 minuti kull waqfa) hu diġà inkluziż-żewġ waqfiet.
- Il-ħin medju ta' lezzjonijiet kull ġimgħa hu ta' 1505 minuta

CFT 5 43 lezz 6 ijiem rotazzjoni	Registrazzjoni tal- Għallima	Assembly / Ħin għas Sena (8:00)	1 (8:16)	2 (8:58)	MMB u Locker Bidu (9:40)	3 (10:00)	4 (10:42)	5 (11:24)	MDB u Locker (12:06)	6 (13:06)	7 (13:48) (14:30)
Jum 1	10	14	42	42	20	42	42	42	60	42	42
Jum 5	10	14	42	42	20	42	42	42	60	42	42
Jum 6	10	14	42	42	20	42	42	42	60	42	42

CFT 5 43 lezz 6 ijiem rotazzjoni	Registrazzjoni tal- Għallima	Assembly / Ħin għas Sena (8:00)	1 (8:14)	2 (8:56)	MMB u Locker Bidu (9:38)	3 (9:58)	4 (10:40)	5 (11:22)	6 (12:04)	MDB u Locker (12:46)	7 (13:06)	8 (13:48) (14:30)
Jum 2	10	14	42	42	20	42	42	42	42	20	42	42
Jum 3	10	14	42	42	20	42	42	42	42	20	Laqgħa għall- iżvilupp tal- iskola / Staff Meeting	42
Jum 4	10	14	42	42	20	42	42	42	42	20	42	42

Vantaġġi

- Lezzjonijiet f'dan il-mudell itulu 42 minuta, b'hal fil-każ ta' CFT 1 u 2.
- Dan jagħti lok biex tista' ssir laqgħa fil-ħinijiet tal-iskola kull sitt ijiem għall-komunità professjonali jew għall-iżvilupp tal-iskola, u hekk issir għażla aktar konvenjenti għall-għalliema. Din il-laqgħa tissottitwixxi l-laqgħat oħrajn kollha tal-għalliema wara l-iskola jew dwar l-ippjanar u l-iżvilupp tal-iskola li hemm b'halissa. Il-waqfa ta' 20 minuta tagħti ċans lill-amministrazzjoni biex tiegħu ħsieb ir-rutina tat-tluq u t-trasport tat-tfal fi tmiem il-ġurnata.
- Il-ħin twil tal-assembly jagħti lok għal assemblies speċjali u/jew ħin għall-Għalliem tas-Sena kull jum.
- Erba' lezzjonijiet mhux interrotti bejn il-waqfiet jistgħu jservu ta' bonus għall-amministraturi tal-iskola billi jiffacilitaw id-df'ul fl-orarju skolastiku ta' lezzjonijiet doppji, iżda dawn jistgħu jispicċaw biex joħolqu aktar għeja kemm għall-għalliema u kemm għall-istudenti.

żvantaġġi

- Dan il-mudell jipprodi 2.3% inqas ħin għal-lezzjonijiet (1505 flok 1540 minuta) fil-ġimgħa mill-mudell standards kurrenti.
- Dan il-mudell għandu ġurnata f'kull ċiklu ta' 6 ijiem li hi iqsar mill-bqija, u hekk hu inqas konvenjenti għal dawk l-istudenti u għall-ġenituri tagħhom.
- F'dan iċ-ċiklu ta' 6 ijiem, l-orarju skolastiku tal-lezzjonijiet fil-ġimgħa jkun differenti minn ġimgħa għal oħra.

Appendiċi III:

Numru ta' Sigħat għal kull Sena Skolastika għall-Iskejjel Sekondarji

Qasam tat-Tagħlim	Suġġetti	AS	JL	CFT 1	CFT 2	CFT 3	CFT 4	CFT 5
Lingwi	Malti + Ingliz + Lingwa Barranija	256	237	235	235	230	245	229
Matematika		98	99	98	98	96	105	98
Xjenza		79	79	78	78	77	88	82
Edukazzjoni fit-Teknoloġija	ICT + D&T	20 Għażla	20 Għażla	20 20	20 20	19 19	17 17	16 16
Edukazzjoni għas-Sahħa	PE + PSD HE	79	79	98 20	98 20	96 19	88 17	82 16
Edukazzjoni għaċ-Ċittadinanza	Storja + Ġeografija + Studji Soċjali	59	99	59	98	96	53	82
Edukazzjoni Religjuża		39	39	39	39	38	35	49
Edukazzjoni fl-Arti		20	39	39	39	38	35	33
Għażla magħmula mill-Iskola		0	0	39	0	19	0	0
Għażliet	HE/D&T/ GC/Arti	39	39	0	0	0	0	0
Total ta' Lezzjonijiet		35/ gimġha	37/ gimġha	38/ gimġha	38/ gimġha	38 & 40/ gimġhat alternattivi	40/6 ijiem	43/6 ijiem
Sigħat Totali		689	730	745	745	38 = 728 40 = 747 Avr = 738	700	703

Numru ta' Sigħat għad-Disà, I-Għaxar u I-Fdax-il Sena

Qasam tat-Tagħlim	Suġġetti	AS	JL	CFT 1	CFT 2	CFT 3	CFT 4	CFT 5
Lingwi	Malti + Ingliz + Lingwa Barranija	256	237	235	235	230	210	229
Matematika		98	99	98	98	96	88	98
Xjenza		79	79	78	78	77	70	65
Edukazzjoni fit-Teknoloġija	ICT D&T	20 Għażla	20 Għażla	20 10	20 10	19 10	17 9	16 8
Edukazzjoni għas-Saħħa	PE + PSD HE	39 Għażla	39 Għażla	59 10	39 10	38 10	53 9	65 8
Edukazzjoni fiċ-Ċittadinanza	Storja + Ġeografija + Studji Soċjali	59	59	59	39	38	53	33
Edukazzjoni Reliġjuża		39	39	39	39	38	35	33
Edukazzjoni fl-Arti		20	0	20	20	19	17	16
Għażla magħmula mill-Iskola		0	0	0	0	19	0	0
Għażliet	HE/D&T/ GC/Arti	79	158	118	155	153	140	131
Total ta' Lezzjonijiet		35/ gimġha	37/ gimġha	38/ gimġha	38/ gimġha	38 & 40/ gimġhat alternati	40/6 ijiem	43/6 ijiem
Sigħat Totali		689	730	746	743	38 = 728 40 = 747 Medja = 738	701	702

Numru Totali ta' Sigħat fuq 5 snin

Qasam tat-Tagħlim	Suġġetti	AS	JL	CFT 1	CFT 21	CFT 3	CFT 4	CFT 5
Lingwi	Malti + Ingliz + Lingwa Barranija	1280	1185	1175	1175	1150	1120	1145
Matematika		490	495	490	490	480	474	490
Xjenza		316	316	390	390	385	386	359
Edukazzjoni fit- Teknoloġija	ICT	100	100	100	100	95	85	80
	D&T	Għażla	Għażla	70	70	68	61	48
Edukazzjoni għas-Sahħa	PE + PSD	275	275	373	313	306	335	359
	HE	Għażla	Għażla	70	70	68	61	56
Edukazzjoni	Storja + Ġoġrafija + Studji Soċjali	295	375	295	313	306	265	181
Edukazzjoni Reliġjuża		195	195	195	195	190	175	197
Edukazzjoni fi-Arti		100	78	138	138	133	121	114
Skola		0	0	78	0	133	0	0
Għażla Snin 7 u 8	HE/D&T/ GC/Arti	78	78	0	0	0	0	0
Għażla Snin 9, 10 u 11	Ara Lista f'Taqsim F	237	474	354	465	459	420	393
Total ta' Lezzjonijiet		35/ gimġha	37/ gimġha	38/ gimġha	38/ gimġha	38 & 40/ gimġhat alternati	40/6 ijiem	43/6 ijiem
Sigħat Totali		3366	3571	3728	3719	3690	3503	3422

TOWARDS A QUALITY EDUCATION FOR ALL

The National Curriculum Framework 2011

Consultation Document 3 The Three Cycles: the Early Years the Primary Years the Secondary Years



**Towards A
Quality Education
For All**

**The National Curriculum Framework
2011**

Consultation Document 3

The Three Cycles:

The Early Years

The Primary Years

The Secondary Years

Curriculum Review Committee:

Grima Grace (Chairperson), Bezzina Christopher, Camilleri Raymond J. Caruana Horace, Fr Cilia David, Fr Mallia Charles, Micallef Joseph, Mizzi Bernie, Pace Paul, Sollars Valerie, Spiteri Sandro, Testa Mario and Ventura Frank

Ministry Representatives:

Birmingham Elaine (Phase I) and Bezzina Doriana (Phase II)

Consultation Strategy Group:

Grima Grace (Chairperson), Cachia Stephen, Fr Cilia David, Fr Mallia Charles, Pace Paul, Sciberras Micheline and Sollars Valerie

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The National Curriculum Framework

Consultation Document 3

The Three Cycles: The Early, Primary and Secondary Years

This third document presents details of how the NCF envisages the learning programme to be offered to children and young people in the Early Years, Primary and Secondary Cycles. This document focuses on the application of the NCF in schools. The learning areas and levels of achievement remain crucial throughout the Primary and the Secondary years as does a degree of flexibility in the delivery of the programmes as indicated in the timetable models presented for discussion in Appendix 1.

Early Years Cycle						Primary Cycle				Secondary Cycle				
Childcare	KG I	KG II	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	

It is crucial to note that the Early Years refer to children from birth to the age of seven. In real terms, this implies that early childhood education and care starts in the home, is experienced in non-compulsory and informal settings including child-care and kindergarten and is extended into the first two years of compulsory, primary school. Whilst the document presents three distinct cycles for ease of reference, teachers working with five to seven-year-olds are working with very young children and the emphasis of the curriculum should be on encouraging young learners to develop positive dispositions about themselves, their abilities and the world around them. Likewise, the pedagogy which ought to be adopted should respect the characteristics of young learners. The proposals for the Early Years presented in the NCF are the foundation upon which most of the learning experiences are developed at kindergarten and even in the first years of primary school with a gradual move towards more formal practices and learning organised through learning areas as children reach the middle and later years of Primary schooling.

In this document, the Primary Years Curriculum links the philosophical and educational principles proposed in the Early Years Curriculum to the later demands set by the curriculum for the Secondary School years. The transition from primary to secondary school should be smooth and offer progression in a way which supports children as they learn to take more responsibility. The secondary years are an important period for the learners' personal development and they should strive to have a strong platform for further and higher education.

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Message

Hon. Dolores Cristina

Minister

Ministry of Education,
Employment and the Family



The concept of a National Curriculum that guaranteed a minimum level of education provision for all learners in Malta was first introduced in the 1988 Education Act. In 1999 a new national curriculum *Creating the Future Together (1999)* was published. It presented a series of aims and objectives which still guide education decisions to the present day. The underlying philosophy focused on the holistic development of all learners, by encouraging and supporting the professional decisions of educators in schools and thus providing quality education with a long-term vision.

In effect, following the publication of the 1999 curriculum, a series of in-depth analysis and discussion on key areas took place, each presenting challenges to be addressed in this review of the national curriculum framework. These areas included *Inclusive and Special Education (2005)*, *Absenteeism (2005)*, *Early Childhood Education and Care (2006)*, *Career Guidance (2007)*, *Transition from Primary to Secondary Schools in Malta (2007)*, *Smart Learning: Malta's National eLearning Strategy 2008-2010* and *Physical Education (NAO, 2010)*.

After a decade of experience, it is now time to appreciate what we have achieved and, in the light of the increasing changes within and around our society, review our educational thinking and practice to ensure that all children succeed. Moreover, this will be the first curriculum framework to be adopted since Malta joined the EU in 2004 and hence it has also considered policy-related documents issued by the European Commission.

Employability, quality of life and lifelong learning are at the heart of the new draft National Curriculum Framework that aims at equipping young people with the key competences needed to meet the challenges of Malta's future labour market.

At a time when together with other Member States of the European Union, Malta is overcoming the economic crisis in the context of demographic changes and social cohesion, this curriculum framework will ensure that present and future generations acquire skills that will enrich their lives and secure economic growth, sustainability and the foundations of a knowledge society.

A primary goal of this Government is that all children will exit compulsory education with acquired skills and qualifications and that schools become attractive learning environments. Thanks to the heavy investment in information technology and student services in all colleges,

this curriculum framework review will transform the existing physical structures into opportunities for personal and social growth, reduce early school leavers, retain learners in formal education for as long as possible as well as give credit to informal and non-formal learning. With the development of a National Qualifications Framework for Lifelong Learning and its referencing to the European Qualifications Framework, this document will facilitate access to further and higher education, work-based learning, continuous professional development and adult learning.

I look forward to an intensive and comprehensive consultative process characterised by healthy debate from all stakeholders on where we want our compulsory educational provision to go, and what decisions we need to take to fulfil this vision, so as to ensure that all our children receive the quality education they deserve, so that they may all succeed.

Dolores Cristina

Message

Prof. Grace Grima

Director General

*Directorate for Quality
and Standards in Education*



This curriculum review stems from Part II of the Education (Amendments) Act, 2006 which puts the onus on the Directorate for Quality and Standards for updating the National Curriculum Framework, implementing it as well as reviewing the implementation process at regular intervals. The process of reviewing and updating the National Curriculum included representatives from the Directorates of Education, the Faculty of Education, the MATSEC Examinations Board, and Church and Independent schools. The draft document has been refined following feedback received by invitation from curriculum experts from the Ministry of Education in New Zealand and Learning and Teaching Scotland. This draft document is being presented for a national consultation process after which it will be refined, finalised and adopted as the national curriculum framework.

The draft curriculum framework is presented in a set of four consultation documents, namely:

Document 1: The Executive Summary

Document 2: The National Curriculum Framework - Rationale and Components

This document includes a detailed introduction to the theoretical background against which the proposals of the national curriculum framework were conceptualised.

Document 3: The National Curriculum Framework - The Three Cycles: The Early Years, The Primary Years and the Secondary Years

This document presents details of how the national curriculum framework envisages the learning programme to be offered to children and young people in the early years, the primary years and the secondary years. This document focuses on the application of the framework in schools and colleges.

Document 4: The National Curriculum Framework - The Way Forward

This document summarises the recommendations of the national curriculum framework and examines the implications of such recommendations. The document presents ideas about the management of change which underpin the consultation and implementation strategies the framework would like to promote. In turn, the consultation and implementation strategies presented are based on an understanding of a change management process.

In essence, the updated national curriculum framework promotes these key ideas:

- the development of lifelong learners who are engaged and responsible citizens, and active in the economy.
- the support for all learners to achieve and succeed, whatever their backgrounds, needs and aptitudes.

- a clear focus in colleges and schools on meeting the needs of all learners through increased curricular autonomy.
- the creation of active, inclusive learning communities which put learning and learners at the heart of all that they do and are accountable to their stakeholders.
- seamless progression through the early, primary and secondary years in the skills and competences required for lifelong learning.
- learning which is active, personalised, relevant, and purposeful.
- learning that emphasises the application of knowledge and skills in different contexts and settings as well as breadth of knowledge and depth of understanding.
- a curriculum framework that focuses on learning areas, creating links and synergies across traditional subjects.
- assessment and evaluation which use information and feedback formatively to inform planning for improvement.
- cycles of quality assurance and evaluation which recognise that continuous professional learning is an essential part of educational practice.

The process of consultation is crucial for the success of the updated national curriculum framework. The consultation strategy presented in Document 4 has been designed with the aim of enabling a wide-ranging and authentic discussion and debate which enables all stakeholders to engage with the draft document in a positive way and participate actively in the formulation of the final version.

The consultation process itself is divided into three phases:

- **Phase 1: Reflection for action May 2011 to August 2011**

This phase will serve to present the updated national curriculum framework and prepare the various stakeholders for the consultation process. The meetings with the stakeholders will serve to highlight (i) the main recommendations of the updated national curriculum framework; (ii) the implications arising for the various stakeholders as envisaged by the updated national curriculum framework; and (iii) the role of the stakeholders in the consultation process, in terms of both their personal contribution to the process and their role in bringing together the feedback and responses of the learning communities for which they are responsible. In addition, this phase allows all participants sufficient time to read through the documents and consider in some detail their content and implications.

- **Phase 2: Reflection in action from September 2011 to November 2011**

This phase will provide stakeholders opportunities to share and consolidate their ideas within and across different institutions. The aim of this phase is to invite and encourage stakeholders towards actively participating in generating a national, reflective professional discussion and debate about the updated national curriculum framework proposals, thus initiating a process of sharing critical and constructive feedback in preparation for the final version of the updated national curriculum framework.

- **Phase 3: Reflection on Action from November 2011 to December 2011**

This phase will bring together all the stakeholders and the feedback offered by the various institutions. The highlights of this phase include a two-day national conference and the submission of written feedback. Once the working group reviews the proposed NCF in light of the feedback received, the working group will submit a final NCF document to the Minister for approval.

I invite all educators, parents, students and society stakeholders to participate actively in this consultation process so that the final approved document will be a true expression of our hopes and aspirations to provide a relevant quality education for our children which meets the current and future needs of our country.

Grace Grima

Section 1

The Early Years

In the international literature, it is widely acknowledged and accepted that the Early Years refer to the period in a child's life which spans from birth through to the age of seven or eight (Wilks, Nyland, Chancellor & Elliot, 2008, Department of Education & Early Childhood Development & VCAA, 2009, Waddell & McBride, 2008). The myth that education starts when children start formal schooling has long been dispelled and the Early Years are indeed the most crucial phase in each individual's life - a child's learning and education in the Early Years are inextricably linked to the holistic development which occurs through informal and formal settings, planned and spontaneous activities, structured and unstructured events. The extent of the learning experienced by each child is in part determined by a supportive environment, involving adults who respond to children's natural curiosity and support their development from the very early stages to the later years of early childhood.

The main thrust of the NCF cannot focus on the compulsory school years (which in the local context starts in the year a child turns five) without embracing, promoting, supporting and acknowledging the on-going development which occurs in the pre-school years. The Early Years cannot be ignored for several reasons:

- the overall, holistic development, learning and understanding which occurs in the first years must be recognised and used as the foundation towards learning and development, whether children are being cared for at home by parents¹ and other familiar caregivers, Early Years settings outside the home, or during the transition phase between non-compulsory and compulsory education;
- the number of child-care centres has increased over the past decade, suggesting that increasing numbers of children younger than three years of age are spending considerable time in settings outside the home;
- although attendance at kindergarten centres for 3 and 4-year-olds is not compulsory, some 80% of 3-year-olds and 95% of 4-year-olds attend kindergarten centres available in the State, Church and Independent sectors; and
- the curricular demands in the upper primary and secondary school years can be successfully achieved following the establishment of firm foundations in the Early Years where children are given opportunities to develop their self and their identity as a result of positive experiences and relationships with their immediate and eventually, the extended world around them.

Because the Early Years are characterized by a period of rapid growth and change, a curriculum framework which purports to address learning outcomes for children in this

¹ Throughout this document any reference to parental involvement in education includes legal guardians and significant adults recognised as having a parenting role in the life of the child. This definition is without prejudice to the legal obligations of schools.

phase gains relevance and significance when it advocates in favour of:

- broad outcomes which are all-encompassing and not exclusively focused on academic achievement;
- pedagogical approaches which respect children's age and developmental level;
- unlimited content which is to be presented to children in ways which engage their attention and secure their direct involvement and participation; and
- highly trained and skilled staff who are sensitive to the characteristics of young learners and in tune with the learning processes of toddlers, infants and young children in the early stages of formal schooling.

The NCF endorses the position recommended by the 1999 NMC² which

regards the first two years of primary schooling as a continuation of the two-year Kindergarten period. This entails that the teachers adopt a pedagogy that develops knowledge, attitudes and skills which derive from concrete experiences. The 3-7 year period, considered as the pre-conceptual phase, must be regarded as the formative period which precedes the one during which the school experience becomes more formal. (p. 57)

Purposes and general objectives

The Early Years serve multiple purposes and must be acknowledged as the foundation for all future learning experiences. Within the Early Years' experiences, from birth to seven/eight, young children develop knowledge, skills, attitudes and values which enable them to become successful learners and active participants in society. For these general objectives to be achieved, the content of the experiences becomes secondary to the processes of learning which children participate in. Successful learning experiences are characterised by approaches which:

- respond to children's interests and prior knowledge;
- respect young learners' cognitive maturity and preferred learning patterns;
- stimulate curiosity;
- instil an interest for learning;
- promote exploration, discovery and creativity; and
- foster environments which promote communication and interactive styles of learning.

Powerful learning experiences contribute to the development of children who become involved in pursuing their interests, are motivated, develop perseverance and learn to assume responsibility. Such outcomes are realised through an environment of trust and respect, which gives learners self-confidence and self-esteem in their abilities.

2 http://www.curriculum.gov.mt/docs/nmc_english.pdf

In order for the Early Years' goals to be successfully achieved by all children, the NCF ought to:

- be supported by the visionary leadership of key practitioners working in early childhood education;
- recognise the uniqueness in children's learning and development through a variety of learning styles and pedagogies;
- encourage programmes of activities which move away from emphasising specific subject or content teaching in favour of pedagogies which enhance curricular links and thus facilitate learning processes;
- endorse policies for assessment and transitions;
- facilitate capacity building of major stakeholders, predominantly parents and staff; and
- incorporate measures to ensure quality assurance procedures thus promoting a reflective approach which monitors and evaluates practices and outcomes.

Leadership of key practitioners

Practitioners in early childhood education, whether directly responsible for designing and developing a programme of activities or having an administrative role must be highly-trained and qualified staff. They must be skilled in supporting and extending children's communication skills and creative in designing an appealing environment which will arouse and stimulate children's thinking and interactions. Staff must be observant and reflective in order to adapt and modify activities based on cues and feedback proffered by children themselves. Most importantly, practitioners must capitalise on the social dimension through interacting frequently and directly with children in their care thus facilitating a sense of well-being. Practitioners must be responsive to children's learning interests. They must be highly skilled and competent as a result of the strong theoretical foundations which direct and support their professional and pedagogical decisions. Practitioners need:

- a sound theoretical base to understand how young children learn and develop;
- pedagogical knowledge to determine what is reasonable to do with young learners and the most effective ways to achieve this, therefore applying theory to practice;
- personal and practical knowledge about a range of professional issues which impact directly on the management of and relationships amongst a group of learners;
- research skills which enable them to understand on-going development in their field and critically position themselves when faced with results;
- a genuine interest in listening to and responding to children to promote a pedagogy of respect, responsiveness and reciprocal relationships (Podmore, Meade & Kerslake Hendricks, 2000; UNCRC, 1989); and
- reflective skills which allow them to think critically through their work with children, question their perceptions and understandings of children's experiences and examine their interactions with children with a view to improving the quality of the Early Years experiences.

A key feature of successful learning experiences in the Early Years is the realisation that learning occurs through meaningful social processes, rooted in positive relationships and acknowledging reciprocity. “A culture of learning depends on appropriate relationships, secure but challenging environments, and high but achievable expectations” (Eaude, n.d.).

Apart from being knowledgeable about child-development, learning processes and suitable pedagogies, early childhood practitioners must demonstrate empathy and solidarity with the families of children with whom they are working and show that they are capable of working with children and their families.

Learning Processes and Effective Pedagogies

The first years of children’s lives are significant in the rapid development which they undergo. These are the years where children learn through observation, experimentation, trial and error, exposure to stimulating environments and highly contextualised settings which facilitate their understanding of the world around them. There is significant linguistic and cognitive development; physical and moral development as well as personal, social and emotional development. Indeed, children develop holistically, and progress in any one area influences other areas.

Every child has the right to develop to his/her maximum potential. The foundations for realising this potential are laid down in the Early Years: skills which are extremely useful to face the challenges of daily life can be nurtured in the Early Years’ settings. If practitioners capitalise on activities, events, resources which are of particular interest to a child or group of children, they stimulate the youngsters’ interest. As a result of sustained interest, motivation develops which in turn supports perseverance as children want to participate in activities willingly and in so doing, they gain confidence and self-esteem (see Figure 3.1).

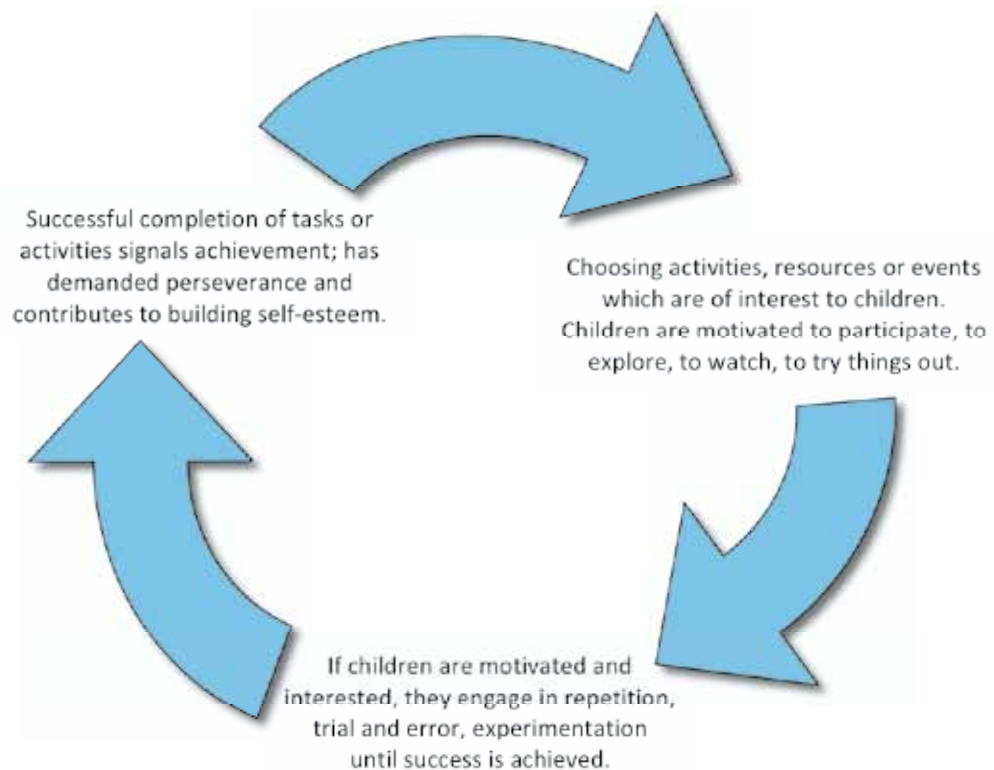


Figure 3.1: Stimulating learning in young children

Development does not occur at the same rate or in the same way for all. Apart from the genetic make-up and personal characteristics, cultures and the social environment have an impact on what and how children learn. Young children come to organised Early Years' settings with their baggage of prior knowledge and understanding. As the children's experiences with the world widen and broaden, their prior knowledge has a bearing on new experiences in that it informs them (they try to make sense of what something is by using previously-acquired information) but with new information with which they are faced, they modify existing knowledge and amend their understanding. Learning occurs when new knowledge and information is internalised and modifies previous understandings.

The learning process is different for individuals because of the variation in both natural and environmental factors. Children receive, react to, interpret and process information differently. With this knowledge in mind, early childhood educators should plan for a curriculum (a programme of activities) which appeals to different cognitive styles. Because of limited experiences and immaturity (limited development) as a result of their age, children thrive on multi-sensory approaches where their understanding of the world around them improves when using all their senses. By relying on what they can see, smell, touch, taste and hear, the likelihood of understanding how things work, drawing conclusions to hypotheses, culminating in understanding cause and effect, and learning how to discriminate and differentiate between contrasting objects increases.

Learning environments

Since young children develop holistically and because learning and development do not occur in a sequential, linear fashion, compartmentalising learning programmes by subject areas does not facilitate learning. On the contrary, subject teaching serves to create artificial pockets of knowledge which are often considered to be unrelated, disjointed, irrelevant and developmentally inappropriate for young children. Conscious of the learning and developmental processes which young children undergo, Early Years practitioners are therefore encouraged to set up learning environments which appeal to children's interests, are relevant to the common day experiences children are likely to have and which can be explored in an exciting manner. Direct, hands-on experiences encourage interaction, engagement and involvement which in turn lead to improved understanding, recall and the development of mental representations. This supports children in their move from concrete, tangible experiences to symbolic and abstract notions.

Another advantage of setting up dynamic learning environments relates to the depth and multiple perspectives with which issues can be dealt with. Thorough and detailed observations, analysis, investigations, exploration and experimentation through projects, topics and themes fits in with children's curiosity and need to find out the what, why and how things work.

The setting up of interactive learning environments which appeal to children require careful planning on the part of the practitioner in order to ensure promotion of a range of skills, attitudes, knowledge and values which young children can acquire through well-thought and presented activities. Yet, a hallmark of good Early Years practice is the recognition and promotion of child-initiated activity and enquiry. Such activity should be encouraged as it acknowledges learning as an on-going process where all involved make valid contributions. A quality programme should strike a balance between adult-led and child-initiated activities

that emerge directly from children's interests.

Assessment

Assessment in early childhood education is a means of finding out what children are interested in as well as finding ways of recording and documenting their progress. According to Carr (2001) assessment in early childhood education has multiple functions, namely to:

- understand children's learning better;
- start discussions about children's learning;
- share information with others in the early childhood setting;
- reflect on practice;
- plan for the learning of individuals and groups;
- ensure that all children receive attention;
- highlight the learning that is valued in the setting;
- involve children in self-assessment;
- discuss the programme with the family, and
- share experiences with family.

For assessment to be effective and meaningful for young children, documenting narrative accounts of their achievements can provide a more holistic reflection of what each child is truly capable of doing. Assessment in Early Years is as important for the children as it is for the adults, especially for practitioners. Assessment based on careful observation and a responsive and reflective attitude informs practices. Observing and documenting children's achievements helps adults to capture the learning processes as well as the outcomes.

Transitions

During the Early Years, children go through several transition phases which must be acknowledged and supported to ascertain that they gain a positive and self-confident attitude towards change, growth and development. Transitions are an inevitable part of growing up and although they offer a challenge, the changes which young children face need not be insurmountable difficulties, nor should they be unpredictable and unsupported events.

Whilst certain procedures ought to be established and initiatives taken to minimise the impact which transitions can bring about, the variety of early childhood settings where children spend their time should ensure that children encounter opportunities which allow them to develop their identity and establish themselves whilst embracing the complex nature of a gradually widening world.

In the Early Years, transition processes are not experienced exclusively by the children but also by their families. Thus school authorities, administrative staff and primary carers/educators who are in direct contact with children need to involve the parents and require the involvement of these significant adults in young children's transition processes. The personal, social and emotional growth of families, especially of young children, is at stake when dealing with the transition process.

With regard to the implementation of the NCF, it is worth highlighting that in the local context, the most significant transition which young children are expected to experience relates to the change from informal to formal education. During the early childhood phase, children move from the non-compulsory years in child-care and kindergarten centres to compulsory, primary education in the year when they turn five. Malta is one of the few EU countries where compulsory education starts at the age of five³, the majority of countries maintaining six as the first year of compulsory schooling and others opting for seven as the age when children formally begin school.

Irrespective of the age when compulsory education starts, the over-riding concern should remain one of appropriate pedagogies which match the cognitive and developmental levels of very young children and which seek to provide for a multi-sensory approach to learning where children are challenged to take calculated risks and increase their knowledge and understanding of themselves and of the world around them through environments which contextualise and facilitate learning.

With the realisation that the practice and principles applied in educational settings need to respect and match children's development and promote their active participation, it becomes evident that the Early Years phase should be seen as a time which is distinct from experiences of later childhood and consequently, the Early Years settings should be conceived of as a sequence of opportunities for children to establish themselves and their identities; when children enjoy 'being' rather than forced into 'becoming' something or someone else.

Parental involvement

While acknowledging and recognising the role of parents as partners in the education process is important throughout the different cycles (see NCF Document: Rationale and Components), this needs to be especially emphasised during the Early Years. The influence of the home on children's personal achievements cannot be negated and the effects of home are tangible at a very early age. Parents and the Early Years settings need to support each other through a range of facilities which allow easy communication and sharing of essential information. By having settings where the information is easily accessible as well as personnel who are readily available, parents and educators join forces in helping children develop into confident learners who can become active in their own learning.

Parents should have access to information and support which enable them to encourage their child's development within the home, in Early Years' settings and within the community through varied and diverse activities which ought to be available for children of all ages.

³ Compulsory education starts at the age of six in fourteen EU countries; and at the age of seven in nine EU countries. Apart from Malta, compulsory education at the age of five is mandatory in Britain (including Northern Ireland) Cyprus and the Netherlands (Oberhuemer, 2007).

Quality assurance

In order to ensure that an Early Years programme is of high quality, there need to be opportunities for self-evaluation, critical reflection and enquiry. These can be achieved through collaborative fora where examples of good practice are recorded and shared; where staff within an Early Years setting meets to discuss, review and consider events, approaches and pedagogies; where staff discuss their knowledge, observe others and share their reflections and considerations.

Working in isolation with a group of children prevents any personal or professional growth or development. In fostering a culture where evaluation and reflection become shared routine, practitioners are supported in making necessary amendments to current practices and applying a range of strategies and techniques which improve the learning outcomes for a wider number of children.

Learning Outcomes for the Early Years

The hallmarks of successful, quality Early Years programmes are those which:

- embrace the socio-cultural dimension surrounding children's learning;
- are concerned with promoting and encouraging positive learning dispositions;
- put children at the centre of the learning environment;
- allow child-initiated activities acknowledging that learning in the Early Years is a process of co-construction and collaboration;
- promote activities that are related to children's real-life experiences;
- offer children opportunities for hands-on activities; and
- draw on a variety of pedagogies which address needs of particular learners.

Thus, rather than identifying specific content knowledge associating it to subject areas, in the Early Years emphasis should be given to general competences developed through cross-curricular themes which contribute to establishing the foundations for lifelong learning. The Early Years are comparable to a journey of discovery where children find out who they are as individuals and position and establish themselves within a society as they interact with others. To achieve both successfully, children learn about and experience ways of using communicative tools necessary for self-fulfilment, personal development and meaningful social engagement.

Success in promoting a love for learning and holistic development comes with suitable pedagogies which must embrace play and experiential, joyful learning. The various types of play children should engage in effectively meet the objectives and outcomes necessary for quality experiences in early childhood education. Thus pretend play, imaginative, creative, constructive, symbolic and role play as well as engagement, interaction and participation in all forms of expressive arts constitute an integral part of children's experiences in the Early Years. Through programmes which seek children's active involvement and experiential

learning, children are expected to acquire social, communicative and intellectual competences in an environment which fosters personal well-being and positive learning dispositions (See Figure 3.2).

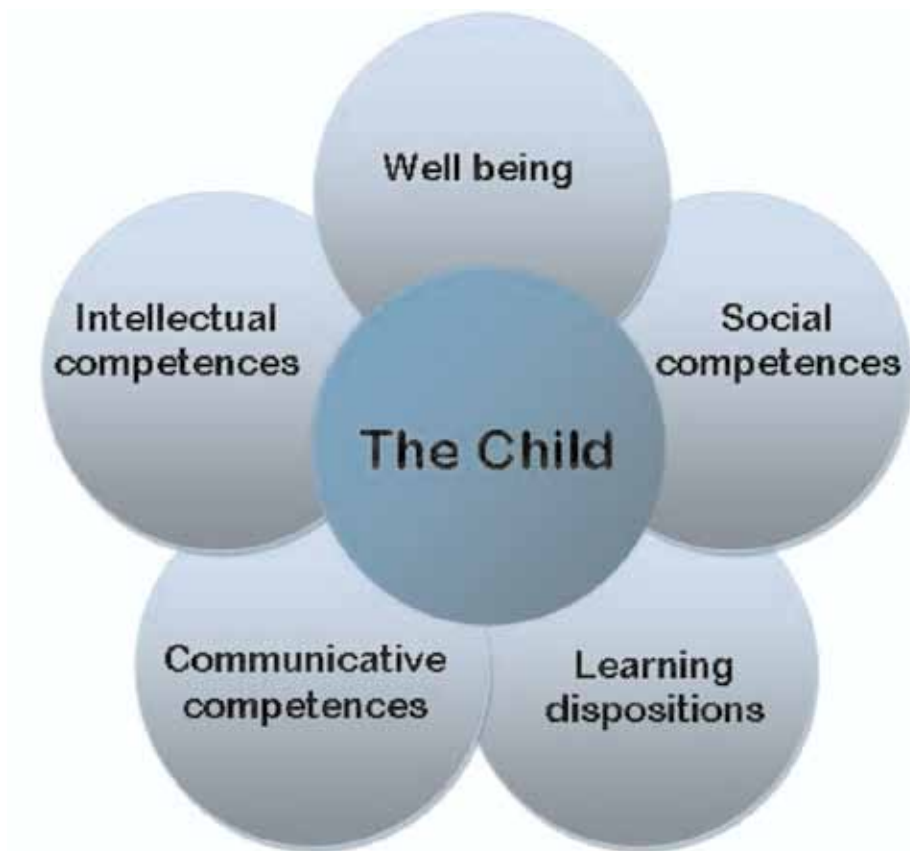


Figure 3.2: Competences in Early Childhood Education

Well-being

The Early Years ought to offer environments where children feel safe and secure to the extent that they have a sense of belonging; feel loved and accepted by all; and are respected for who they are. Adults working with young children need to show and share a genuine interest in each child and make every effort to foster warm, caring and friendly relationships. The extent to which a child's well-being is enhanced depends on the very attitudes and relationships which are promoted and which prevail amongst the adult carers themselves.

An environment which offers children security is one where there is stability and consistency. Such environments support children in building their self-esteem, developing a positive self-identity and gaining confidence in themselves and their achievements. Within a safe environment where they are accepted, given freedom of choice, and allowed to explore and experiment on their own and with others, children learn to become risk-takers. They can develop individual strategies which help them to cope with new challenges, become autonomous, self-regulating and self-determining individuals who make progress, overcome difficulties and feel satisfied with their endeavours. Hence, young learners become independent.

As they become independent and learn to take care of themselves, young children learn how to deal with their feelings, recognise and label emotions, accept themselves and learn to be comfortable with themselves and others. In developing socio-emotional competences, young children acquire self-discipline as they learn to be more in control of who they are and what they can do.

In addition to their affective development, in the Early Years children learn about who they are and what they can do through physical activities which can be used to promote a healthy life.

Social competences

Apart from learning to feel comfortable with themselves in the Early Years, children increasingly gain awareness of others and learn how to live and grow with others. This means that children experience and deal with turn-taking and sharing activities, ideas, thinking processes and achievements that will help them develop positive and authentic relationships. In so doing, children realize what it means to respect others, value each other and develop a sense of community. Together, children have to resolve conflicts as a result of their learning to contribute and participate in a democracy. Empathy development occurs when children can understand the emotions which others are experiencing and see different perspectives.

As they develop social competences and in an atmosphere where their personal well-being is safeguarded, young children develop a moral identity; a sense of right and wrong as they distinguish between what is acceptable or unacceptable; as they experience and adopt values depending on how they are treated and how they see others being treated.

Communicative competences

Successful personal and social development necessitates expressing oneself in a comprehensible manner. Several communication tools are available to help children understand themselves and others. The predominant tool which facilitates communication is language. As children engage with and gain experiences in using both oral and printed language, their abilities to think, understand, express themselves and extend social relations are strengthened. The overall objectives of language in the Early Years should predominantly focus on helping children increase their awareness of the functions and purposes of language skills⁴ which make them a versatile tool for any member in a society. Where language learning is concerned, from a young age children gain flexibility and control over language through correct and appropriate choice of words; extend their vocabulary; learn how to assert themselves; become aware of the subtle influence which language has on society and how listening, speaking, reading and writing are tools which are used almost constantly in order to get other things done.

Whilst respecting, promoting and strengthening the child's first language, young children growing up in the Maltese context begin their journey of second language learning. This is a direct reflection of the wider society rather than necessarily being an immediate need young children have. However, it is imperative that children are exposed to the two official languages of the country in meaningful ways which would serve to promote learning and

4 'Language skills' refer to listening, speaking, reading & writing. 'Language skills' is also broadly used to refer to receptive skills & production skills.

understanding of the world which goes beyond language learning itself. Second-language teaching can be successful if lessons are learnt from mother tongue acquisition and the pedagogies used in the more formal school settings should be driven by principles which are appropriate for the age group.

In addition to language, from a relatively young age, children are exposed to alternative sources of communication access which has been greatly facilitated with the widespread availability of digital technologies. Growing up in the 21st century, children require digital competences which enable them to communicate more effectively not only with their immediate contacts but even with others. Availability of and accessibility to different information sources enables children to engage with and make sense of the world around them; encourages them towards communication and collaboration; promote skills for conducting research as well as locating, storing and retrieving information.

Learning dispositions

A child-centred environment is one which encourages children to find things out for themselves allowing for experimentation, hypotheses testing, and trial and error. Through hands-on approaches in pursuit of answers to self-initiated activities, young children develop perseverance and concentration. The role of adults is to be sensitive to young learners' interests and inclinations and to provide stimulating environments which challenge the minds of learners in their quest for information. Adults responsible for young learners need to believe that children have a thirst for knowledge and by allowing for inquiry based activities and independent exploration, children are more likely to remember and understand what and how certain results are achieved. Learning by doing is a more effective methodology than learning by telling. Children need to enjoy learning and have a real sense that they are more than capable of achieving and learning.

Intellectual competences

The Early Years experiences should offer children possibilities to engage with and understand the world around them. Rather than restrict children's opportunities and interests, every effort ought to be made to ensure that activities, environments and resources are challenging and that children are given the possibility of tapping into diverse sources of information. Early Years settings are responsible for helping children become aware of skills and strategies necessary to access, look for, elicit, retrieve, organise and understand information. Equipped with appropriate strategies and a healthy approach to risk-taking, children acquire a range of cognitive skills such as identifying, labelling, sorting, grouping, sequencing, classifying, categorising, and matching.

These competences can be translated into learning outcomes which young children are expected to achieve by the time they are moving from the Early Years to the later primary school years. The holistic development of children contributes to successful achievement of all the outcomes.

Outcome 1: Children develop a strong sense of identity

- Children develop in a safe, secure environment which they can trust.
- Children develop a sense of independence and autonomy.
- Children become responsible and resilient in the face of challenges.

Outcome 2: Children gain a positive self-image

- Children believe in themselves fully aware of their potential and capabilities.
- Children gain confidence in themselves and their achievements.
- Children develop positive attitudes which enable them to take the initiative and become risk-takers.

Outcome 3: Children are socially adept

- Children become capable of establishing relationships with others.
- Children develop empathy, respect and acceptance of different points of view.
- Children develop an awareness of the notions of fairness, a sense of justice and non-preferential treatment.
- Children learn to collaborate with peers and adults with diverse backgrounds and needs.

Outcome 4: Children are effective communicators

- Children who are capable of using different forms of and media for communication.
- Children interact and engage with varieties of text and printed material increasing their awareness of purposes/functions.
- Children gain familiarity with symbols and patterns and their use.
- Children become aware of different language systems, notably L1 and L2.
- Children engage with digital literacy as a means of retrieving data as well as representing and communicating ideas.

Outcome 5: Children nurture positive attitudes towards learning becoming engaged and confident learners

- Children develop a range of cognitive skills to include labelling/identifying, recognition, sorting, hypothesizing, predicting, comparing, sequencing, grouping.
- Children develop positive dispositions to include enthusiasm & motivation, curiosity, questioning, concentration, perseverance, imagination, ability to accept alternative suggestions/criticism.
- Children broaden their knowledge and reinforce their understanding through availability of and access to various sources of information.

Recommendations for successful experiences: Putting the Early Years framework into practice

A successful Early Years programme consists of well-planned, well-resourced and well-delivered activities which take into consideration the needs, abilities and perspectives of the children. A plethora of activities can be developed with young learners whilst respecting their developmental stage. There are several benefits accruing from well-chosen activities. Apart from the enjoyment and fun, varied activities should provide:

- real learning contexts whereby children's skills and knowledge increase;
- positive attitudes about themselves as learners; and
- positive attitudes towards learning itself.

It is undesirable to draw up a prescriptive programme for the Early Years especially when allowances are to be made for child-initiated activities. The Early Years' curriculum and programme of activities cannot be an all-encompassing document which dictates what should be done, when, with whom and how.

Successful development and implementation of activities require careful planning, research, provision of materials, adult resource books, tools and a variety of reading material suitable for children. It is also assumed that chosen themes and activities reflect and indeed arise from the interests of children in a particular group. However, the adult should strive to create environments that stimulate and motivate young learners, keeping in mind that children are naturally curious and are keen and interested in finding out information about the world around them. Children should participate fully in activities and be allowed to take over. Rather than being told what to do, when and how to do something, children should be provided with the raw materials, taken for site visits, allowed to observe, see, touch and use equipment in order to enhance the growth of knowledge and real understanding.

On the basis of the adults' knowledge about child development, information provided by families and an in-depth awareness of the range of pedagogies, Early Years educators can assist young learners by:

- *creating opportunities for children to engage in a range of experiences with others and with their environment;*
- *intentionally guiding and supporting them to discover their potential and achieve their learning goals; and*
- *ensuring that children encounter cognitive challenges through teaching techniques such as modelling, open questioning, speculating and explanation.⁵*

Rather than coverage of particular content, the main concern of Early Years educators

5 The Australian *Early Years learning framework* (Draft) Nov, 2008. Available at: <http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/development/eylframework.pdf>

should be on learning outcomes which promote positive learning attitudes, dispositions and competences which the children will foster during the Early Years and which will see them through life-long growth and development.

The summary of key data on education in Europe (Eurydice, 2009), indicates that the terminology used by European countries which identify general aims to be achieved in the pre-primary years refers to 'development', 'autonomy', 'responsibility', 'well-being', 'self-confidence', 'citizenship', 'preparation for life at school', 'the pursuit of learning' (p. 65).

Table 1 below shows some of the achievements young children are expected to develop during their Early Years together with the evidence that can be recorded as a demonstration of what has been achieved. Information is also provided with suggestions about provision which adults need to incorporate in their planning in order to facilitate the meaningful experiences, leading to the achievement of positive learning dispositions⁶.

6 The table has been modelled on examples provided in: *Belonging, being & becoming. The Early Years learning framework for Australia.* (2009). Available at: http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Documents/Final%20EYLF%20Framework%20Report%20-%20WEB.pdf

Table 1: Outcomes, achievements, evidence and support in the early years

Outcome	Related achievements	Evidence	Required Support
A strong sense of identity	<ul style="list-style-type: none"> Develop in a safe, secure environment which they can trust Develop a sense of independence and autonomy Become responsible and resilient in the face of challenges Show empathy towards and respect others 	<ul style="list-style-type: none"> Feel comfortable with peers and adults Identify with early years setting willingly Participate easily Develop positive relationship with adult carer Gradually extend relationships with various adults Take the lead with activities Initiate activities Take risks Choose activities expressing preferences Take responsibility for choices, actions & decisions Do not give up easily Engage with activity until success is achieved Accept others readily Collaborate with peers Are aware of and accept different perspectives Show concern for others Imaginative & creative Take up challenges Inquisitive – seek alternative solutions Develop a range of strategies Persevere Prepared to try things out Prepared to demonstrate their achievements 	<ul style="list-style-type: none"> Adults respond warmly to individuals Primary caregivers show a genuine interest in children Adults act/ behave consistently Ensure children settle down in new unfamiliar setting Adults respond to child-initiated events Adults react to children's contributions Show children strategies Adults actively support individual interests Adults demonstrate explicit strategies if necessary Adults allow for individual and collaborative play activities Adults treat each other, children & their families fairly and with respect Encourage children to see things from different points of view Adults spend time speaking with children Create environments to encourage experimentation Allow exploration & risk-taking Allow time for events Encourage children to make choices for themselves Give children opportunities to succeed Offer praise for success Share achievements with parents
A positive self-image	<ul style="list-style-type: none"> Believe in themselves fully aware of their potential & capabilities Gain confidence in themselves and their achievements 	<ul style="list-style-type: none"> Imaginative & creative Take up challenges Inquisitive – seek alternative solutions Develop a range of strategies Persevere Prepared to try things out Prepared to demonstrate their achievements 	<ul style="list-style-type: none"> Adults spend time speaking with children Create environments to encourage experimentation Allow exploration & risk-taking Allow time for events Encourage children to make choices for themselves Give children opportunities to succeed Offer praise for success Share achievements with parents

Outcome	Related achievements	Evidence	Required Support
Socially adept	<ul style="list-style-type: none"> Develop positive attitudes which enable them to take the initiative and become risk-takers Accept themselves and demonstrate emotions rationally Capable of establishing relationships with others Develop empathy, respect and acceptance of different points of view Develop an awareness of the notions of fairness, a sense of justice and non-preferential treatment Learn to collaborate with peers and adults with diverse backgrounds and needs Are socially responsible & treat the environment respectfully 	<ul style="list-style-type: none"> Motivated to lead Make their own choices Developed sense of independence Share feelings freely Learn to control emotions Learn to express one-self appropriately Engage in activities with others Participate in activities where roles are shared Allow for turn-taking Collaboration Show interest in others & their needs Demonstrate concern for the well-being of others Accept others' perspectives Respond positively to different perspectives Participate in decision-making Take on roles and identities in pretend play Deal with consequences of choices Participate & collaborate in shared activities Reach out to include others in their play activities React to each other with respect Recognise their role in communities Are aware of their potential contributions Acknowledge the effect of their contributions on the environment around them Appreciate and care for natural and constructed environments Increasingly observe, explore, interact with environments to increase their understanding of the world around them. 	<ul style="list-style-type: none"> Give children opportunities to take initiatives Celebrate individual achievements Adults show sensitivity to different achievements Encourage role play Encourage children to accept themselves Adults take an in-depth interest in each individual's needs Encourage children's participation in different activities Encourage collaborative games & activities Help children distribute work & tasks for the common good Provide children with opportunities to talk and discuss equal and respectful interaction Explore stereotypes and limitations Create opportunities for children to take decisions that influence their lives Observe situations where choices have to be made Discuss notions of fairness especially in situation where a child dominates Treat children equally and fairly Provide opportunities for children to explore environments – indoors; outdoors Discuss choices and actions and their impact on others Encourage children to take action which is sustainable Promote values and practices which demonstrate civic responsibility

Outcome	Related achievements	Evidence	Required Support
<p>Effective communicators</p>	<ul style="list-style-type: none"> Capable of using different forms of and media for communication Interact and engage with varieties of text and printed material increasing their awareness of purposes/functions Gain familiarity with symbols and patterns and their use Become aware of different language systems, notably L1 and L2 Engage with digital literacy as a means of retrieving and organising data as well as representing and communicating ideas Experiment with designing & making artefacts 	<ul style="list-style-type: none"> Coherent in mother tongue through clear, sequenced narratives Has good command of oral language Use different media (music, art; dance; drama) to express thoughts, ideas, emotions Respond warmly to different activities Engage with books (fact & fiction) Interact with realia for pretend purposes & real needs Use literacy-based activities in play situations Become aware of basic concepts: colours, shapes, numbers, patterns Learn to see symbols as means of representation Use mother tongue comfortably Express themselves coherently Awareness of second language through songs, rhymes, stories Good command of language through wide choice of vocabulary Browse through relevant software & internet sites Use digital cameras Recording meaningful events Represent experiences pictorially Make/construct artefacts using different materials Predict/experiment with choice of materials 	<ul style="list-style-type: none"> Promote aural and oral activities Discuss events of importance with the child/children Provide opportunities for children to engage with creative and expressive art forms Participate in children's activities to support & extend language development Availability & accessibility of variety of resources Adults promote use of different resources in children's environment Exposure to symbols and patterns through different resources Encourage children to make their own patterns & symbols Examining patterns & symbols in the environment Exposed to range of stories, poems, rhymes, songs, in both L1 & L2 Provided with variety of listening experiences through different resources/media Encouraged to narrate stories Sequence pictures and/or stories Provide opportunities where children see adults using technology Provide opportunities for children to use technology to create, record, edit productions Encourage children to construct artefacts using a variety of materials

Outcome	Related achievements	Evidence	Required Support
Engaged and confident learners	<ul style="list-style-type: none"> Develop a range of cognitive skills Develop positive dispositions Broaden knowledge and reinforce their understanding 	<ul style="list-style-type: none"> Can identify, sort, group, sequence, classify and organise Make predictions Express their ideas – likes, dislikes Communicate coherently Show an interest in and curiosity towards the world around them Initiate activities Collaborate with peers Committed to tasks at hand Persevere when faced with difficulties Are creative and confident in their contributions Investigate/examine/observe environments Conduct simple research Explore Develop a range of strategies Transfer knowledge 	<ul style="list-style-type: none"> Provide for a broad and varied range of experiences Encourage experimentation, trial & error Present children with activities where they experience some degree of success Provide a stimulating environment Respond to children's queries & interests Show a genuine interest in children's concerns Share general knowledge and information Facilitate children's quest for information Demonstrate strategies to explore, retrieve, review and confirm evidence

Section 2

The Primary Years (Years 1-6)⁷

The NCF proposals for the Primary Years, take the following into consideration:

- by the time children are embarking on formal education, the overwhelming majority of children would have experienced an Early Years programme;
- the Primary Curriculum links the philosophical and educational principles set out in the Early Years Curriculum to the later demands set by the curriculum for the Secondary School years; and
- especially for children attending State schools and for most of the boys in Church schools, the recent developments within the educational reform that have seen the abolition of the high-stakes entry examinations into the Secondary years ought to facilitate a developmental approach to learning⁸.

The challenge that lies ahead is one that ensures that the Primary School curriculum allows for the implementation of pedagogies founded on a socio-constructivist approach which respects individualised learning patterns, addresses all children's needs and successfully develops children's full potential, thus reducing the over-emphasis on the pass or fail mentality brought about by an examinations-oriented system.

Purposes and general objectives

At the primary level, children are entitled to a stimulating, happy, safe and caring educational environment which builds on early childhood experiences, promotes the development of their full potential in all aspects of learning and paves the way for capacity-building and life-long learning which will be strengthened at the secondary level. Education at the primary level aims at:

- supporting children in their journey of discovering the joy of learning;
- strengthening children's holistic development; and
- enabling children to acquire knowledge, concepts, skills, values and attitudes which will allow them to develop into life-long learners able to progress from one level to another at their individual pace of development.

The educational settings and experiences during the primary years aim at enhancing children's learning capacity. This is achieved through the planning, implementation and

7 In line with the philosophy of a seamless curriculum, it is recommended that the primary and secondary cycles within compulsory education are referred to as Years 1 to 11.

8 Girls in Church schools, some boys in Church schools and students in most Independent schools have had all-through schooling for many years.

evaluation of educational activities that develop children's ability to acquire, comprehend and apply knowledge, develop and practise a wide variety of skills and key competences and internalize positive attitudes and values. Specific programmes of studies and assessment modes are to be clear, valid and relevant.

The primary curriculum will assist children to develop into learners who are:

- confident, have a positive self-image, high self-esteem and are capable of nurturing healthy socio-emotional relationships;
- critical and innovative thinkers who are capable of generating creative ideas and putting them into practice;
- proficient users of Maltese and English;
- numerate and have a firm foundation in mathematical reasoning and concepts;
- scientifically literate and capable of engaging in enquiry that inculcates the love of exploration and wonder;
- digitally literate, capable of using and adapting to new technologies; and
- physically active, capable of making choices in favour of a healthy life-style.

Aims of Primary Education

The NCF aims at developing:

A. Learners who are capable of successfully developing their full potential as lifelong learners

This leads to the development of:

Personal and social skills

Children's interpersonal, intrapersonal and communication skills are developed to bring about positive self-esteem, self-confidence and self-awareness. A totally integrated approach across the curriculum enhances these skills within the affective domain in order to develop the children's capacity to build solid relationships with self, peers and adults.

Moral and spiritual development

The development of the moral, spiritual, and religious dimensions contributes towards the children's capacity to value, appreciate, perceive and interpret the world they live in. It aims at initiating the children into a profound and life-long search for truth and the value of life and existence through a Catholic perspective. An ethical education programme will be made available as an alternative to denominational religious education programmes.

Literacy, numeracy, and digital literacies

Literacy, numeracy and digital literacy are the foundations for further learning. Through programmes which build upon the initial skills inculcated during the Early Years, children become proficient in speaking, listening, reading and writing in both Maltese and English. Mathematical concepts and language are inculcated through systematic teaching and learning activities to help children develop numeracy and problem-solving skills. Progression is achieved through thinking, manipulating, reporting and presenting results. Digital literacy is developed together with literacy and numeracy through children's engagement with technologies.

Bilingualism and multilingualism

In addition to the simultaneous development of Maltese and English, in the later years of the primary cycle, children are encouraged to experience a foreign language awareness programme.

Science and technology competence

Problem-solving and enquiry skills are inculcated through practical work and through exploration of ideas. The skills of investigation, designing and making, testing and reporting are to be given importance.

Critical and innovative thinking

During the Primary Years children's imagination and inquisitiveness are drawn upon in order to investigate problems and explore possible solutions. They are introduced to different experiences, media and materials which allow them to develop their own ideas and experiment with alternative ways of problem-solving. They learn to focus on systematic ways in which to address problems; collect, test and analyze information and apply results to solve problems in different situations.

Aesthetic appreciation and creative expression

Through Arts Education, children appreciate, respond to, participate in and explore creative performance and expression.

B. Learners who are capable of sustaining their chances in the world of work

Although in the Primary years children are far-removed from the world of work, the foundation skills and attitudes for employability are to be nurtured from an early age. Such skills and attitudes develop through:

The ability to communicate effectively and confidently

Communication skills in verbal, non-verbal, written, visual, physical, technical and emotional/expressive fields are to be developed to prepare children to respond and interact with situations as they occur.

Competence in using new information and communication technologies

Emphasis is given to the acquisition of basic ICT skills including issues related to safety and use. Digital Literacy encourages learners to discover and use digital data sources, create digital multimedia presentations and use collaborative authoring tools. Learners are able to program devices to respond to input using a simplified iconic interface. They are also able

to send emails and attachments, use VOIP and video-conferencing, and chat to collaborate with others. They will learn and practice netiquette and online safety measures.

The ability to train, re-train and develop new skills

Appropriate learning and teaching strategies enable children to be receptive to their own strengths and limitations providing them with an ability to improve and adapt intelligently to changing realities and contexts.

Economic stability and independence

Children learn to take initiative and to become independent thinkers and participants in team-work. Their initial understanding of the value of co-operative and collaborative work is further strengthened at the primary level. Through their experiences, children become aware of the vital contribution of each member in society towards the good of the community. Learning to be flexible, tenacious and resilient, paves the way for responsible citizenship.

Innovation and entrepreneurship

Children value the processes that lead to creating and implementing new ideas. Through risk-taking, planning, perseverance and the use of their imagination, children understand and develop the ability to think, create and value new products that help them and others adapt to changes in society. Attaining self-belief and the ability to be useful and productive for one's self, one's group of friends, class and school inculcate the right attitudes necessary for the eventual contribution towards the common good.

The ability to readily embrace mobility and exchange

School exchanges with students from other colleges, sectors, towns, countries allow for and encourage mobility. Such activities prepare children for the social, cultural, and economic changes that they will experience during their lifetime. Multilingualism and awareness of different cultures and lifestyles broaden children's understanding and appreciation of diversity.

A systems view of reality that facilitates their engagement in the promotion of sustainable development

From a young age, children can appreciate and value empathy and with appropriate support develop curiosity, enthusiasm and good judgment. With the aid of inquiry-based learning, children learn to understand that all actions may have long-lasting effects on communities and societies.

Be actively involved in sustainable development issues

Responsible citizenship results in active citizenship. Children build a sense of community through the inculcation of value and belief systems most prevalent in their school and home. Through their experiences, including those of a cross-curricular nature, children become aware of a range of plausible solutions and take action to improve their immediate environment. They also become aware of national and regional issues and develop informed opinions about them.

C. Learners who are engaged citizens in constantly changing local, regional and global realities

These learners need to:

Respect diversity and value difference

Children discover similarities and differences around them through their engagement with different cultures and languages. In this way they begin to understand and value diversity.

Respect and promote Maltese culture and heritage

Children at the primary level ought to experience their cultural and national heritage and wealth. Through visits, exhibitions and other first-hand opportunities children study and explore their country's past and present. Inquiry-based learning, the viewing of artefacts *in situ* as well as the study of documents and texts enable pupils to form a solid understanding of who they are and where they come from. Children can actively engage in projects that assist in the conservation of their regional and national heritage. Other experiences include participation in e-twinning and Comenius projects among schools locally and internationally.

Develop intercultural competence and appreciate their heritage within the Mediterranean, European and global contexts

Children strengthen their ability to appreciate social, cultural, national and geographical realities by learning historical and geographical knowledge and developing attitudes and skills which promote intercultural understanding. The Mediterranean and European dimensions are of particular interest for children at this level. Participation in e-twinning and Comenius projects among schools at local and at international levels facilitate intercultural experiences.

Work towards strengthening social cohesion and ensuring social justice

Appreciating diversity and difference, whilst concentrating upon similarities, promotes tolerance and the ability to recognize ways in which a community can work towards a more socially-cohesive society. At a class, year and school level, children engage in collaborative learning strategies that promote practices which are socially-inclusive.

Uphold social justice and democratic principles

Children learn about social justice and democracy with an understanding of one's rights and responsibilities as they actively engage in discussions, debates and governance practices. Cross-curricular links are also advocated for the development and achievement of this crucial objective.

Learning Areas

The learning areas have been set out in a way which ensures that a broad-based, and well-balanced curriculum is formulated in order to address and achieve the aims outlined above. The educational activities organized at the primary level develop the important dispositions of active thinkers and learners: *"cooperation, concentration, courage, curiosity, direction, empathy, flexibility, good judgement, humility, imagination, independence, perseverance, an open mind, precision, reflectiveness, responsibility, risk-taking and self-discipline"* Simister (2007, p. 23). Effective pedagogies are included in the development of the learning areas below.

Languages

Languages encourage children to develop:

- listening, speaking, reading, writing, and presenting skills;
- abilities to organize thoughts, ideas, feelings, and knowledge; communicate with others and respond to how others communicate;
- as competent users of both Maltese and English, who are able to appreciate and enjoy the literary heritage of both languages;

intellectual skills which allow learners to explore and effectively use questioning, information, critical thinking, decision-making and memory; and

an awareness of foreign languages with the aim of becoming open to other languages and cultures with a positive disposition towards mobility and new experiences.

Whilst Maltese and English are core languages of the learning area, a language awareness course is being proposed in the later years of the Primary Cycle. A school-based decision as to which foreign language/s should be introduced is being advocated⁹.

Speaking, listening, responding to various texts (written, visual, oral and aural) and communication skills are given importance through a wide range of authentic experiences drawing upon various resources including situations and events, printed materials, literary texts and digital technologies.

For English and Maltese, assessment is carried out in the four language skills (listening, speaking, reading and writing) taking into consideration the wide range of levels of achievement. At the end of the Primary Cycle, the four skills in English and Maltese will be assessed in the national end-of-primary benchmark from 2011, as stipulated in the Grima, Grech, Mallia, Mizzi, Vassallo & Ventura (2007) transition report.

Mathematics

The learning that takes place within the area of Mathematics allows children to develop:

- essential numeracy skills which support them in daily life;
- key numeric competences that include the understanding of concepts, principles, and applications;
- creative approaches in the four strands, namely, use of number, measurement, space and shapes and data handling; and

9 The Common European Framework (Council of Europe 2001) promoted the need for multilingual capability. Although the imposition of learning too many languages needs to be safeguarded against, children must be given the opportunity to be introduced to at least one other language (L3) in an informal manner during the later years of the Primary Cycle. The current trends in language learning at this level recommend an approach that is dialogic and interactive, wherein pupils are exposed to the language and the culture through carefully selected language activities.

- logical thought and engagement with investigative processes that lead to solutions.

Mathematics is a core learning area in the Primary years.

All children need to experience primary mathematics as a rewarding and enjoyable experience. This can best be achieved by using a combination of different teaching styles and through differentiated teaching taking into consideration different learning styles.

In addition to continuous assessment in each of the four strands and end-of-year examinations in the later years of the Primary Cycle, assessment in Mathematics at the end of the Primary years will also be examined in the national end-of-primary benchmark.

Science

In the Primary years the purpose should be to create awareness and develop a sense of wonder about the world while introducing simple scientific concepts and vocabulary. Science programmes in the Primary years encourage children to:

- develop an inquiry-based approach to finding out facts by observing, exploring and investigating their environment;
- communicate their findings orally, pictorially and in writing; and
- learn how science works, and how information has been discovered through biological, chemical, physical and environmental contexts.

Science is a core learning area in the Primary years¹⁰.

Science can be learnt through play and other enjoyable hands-on activities, with an emphasis on observation and communication of experiences rather than explanations that require abstract ideas. Children can be encouraged to engage with science through simple investigations which allow them to question; to use multimedia and locate appropriate information; and to use storytelling and drama to link science to daily living and the local environment in which they live.

Assessment of student success should take place alongside learning and involve situated problem-solving activities. It should be formative in nature and based not only on individual achievement but include group and self-assessment. This encourages the learners to develop a sense of themselves as “young scientists” within their class community. Learning outcomes can be captured and reported through various forms of recording such as investigations, learning logbooks and portfolios. The assessment should be a narrative account or “learning story” which documents the skills and processes of science as they are experienced by the learner.

Religious Education

The school is committed to the holistic formation of children. In this respect, Religious Education, which in the Maltese context is understood as Catholic Religious Education

¹⁰ A Vision for Science Education has been developed and is being presented concurrently with this document.

(CRE)¹¹, contributes by helping children to:

develop their own identity and better understand their cultural identity. It is important that the RE programme is sensitive to the diverse ways in which human beings throughout history have given expression to the spiritual dimension of humanity;

nurture and enhance a sense of spiritual self. Through CRE pupils may explore and experience God's love, principally through the person of Jesus Christ but also through creation and life in the community. Learners can express and better understand the fundamental questions which have always been asked by humanity. The spiritual dimension of the self should be supported by promoting values that include justice, personal responsibility, respect, reflection and active engagement in moral issues; and

begin to critically question society and find their place in it. CRE seeks to educate learners regarding the dignity of the human being and the responsibility of each individual towards others for the building of a better society and a better world.

Religious Education is a core learning area in the curriculum.

Learning in Religious Education challenges children to move beyond knowledge. It should be a process of self-discovery, a discovery of their own uniqueness, in the context of a community that is rich in experiences. Thus classroom practices encourage exploration, investigation and meaning-making. The use of multimedia resources, stories, creative arts, discussions and hand-on activities are to be used to stimulate and encourage meaning-making.

Assessment should be mainly formative rather than summative. Assessment is to be integrated with the whole process of learning to make sure that children have achieved what they are entitled to according to the identified learning outcomes. Teachers are encouraged to use various tasks, including practical projects, comprehension, discussion and presentations, to assess and evaluate different levels of the cognitive and affective domains of learning.

The parents of learners have the right to decide that their child does not follow CRE. For such students, the NCF recommends an Ethics Education programme drawn up by the Education Authorities. Delivery of such a programme depends on logistical considerations.

Citizenship Education

Citizenship Education allows children to discover and learn more about their historical, social, geographical, economic, political and environmental contexts and realities. It prepares children to be active and responsible citizens.

Citizenship Education includes History, Geography, Social Studies, Environmental Education and aspects from Personal, Social and Health Education and Home Economics¹². This area also allows for the introduction of entrepreneurship.

11 Catholic Religious Education is the responsibility of the Religious Education Office of the Maltese Episcopal Conference.

12 Citizenship Education also includes elements of Personal, Social & Health Education which overlaps with Health Education.

Citizenship Education encourages children to:

- begin to understand the interrelationships between people, their cultures, contexts and land use;
- explore and investigate their immediate past and present, thus beginning to understand the importance of collecting evidence;
- develop observation and recording skills;
- collate, examine and test data in an attempt to draw simple conclusions from it;
- develop the basic concepts of chronology, empathy, cause and effect, change and continuity;
- engage in the study of geographical, environmental and social concepts; and
- employ responsible citizenship skills that explore their responsibility towards their environment and their world and the impact of enterprise and industry on their life and their world.

Through investigative and fact-finding experiences, using a thematic approach, the learners' understanding of how their community and country function will deepen. Observation, fieldwork and recording skills will be developed and used extensively.

Assessment for learning procedures will be employed in Citizenship Education programmes.

Technology Education

Technology Education includes two distinct areas namely *Design and Technology* and *Digital Literacy*. In Design and Technology learners combine practical and technological skills with creative thinking to produce useful products. In digital literacy children learn how to use digital information and communication technologies.

Design and Technology encourages learners to:

- generate, develop and communicate ideas for products that are needed;
- learn to plan what to do next;
- select tools, techniques, and materials;
- explore the sensory qualities of materials;
- measure, mark out, cut, shape and combine materials and components;
- learn about safe procedures; and
- critically examine what they are doing and try to improve it.

Digital Literacy encourages learners to:

- discover and use digital data sources;
- create digital multimedia presentations;
- use collaborative authoring tools;
- program devices to respond to input using a simplified iconic interface;
- send emails and attachments, use VOIP, video-conferencing, and chat to collaborate with others; and

learn and practice netiquette and online safety measures.

Assessment for Design and Technology and Digital Literacy is ongoing, often feedback is immediate as materials, tools, products and programmes respond to what the children are doing. Assessment is mostly formative and a record of tasks/portfolio made can be kept. If need be, children can be given a sample of appropriate tasks to perform at the end of a particular year or level.

Arts Education

Arts Education provides experiences that encourage children to appreciate, respond to and actively engage in creative and imaginative expression, thus supporting the development of one's personality. Children learn to explore and appreciate feelings, communicate them through different media, and develop their personal aesthetic dimension. This learning area incorporates music, visual and performing arts.

Arts Education encourages learners to:

- enjoy being creative and imaginative by being engaged in various art forms;
- acquire skills necessary for creative expression through:
 - communicative and theatrical skills in drama and dance;
 - musical ability, appreciation and expression in music; and
 - the appreciation and construction of visual imagery, responding to the feelings they evoke, and making artefacts during art.
- develop important skills, both those specific to the Arts and those which are transferable;
- begin to appreciate the Arts within the local and in international cultural settings;
- begin to develop an understanding of the creative process and the development of aesthetic standards and values; and
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation.

A thematic and integrated approach will draw all the above concepts and skills into various relevant learning experiences.

Assessment procedures include the recording and reporting of expressive and performing skills in the various art forms.

Health Education

Health Education deals with two aspects:

Physical Education and Sports: During the Primary years, children experience a varied programme that caters for their physical development needs. This programme includes learning and developing physical skills and agility through experiences incorporating indoor and outdoor games, athletics, gymnastics, rhythmic movement and dance.

Physical Education and Sports encourages learners to:

- actively and enthusiastically participate in activities to develop important physical skills in an enjoyable way;
- learn the skills and rules of collaborative play, sportsmanship, leadership and competitiveness;
- participate in teamwork and develop team spirit;
- begin to appreciate the importance of a healthy body and physical well-being; and
- become aware of and appreciate the changes that take place physically as they grow.

Personal, Social and Health Education: Personal, social and health education focuses on children's self-discovery with special emphasis on relationships and understanding of the self. It is enriched by aspects of Home Economics such as the study of basic nutritional facts, skills and attitudes. It lays the vital foundation for dispositions necessary for lifelong learning.

Personal, Social and Health Education encourages children to:

- experience activities that encourage social interaction, promote self-awareness, reflective behaviour, decision-making processes and consequential thinking to develop the necessary skills of emotional and social intelligence;
- begin to become aware of the importance of a healthy mind and body;
- understand the importance of nutrition and eating in a healthy way;
- discover their strengths and weaknesses;
- learn to understand and manage both positive and negative feelings; and
- develop the important dispositions of active thinkers and learners especially during key transitions.

Activities and experiences in Health Education are thematic in nature, promote collaborative learning and facilitate self-awareness.

Assessment procedures will ensure that the children's development in this area of learning is suitably recorded and used to inform further teaching and learning strategies.

Leadership of key practitioners

The NCF encourages a leadership model that promotes distributed forms of leadership. In such a context, school leaders within the senior management team (SMT) play both a visionary and strategic role. They also need to focus on developing a collaborative culture which draws upon the full range of professional skills and expertise to be found among the members of the organisation. Varied opportunities need to be created and supported within the college network system and in other sectors to invite SMTs and other educators to engage in critical discourse, to address curricular matters and improve the quality of learning and teaching.

Keeping abreast with the times and seeking training plays a major role in being skilled in areas which have a direct impact on the students' achievement and holistic education. Educators and practitioners in particular need to share a reflective approach towards teaching and learning with the sole aim of motivating the pupils through diverse pedagogies which are in line with today's educational needs. In effective schools, the staff thinks through together what constitutes purposeful teaching and learning in their particular context, based on a set of core values and beliefs. They continue to reflect on how they can improve their practice, involving all stakeholders in the debate. The latter's input is essential in order to create a solid school-home link which is imperative for a relevant and rewarding school experience for the pupils. Practitioners as well as the senior management teams are aware that their central purpose focuses on pupil learning and holistic development as they engage in collaborative activity to ensure this. In line with this philosophy of continuous training through reflective teaching and learning the NCF recommends that within a learning community, staff improvement continues through on-going professional development that values and promotes mentoring practices.

Primary school leaders and teachers in their different roles need to be:

- learner-centred and learning-centred;
- pedagogically strong within a context of diversity;
- effective communicators;
- strong believers that schools are learning communities;
- leaders of change who immerse themselves in research in a bid to be proactive and effective;
- capable of making curricular and pedagogical choices which promote high quality teaching and learning;

- capable of addressing opportunities and challenges as they arise;
- resourceful in supporting and ensuring the sustainability of initiatives; and
- curriculum managers.

Implementing the NCF in the Primary Years

This section focuses on the practical implementation of the NCF in the Primary years. It includes proposals for:

- the school timetable;
- criteria underlying the allocation of time for the learning areas into timetabled lessons, and assessment.
- Effective pedagogies have been included earlier in the development of the respective learning areas.

The school timetable

A distinction should be made between the school timetable proposed for the Early Years and that proposed for the last four years of the Primary Cycle.

The range of activities in the first two years of the Primary Cycle (Years 1 and 2) should be similar to that which is provided in the Early Years. A topic/thematic-based approach is recommended for the first two years in primary: such an approach enriches the development of each learning area. Science, Religious Education, Citizenship Education, Arts Education and Health Education as learning areas all support the development of oracy, literacy, numeracy and digital literacy skills.

Although an indication of how the school day may be distributed for primary schools is being proposed, no fixed recommendation for the Year 1 and Year 2 children is being made. Suggestions for timetables and time distribution in Year 3 to Year 6 are provided below.

Criteria underlying the allocation of time for the learning areas:

- It is being assumed that on average, in a school year there are approximately 800 teaching/learning hours. This figure does not include examination time, break-times or assembly time.
- Lessons may vary in duration allowing for flexible timings which are child-friendly. In general lesson time varies between 30 and 60 minutes.
- Physical/Sport activities are allotted an average of 30 minutes a day during the time allotted to Health Education. In addition schools are encouraged to organise sports activities during mid-day break. After-school activities at school/college level, in collaboration with the wider community and the *Kunsill Malti għall-Isport* are also to be promoted.
- The recommended distributions (learning area weighting) allows for a well-balanced

programme of activities which permits sufficient time for the different learning areas.

- Schools are to ensure that 1.5 hours per week are spent on teacher planning sessions at school.
- In line with the flexibility which the NCF is proposing, one of the time-table options sets aside one hour per week (approximately 32 hours per year) for Heads and Schools to decide how this time is to be spent. In Model C shown below, this time is designated as *School-Based Choice*. With younger children, where there is no foreign language awareness programme (L3), the school has an added degree of flexibility. It is hoped that flexibility in the timetable will increase over time.

Time allocated to learning areas

Table 2 presents three models indicating the weekly distribution of time for Year 5 and/or Year 6 classes depending on when the Foreign Language awareness programme is introduced.

Table 3 presents an example of what the annual distribution of time for a Year 6 class would be on the basis of each of the above models. This gives an indication of the approximate time available for each learning area and therefore needs to be taken into consideration when syllabi for the learning areas and subjects are being developed.

Appendix I incorporates model timetables according to the suggested distribution of learning time shown in Tables 2 and 3.

Table 2: Distribution of weekly hours for each learning area			
Learning Areas/Subjects	Model A (Hours)	Model B (Hours)	Model C (Hours)
Languages: L1 + L2	3.75 + 3.75	4 + 4	3.75 + 3.75
L3	0.50	0.50	0.75
Mathematics	3.75	5	4.5
Science	2	1.5	1.5
Technology	0.75	0.75	0.75
Religious Education	2.5	2.5	2.5
Citizenship Education	2.25	1.5	1.5
Arts Education	2.25	1.5	1.5
Health Education	3.5	3.75	3.5
School-based choice	-	-	1
Children's learning hours	25	25	25
Mid-morning break	1.25	1.25	1.25
Mid-day break	2.5	2.5	2.5
Planning time ¹	(1.5)	(1.5)	(1.5)
Assembly	1.25	1.25	1.25
School week	30	30	30

Table 3: Distribution of time for each learning area over a scholastic year (32 weeks)			
Learning Areas/Subjects	Model A (Hours)	Model B (Hours)	Model C (Hours)
L1 + L2	120 + 120	128 + 128	120 + 120
L3	16	16	24
Mathematics	120	160	144
Science	64	48	48
Technology	24	24	24
Religious Education	80	80	80
Citizenship Education	72	48	48
Arts Education	72	48	48
Health Education	112	120	112
School-based choice	-	-	32

Assessment

In the first two years of the Primary Cycle, the functions of assessment are identical to those promoted in early childhood. Valid and reliable assessment methods are necessary to support learning, analyse each child's performance, reflect on practice, plan for further learning of individuals and groups of pupils, and allow for consistent recording and reporting on each child's overall performance. Everyday interactions between teachers and pupils in oral and written work and other activities, and interactions among the pupils themselves provide valuable information about each child's strengths and needs.

Assessment accumulated over the year takes into account the children's overall progress and development against a learning outcomes framework. This information helps the teacher obtain a better understanding of the children's needs and plan appropriately. This information can also be shared with colleagues and parents. This assessment is also important for school administrators as it provides information about the school's achievement in helping pupils reach the national levels of achievement.

For children experiencing learning difficulties in the core areas, namely, literacy, numeracy and digital literacy, the NCF considers the checklists developed for Years 1, 2 and 3 as part of the *National Core Competences Policy and Strategy (2009)* as useful diagnostic tools for ensuring the necessary support throughout the Primary years.

From Years 3 to 6 the NCF recommends school-based assessment, incorporating the assessment of oral/aural skills in Maltese and English. The assessment process provides parents, teachers and the school administration with an overview of each child's development in terms of levels of achievement. From Year 4 the process becomes more formalised with the introduction of examinations in conjunction with other forms of assessment. The combination of approaches should help parents, teachers and school management to obtain a clearer picture of the development of knowledge, skills and attitudes of individual pupils in the different learning areas.

The moderation of school-based assessment and marking of examinations will ensure consistency in the application of assessment criteria across schools and colleges. Moderation may consist of vetting of the school/college based examination papers, which will take place prior to the administration of the examination, followed by moderation of marking at school, college and central levels as is already the practice.

At the end of Year 6, a national end-of-primary benchmark in Mathematics, Maltese and English will be set and marked centrally to provide national benchmarks. Whilst these examinations are compulsory for children attending State schools, schools in the Church and Independent sectors may also participate. The examination will be used to record the achievement of pupils at the end of the Primary years and provide important information to receiving secondary schools about the learning of individual pupils.

As recommended in the *Transition* report (2007)¹⁴, a more accurate picture of levels of achievement in particular areas of the curriculum at the national level is obtained by means of a system of external monitoring of a sample of subjects in a representative sample of schools over a cycle of five years. Such monitoring has two purposes: assessing progress of learners' general levels of achievement and the assessment of the curriculum itself with a view to recommending changes.

Transitions

Whilst in the first two years of the Primary Cycle, the curriculum builds upon the foundations laid during the Early Years, in the later years it links closely with the Secondary years to ensure a smooth transition. The primary years support a seamless curriculum which ensures that the learning areas and the pedagogies address the learners' holistic development. In addition, assessment is reported in terms of levels of achievement thus informing secondary schools about individual students' progress and achievements.

14 Grima et al., (2007) *Transition from Primary to Secondary Schools in Malta – A Review*. Ministry of Education, Culture and Sport.

Section 3

The Secondary Years (Years 7 – 11)¹⁵

The transition from primary to secondary school should be smooth and offer progression in a way which supports children as they learn to take more responsibility. The secondary years are an important period for their personal development and learners should strive to have a strong platform for further and higher education. Career guidance education and services play a crucial role throughout this cycle in the achievement of this goal.

In the later years of secondary education the relationship between the curriculum and certification becomes of key significance. By the end of secondary education, learners are entitled to an end of cycle certification which could include the Secondary School Certificate and Profile documenting their formal, informal, and non-formal learning, and the Secondary Education Certificate (SEC) examinations or alternatives, all of which are recognised by Malta Qualifications Council (MQC).

This section includes:

- purposes and general objectives;
- aims for secondary education;
- learning areas in the Secondary years; and
- proposals for the implementation of the NCF in the Secondary years.

Purposes and general objectives

The Secondary Education Cycle is an important milestone in the educational journey of learners as it consolidates and builds upon the learning experiences of primary education and prepares learners for the wider challenges they will face beyond compulsory schooling. Education at this level should:

- provide learners with a period of adjustment allowing them to familiarise themselves with the procedures of secondary education and an opportunity to address any unresolved issues (re knowledge and skills) related to the Primary years;
- expose learners to a wider perspective of knowledge and wisdom that goes beyond their experiences in the Primary years;
- ensure that learners deepen their understanding and aptitude in specific learning areas;
- equip learners with the required skills and competences necessary to adapt to a society characterised by change and to function successfully in their immediate community and beyond;

¹⁵ In line with the philosophy of a seamless curriculum, it is recommended that the primary and secondary cycles within compulsory education are referred to as Years 1 to 11.

- promote the development of the whole person by helping learners deal with growing up physically (issues related to health, puberty and sexuality), psychologically (issues related to mental development and health and management of stress), emotionally (issues related to positive and negative feelings); socially (issues related to interpersonal skills, peer pressure and conflict resolution) and spiritually (issues related to ethics and values);
- provide learners with experiences, competences and understanding that prepare them for lifelong learning and empower them to make wise choices for their future; and
- prepare learners for achieving qualifications and certification that are relevant for further learning and employment.

Aims for Secondary Education

The NCF aims at developing:

A. *Learners who are capable of successfully developing their full potential as lifelong learners*

This requires the development of:

Personal and social skills

Personal and social skills are developed at this level to ensure that students complete the five-year cycle equipped to handle an ever-changing social reality. The fundamental values of family, respect, inclusion, social justice, solidarity, democracy, commitment, care, love and responsibility are strengthened during the Secondary years of education.

Moral and spiritual development

The secondary school experience helps students to strengthen and enhance their moral and spiritual development. Through formal learning, individual, group or classroom experiences, through personal evaluation with the help of religious counsellors and teachers, students develop the various skills that lead to moral and spiritual growth including a more critical, mature and informed outlook on Christian beliefs and practices. Students should also accept, understand and carry out dialogue with those who profess a different faith.

After passing through a period of doubt and questioning of values that normally occurs half-way during the Secondary years, corresponding to the physical and emotional changes undergone while teenagers are developing, students generally mature and acquire the moral and spiritual growth that will serve them when they leave the sheltered world of school. The NCF supports this development.

Literacy, numeracy and digital literacies

These skills are generally acquired at the primary level. At the secondary level these skills are further developed for all learners.

Bilingualism and multilingualism

Being multilingual implies being able to communicate in speech and in writing in at least three languages. In addition to the further development of Maltese and English, at the secondary level, students formally start learning a third language with the possibility of

opting to study a fourth language. The EU's recommendation of learning one's mother tongue in addition to two other languages has been a reality in our educational system for a long time and should be maintained.

Science and technology competence

Having scientific and technological competence implies an inquiry-based approach to learning. Students develop curiosity concerning natural phenomena leading them to question what they see and feel. During the Secondary years, students deepen their knowledge and understanding of scientific and technological processes. The aim is to prepare them for a society where science and technology have a leading role.

Critical and innovative thinking

During their Secondary years students develop the skill of exploring a particular issue from various perspectives and are able to assess the veracity of whether the source of information is truthful or not. Students are expected to be creative and innovative and experiment with alternative ways of problem-solving.

Aesthetic appreciation and creative expression

Aesthetic appreciation and creative expression is enhanced through the study of art, music, dance, drama and literature. Learning in the expressive arts provides opportunities to underpin and enrich learning in other curriculum areas.

B. Learners who are capable of sustaining their chances in the world of work

This requires:

The ability to communicate effectively and confidently

Learners are expected to develop an understanding of language and gain confidence in its use in a variety of contexts including the different learning areas and everyday life situations.

Competence in using new information and communication technologies

Learners strengthen the use of a variety of digital technologies to tap into and share information resources; to assess their reliability and critically analyse the information obtained. The use of these technologies helps learners develop informed opinions and attitudes that are reflected in the choices made and decisions taken.

The ability to train, re-train and develop new skills

Learners become capable of constructive self-evaluation and appreciate the need for lifelong learning within the context of a changing society; be capable of identifying and possibly anticipating emergent needs in society; identify organisations that offer training opportunities and be flexible in adapting to new technologies and ensuing skills.

Economic stability and independence

Learners need to know how to use personal, national and global resources in order to maximise their economic value, provide stability and autonomy. They need to develop a socially responsible economic ethic that prioritises measures which promote the common good.

Innovation and entrepreneurship

Learners are equipped to anticipate, initiate and deal with change; develop organisational skills that lead towards individual and collaborative ventures; and develop and be proficient in the skills required for group dynamics, risk assessment and conflict resolution.

The ability to readily embrace mobility and exchange

Learners ought to be prepared to respond and be flexible to the emergent needs of the work force; be able to evaluate local and foreign resources required for personal development; be flexible to adapt plans to include travelling abroad to train and/or specialise in a particular field of expertise; appreciate the value of cross fertilization of ideas, methods, techniques and approaches; appreciate and be willing to share local expertise with other social contexts.

A systems view of reality that facilitates their engagement in the promotion of sustainable development

Through exposure to interdisciplinary themes, learners appreciate that reality is the sum effect of various component realities; develop skills to identify and acknowledge the complexities and interrelatedness of personal, social, cultural, religious, political, economic, technological and environmental concerns in any collective endeavour; be sensitive to the needs of other members of society, particularly the marginalised and disadvantaged individuals or groups; develop a realisation of the impact of personal decisions and actions at the local level on community and global levels and vice versa; approach problem solving by looking for links and promoting partnerships and synergies on the basis of dialogue, negotiation and conflict resolution to arrive at win-win situations.

Active involvement in sustainable development issues

Learners become committed towards the improvement of the quality of life at a personal, communal, national and global level; develop critical thinking and reflection skills to evaluate current policies/practices/lifestyles and suggest alternative sustainable behaviours; recognise the personal – not just the authorities’ – responsibility towards the adoption of sustainable development and develop into empowered citizens who are active participants in decision making.

C. Learners who are engaged citizens in constantly changing local, regional and global realities

They need to:

Respect diversity and value difference

This aim is primarily reached through the inclusive policy of schools. The inclusive school does not only cater for the student irrespective of gender, religion, race, ability and beliefs, but has set as one of its aims the promotion of the potential of each student through individualised attention and support. The school ethos and practices, especially at the Secondary years, transmit this value to all students. Besides being achieved specifically through particular learning areas, this aim is also developed through cross-curricular themes such as multicultural education and education for sustainable development.

Respect and promote Maltese culture and heritage

Different learning areas provide students with opportunities to experience our national culture and heritage to appreciate and strengthen their national identity. A good programme

of complementary curricular activities including cultural visits and projects would support formal class teaching in the achievement of this aim. Other lifelong education programmes, like e-twinning and Comenius, also contribute towards this aim. Expressive arts (art, music, dance and drama), combined with environmental studies, history, and geography, are to give particular importance to our national identity and to the understanding of Malta's place in Europe and in the world. Pride of place is to be reserved for the acquisition and skilful use of the Maltese language.

Develop intercultural competence and appreciate their heritage within the Mediterranean, European and global contexts

Language education with an emphasis on the wider cultural context is one of the most appropriate tools to develop intercultural competence. Student mobility and twinning projects with European and foreign schools are to be encouraged and be part of every student experience.

Work towards strengthening social cohesion and ensuring social justice

The NCF links to other reforms in education that seek to promote equality of opportunity and access to a quality education. The emphasis on transition and early intervention is the foundation of a just educational system that strengthens Maltese society and individual students. Promoting respect for diversity and valuing difference will also build a stable and strong society. Voluntary work schemes, multicultural schools, a strong civic sense and non-discrimination in schools are the seedbed of social cohesion. With the common good in mind, students are taught how to dialogue and reach consensus, if necessary through mediation.

Uphold social justice and democratic principles

Citizenship Education, together with initiatives which embrace democratic practices in schools, is one way through which to achieve this aim. The inclusive approach will by itself promote social justice to all. The school administration should give commensurate space to the initiatives taken and co-ordinated by the Student Council, and should consult the Student Council on matters directly affecting the student population.

Learning Areas

Learning areas introduced in the Primary years are reinforced and extended in the Secondary years. In addition, a number of optional subjects are introduced in Year 7 and Year 9. The subsequent sections present a consideration of how each learning area could be developed in the Secondary years.

Languages

Given the political, geographical and historical context of the Maltese Islands and the EU's emphasis on language learning, multilingualism assumes a greater importance.

The teaching and learning of the mother tongue (generally Maltese) at secondary level strengthens the learners' sense of identity and conceptual development.

The teaching and learning of **the second language** (generally English, which is one of the two official languages in Malta) at secondary level, reinforces the acquisition of an

important international language of communication.

The teaching and learning of **foreign languages** at secondary level provides for the acquisition of further communication tools that are useful to appreciate cultural diversity and to facilitate interaction within the European and international contexts.

The learning of Maltese, English, and foreign languages enable learners to:

- develop a strong foundation of language skills;
- widen personal, social and cultural understanding;
- enhance cognitive and affective development;
- develop an awareness and understanding of the culture/s of the people who speak the target language and respect cultural diversity;
- prepare themselves for the world of work and further education in Malta and abroad;
- develop an awareness of the nature of language and language learning;
- improve learning skills of a more general application including analysis, drawing of inferences, self-evaluation, pursuit of knowledge and memorisation;
- master linguistic competence for different purposes and in different contexts; and
- acquire and develop communicative competence.

In addition to the compulsory languages (Maltese and English), learners choose one foreign language in the first year and continue to study this throughout the Secondary years. There could also be the possibility for learners to choose a second foreign language in the later years of the Secondary Cycle.

Learning and teaching of languages encompasses a variety of pedagogical methodologies that provide opportunities for learners to use a range of resources, including the use of Drama and ICT, for accessing and communicating information in the target language. Such an eclectic approach:

- ensures that languages are learned in an enjoyable manner;
- provides the ideal conditions that are conducive to effective learning and teaching; and
- is reflective and learner-centred.

At all levels of the Secondary years, assessment is carried out in the four language skills (listening, speaking, reading and writing) taking into consideration the wide range of levels of achievement.

Mathematics

Mathematics provides students with the opportunity to deepen mathematical knowledge and reasoning, to come more formally in contact with the abstract and logical reasoning embedded within the subject, and also to better appreciate and apply the communication possibilities that the mathematics medium offers, such as through mathematical modelling. The idea is to consolidate previous achievements while facilitating further growth that serves the needs and interests of each student.

The core secondary mathematics experience should strive to achieve two main targets:

The applications of mathematics as tangible realities in daily life. All students should achieve a basic level of mathematical competence that will allow them to function as autonomous citizens. This independence translates to a better quality of life at both individual and community levels.

With the great majority of students expected to continue further education, the secondary mathematics experience assumes the responsibility of preparing and motivating students for further studies both in the subject itself as well as in other subjects. It should be a preparation that paves the way to a variety of levels of mathematics that relate to both academic and vocational routes.

Learners are assessed on numerical, algebraic, spatial and data-handling skills as well as the application of mathematical knowledge, skills and understanding to solve problems in real life situations. This is applicable to all levels of achievement.

Science

The teaching of science ought to develop scientific thinking and an understanding of higher order concepts, principles and theories in a holistic manner. Ethical, economic, social and moral issues contribute to a deeper understanding of science and its links to everyday life. This dimension should help students to integrate knowledge from different learning areas and understand that science does not have a solution to all problem situations.

All students in Years 7 and 8 will study Core Science. In Years 9, 10 and 11, students who do not wish to specialise in Science continue with Core Science leading to a SEC examination. Students who wish to specialise in Science can opt for two or three of the following: Life Sciences, Physical Sciences and Materials Science leading to a SEC examination in each of these options.

Learning should include:

- opportunities for individual and group activities;
- engagement with science through investigations;
- use of multimedia resources, and use of secondary resources such as science magazines and newspaper articles;
- explorations by planning, setting up and carrying out experiments in order to solve questions and problems taking into consideration health and safety issues;

- observations of phenomena to explain concepts, principles and theories and recognition that principles and theories were developed within a historical context; and
- an ability to elaborate on explanations using appropriate scientific language and techniques such as tables, charts and mathematical methods.

In addition to more formal summative assessment, learning outcomes can be captured and recorded through various forms such as investigations and problem solving activities, learning logbooks and portfolios.

Religious Education

In Malta the teaching of religion in schools is seen as an important element in the integral formation of the person. Catholic Religious Education¹⁶ throws light on the basic questions about one's relationship with God, the meaning of life, on issues of an ethical nature, on one's personal identity and on the different dimensions of dialogue and social cohesion in a society that is becoming pluralistic. Deeper knowledge of the different religious traditions should provide a valid contribution to the social and civic formation of students.

Religious Education contributes to the holistic development of students by providing the language and the skills to access and express their religious and spiritual dimensions and may challenge them to question the reasonableness of a faith journey in today's social and cultural context.

Learning in Religious Education occurs in full respect of the uniqueness of every learner:

- Religious Education adapts to the requirements of every individual student since this is the only way the wonderful diversity God created in humanity is respected.
- Respect for the person requires a methodology that is truly relational and that is guided by the belief that students learn most if learning is situated in the context of concrete experiences within a community.
- The pedagogy of Religious Education at this level should mainly be inspired by social constructivism and by an adaptive approach to learning and teaching. Preference should be given to an anthropological approach where human experience is considered central and where pupils are encouraged to correlate their experiences with those of other believers in different periods and contexts.

Religious Education makes use of a wide variety of techniques and media in order to help students become aware and engaged with the religious and spiritual basis of moral life.

Teachers are encouraged to use various tasks, such as comprehension, discussion, essay writing, and concept mapping, to assess and evaluate all levels of the cognitive and affective domains of learning. Students should learn how to make effective self assessment.

16 Catholic Religious Education is the responsibility of the Religious Education Office of the Maltese Episcopal Conference.

The parents of students have the right to decide that their child does not follow Catholic Religious Education. For such students, the NCF recommends an Ethics Education programme drawn up by the Education Authorities. Delivery of such a programme depends on logistical considerations.

Citizenship Education

The NCF is proposing a core learning area that provides for a broadly integrated approach to Citizenship Education, bringing together the subject areas of Social Studies, History, Geography, Environmental Studies and aspects from Personal, Social and Health Education and Home Economics. Citizenship Education can be reinforced by the active participation of students in class, on students' councils, through curricular activities and initiatives that take place within the local community and through national and international projects and other activities that develop entrepreneurial skills.

This learning area should encourage students to:

- discover and learn more about themselves;
- develop interaction skills, empathy and respect; and
- learn about social, historical, geographical, economic, political and environmental contexts and realities as well as their implications.

While Citizenship Education is a core learning area throughout the Secondary years, in the later years, students are also given the opportunity to take History, Geography, Social Studies, Environmental Studies, and European Studies as optional subjects.

Citizenship education as a learning area promotes an interactive, participative approach with room for classroom discussion and debate supported by project and inquiry work, fieldwork, visits and other curricular activities.

Assessment in Citizenship Education considers the attainment of the learning outcomes pertinent to the different subject areas. Non-formal learning in Citizenship Education will be recorded through the Secondary School Certificate and Profile.

Technology Education

Technology education provides learners with relevant knowledge, skills and understanding to become technologically and digitally fluent.

The learning area of Technology Education includes Design & Technology (D&T) and Digital Literacy. As a core learning area, D&T will be offered through a modular approach. In addition to a specific time on the time-table, experiences of Digital Literacy ought to be made available through the other learning areas across the curriculum. In the later years, students are given the opportunity to take Design and Technology and Computing as optional subjects.

In view of the recommendations being made by a separate subject review committee¹⁷,

¹⁷ The subject review committee was appointed by the DQSE to review the current implementation, propose amendments and make recommendations for the teaching of Design & Technology.

it is proposed that Design and Technology will include Resistant Materials, Electronics and Graphic Products. All areas carry common learning outcomes that help the students acquire the knowledge and skills of Design and Technology, through design, make, evaluation and communication. In addition, D&T provides learners with opportunities to focus on Health & Safety and Environmental issues.

Digital Literacy introduces students to knowledge, concepts and skills relating to the organisation, manipulation and querying of data using digital technologies; communication and presentation of information using digital technologies; automating digital processes; and social and ethical dimensions of digital technologies.

Assessment of D&T will include theory and design-based practical dimensions whilst assessment of Digital Literacy will include the practical use of ICT across the curriculum and an assessment of basic ICT skills.

Arts Education

Arts Education as a learning area provides learners with opportunities to be creative and imaginative, to experience inspiration and enjoyment, and to develop skills in the visual and performing arts. Participation enables learners to experience and enjoy the energy and excitement of making images and forms, performing and presenting for different audiences and of being part of an audience for others.

Arts Education is taught through a modular approach throughout the Secondary years. Art is also offered as an optional subject for the senior cycle of the Secondary years. Colleges and schools may also offer other forms of creative arts as options depending on operational parameters. Activities in the Arts involve creating and presenting, and are practical and experiential, challenging and inspirational.

Assessment in this area is on-going and includes the recording and reporting of expressive and performing skills in the various art forms. Appreciation and evaluation are integral to the creative processes and are linked to developing creative skills, knowledge and understanding and enhancing enjoyment.

Health Education

At secondary level, Health Education, includes Physical Education and Sport (PE), Home Economics (HE), and Personal, Social and Health Education (PSHE). This learning area promotes enjoyment through engagement in physical activity that inculcates a healthy lifestyle as well as a positive disposition towards oneself, others and life. Commitment to social communities and environmental issues also forms part of the students' development at this level.

All components of Health Education are core areas. Whilst Physical Education and Sport, and Personal, Social and Health Education are assigned weekly time-tabled sessions throughout the Secondary years, Home Economics is time-tabled differently. In the junior Secondary years, Home Economics alternates with D&T whilst in the senior Secondary years, Home Economics alternates with D&T and Arts Education. Additionally in the senior Secondary years students can also choose Home Economics and PE as options.

In addition to the promotion of a healthy lifestyle, the different subjects that fall within this learning area also provide for the acquisition of higher-order skills such as analysis, synthesis

and evaluation skills through discussions, problem-solving activities, debates, and practical and investigative tasks.

Assessment focuses on formative and summative approaches and includes goal setting, peer reviews and self-evaluation techniques.

Option Subjects in the Senior Secondary Years

In drawing up the NCF, consideration was given to the elimination of options in the senior Secondary years, or at least a postponement of the selection of options currently chosen at the end of Year 8. However, this consideration implies a complete redesign of the SEC examination syllabi and entry into post-secondary and tertiary institutions. At this point in time, this was not deemed feasible.

The secondary curriculum that is being proposed in this document is based on the 2+3 model, in which the first two years of secondary schooling have a curriculum that is practically common to all, and options are then taken for Years 9, 10 and 11. Schools in the non-State sector are free to consider other alternatives.

At the end of Primary years, students opt for a foreign language which may include: Arabic, French, German, Italian, Russian and Spanish, according to availability. Schools may consider the inclusion of other languages should this be sustainable and educationally viable. On the other hand, schools may design programmes for students who are still experiencing difficulties in the core languages.

At the end of Year 8, students generally opt for two additional subjects. The choice of subjects depends on issues such as human resource capacity; number of students choosing a particular subject; physical resources and timetabling constraints. In cases of students who are facing difficulties with the core curriculum, schools can advise students to choose one rather than two optional subjects and have the flexibility to devise an appropriate learning programme for them in lieu of the second optional subject.

The NCF proposes that schools offer a range of subjects from amongst the following list, but the inclusion of other subjects is to be encouraged, should this be sustainable and educationally viable.

- Accounts
- Art
- Business Studies
- Computing
- Design and Technology
- Drama
- Economics
- English Literature
- Environmental Studies
- European Studies
- Graphical Communication
- History
- Home Economics
- Foreign Languages: Arabic / French / German/ Italian / Russian / Spanish
- Life Sciences
- Materials Science
- Music
- Physical Education
- Physical Sciences
- Textiles Studies
- Vocational subjects: (initially) Engineering / Hospitality / IT Practitioner / Health and Social Care (see below)

Vocational Education and Training (VET)

The NCF proposes a wider spectrum of educational opportunities to cater for the interests and aptitudes of all students in compulsory education. In order to address these interests, the NCF aims at introducing vocational subjects as options in Year 9. The vocational option envisages the adoption of innovative learning/teaching strategies assessed in an ongoing manner, predominantly through coursework. These work-related subjects include underpinning skills and knowledge as well as practical competence. Key characteristics of the VET subjects include:

- a work-related rather than work-based orientation;
- a practical-based learning pedagogy as opposed to traditional transmission-based pedagogy used largely in academic teaching;
- a design to encourage the development of vocational skills and competences;
- clear progression routes to MCAST and ITS courses, and to public and private providers;
- certification in these subjects which is recognized locally and internationally; and
- quality assurance procedures based on internal and external verification.

Four vocational subject areas - **Engineering, Hospitality, IT Practitioner, and Health and Social Care** - are going to be piloted in a number of State and non-State schools from September 2011. By 2013, the implementation of VET is expected to be extended nationally.

Leadership of key practitioners

Within a NCF which is proposing important changes in curriculum provisions, the leadership role of key practitioners assumes great significance. Educational leaders and teachers in their different roles need to:

- re-examine their perceptions about students' entitlement within an inclusive framework;
- create a vision and inspire others to join in working towards achieving it;
- set clear expectations and realistic goals;
- work collaboratively and collegially with other practitioners;
- put in place school development planning and review processes;
- demonstrate commitment and resilience to implement meaningful change;
- provide for on-going professional development of staff;
- provide for the necessary resources and support and ensure the sustainability of initiatives, and
- be curriculum leaders.

Implementing the NCF in the Secondary Years

This section focuses on the practical implementation of the NCF in the Secondary years of compulsory schooling. It includes proposals for:

- the school timetable;
- criteria underlying the allocation of time for the learning areas into timetabled lessons;
- the implementation of a developmental model through a differentiated approach, and assessment.

The School Timetable

In the Secondary Years, curricular weightings are more rigid than they are in the primary years. These are reinforced by the allocation of a specific number of fixed timetable slots per week.

Notwithstanding this rigid setup, current timetable models in both State and non-State sectors bear evidence that schools have over the years adopted to prevailing individual, sectoral, and national educational and non-educational circumstances. This has led to the development of a wide range of timetable models with discrepancies of a varying nature. Table 4 summarises some of the most evident discrepancies across timetable models currently adopted by various schools across Malta and Gozo.

Criteria for the Proposed Secondary School Timetable

In secondary schools, a number of criteria need to be considered to ensure that the NCF is put into practice in a timetable which maximizes learning time. Such a timetable needs to:

- cater for a minimum of 38 lessons per five-day week since, as will be shown later on, this is the minimum amount of lessons to ensure accessibility to the eight learning areas;
- allocate regular timetabled time for day-to-day and special assemblies, use of school lockers and Year time. In this way stakeholders can have a better picture of actual learning time;
- have a reasonably long mid-day break to strengthen the presence of sport and non-formal learning activities;
- allow for lessons of between 40 and 45 minutes each, and preferably not less than 42 minutes when taking travel time between lessons into consideration, to provide enough time for effective time-on-task in the classroom;
- ensure regular time for the school professional community to discuss and/or address school-related and professional development issues; and
- be structured on the principle that teacher time is dedicated entirely to actual teaching and related professional duties and not for any supervision for which extra payment should be made available. It is therefore being proposed that the first break will not remain part of the remunerated work of teachers, but will be remunerated over and above at normal supervision rates with teachers participating on a roster basis according to the set ratios to ensure learners' safety.

Currently there is no single timetable that meets all the above criteria. Whilst the actual diversity within and between the State, Church and Independent sectors needs to be respected, different timetables are being proposed in this document in an attempt to address various priorities and realities (refer to Appendix II). However, all proposed models have advantages and disadvantages.

Table 4: Discrepancies across timetable models	
Issues	Examples of variations
Number of lessons per week	Timetables with as little as 35 lessons and as many as 40.
Number of learning hours per week	A range from 26.25 hrs to 27.75 hrs. Schools offer a range from 35 to 40 lessons in 26.25 hrs.
Range of core subjects	Environmental Studies offered as an area of study in some schools whilst History, Geography and Social Studies are offered as distinct subjects in other schools. Media Education offered as a core subject in some schools and only as part of another subject in other schools. Foreign Language not offered to students with poor literacy skills.
Range of option subjects offered	Some schools offer fewer subjects or subject combinations.
Subject weighting	Not all subjects are assigned the same number of lessons in all schools Some examples: Maltese: between 3 and 5 lessons; Science: between 3 and 4 lessons; History and Geography: between 1 and 2 lessons; ICT: between 1 and 2 lessons; PE: between 1 and 3 lessons.
Time allocated for Assembly	Variation in duration of assembly time resulting in reduction of time from a number of lessons. Some schools reduce time evenly across the day's lessons; others reduce more time from a limited number of lessons resulting in a variation in the duration of lessons (35/40/45 minutes).
Time allocated for Year time	Not all schools allocate time with the Year Teacher ¹ (Year Time) and those which do, do not necessarily allocate the same amount of time even though it is deducted from lesson time. This results in similar discrepancies as above.
Time allocated for use of lockers	Same as above with some schools deducting it from break time (thus not affecting lesson time) and others from lesson time (thus not reducing break time).
Time allocated for breaks	Not all schools allocate a mid-morning break and a mid-day break. Some allocate just one break. The duration of mid-day breaks varies between 30 to 55 minutes, thus creating a discrepancy in the time students have available to engage in non-formal activities including physical activities.

The Secondary School Timetable – Junior Secondary Years (Years 7 and 8)

The NCF proposes five alternative timetables which are presented in Appendix II. Table 5 below compares the current distribution of lessons for Forms 1 and 2 in Junior Lyceums (JL) and Area Secondary (AS) Schools with the distribution of lessons in the alternative timetables. The proposed learning areas are listed in the first column in Table 5. In some instances, learning areas replace subjects currently taught in schools. (Where applicable, the latter are presented in brackets and in italics)

Curriculum Framework Timetables (CFT) 1 and 2 are taken together and represent five-day weekly cycle allocations. A variation of CFT 1 is presented as CFT 2. One has an allocation of three lessons a week for Citizenship Education and two lessons to be chosen by the school (Column C). The other has an allocation of five lessons a week for Citizenship Education and no school-based choice (Column D).

CFT 3 is another five-day cycle timetable which is presented on its own as it has 38 or 40 lessons on alternate weeks. Timetables CFT 4 and 5 are presented in separate columns and represent 6-day cycle allocations.

An initial analysis of columns C to G in Table 5 below indicates that the minimum number of lessons required to fulfill the proposed NCF is 38. Table 5 shows that the proposed distribution of lessons among learning areas in columns C and D is practically identical. The advantages of this proposal are that:

- Maltese is allotted four lessons a week. This amounts to an extra lesson in comparison to the current JL allocation;
- Foreign languages are allotted three lessons a week. There will still be a range of languages to choose from, with the choice being strengthened by new language awareness lessons in the primary school years as mentioned earlier in the document;
- ICT is assigned one lesson a week. The use of digital literacy is to be promoted across all learning areas;
- The shift of Art, Literature and Music, commonly referred to as ALM, from cultural appreciation to Arts Education encourage greater engagement by learners. With two lessons a week, Arts Education is given twice the present allocation in Area Secondary schools;
- PE is being increased from two to three lessons a week in line with international recommendations and national priorities in addition to other activities during break time and after school;
- In the proposal in Column C, Citizenship Education retains three lessons a week, as is customary in Area Secondary schools;
- The option between Graphical Communication, Art and Design, Home Economics and Design & Technology is streamlined and replaced by modules of Home Economics and Design & Technology (to include Graphic Products) to be taken by all learners;

- The proposed lesson distribution allows schools a measure of flexibility in allocating five English and four Maltese lessons or *vice versa* according to the needs of their students.
- Another measure of flexibility is the proposal for two lessons a week to be allocated to a learning area or subject at the school's discretion. The school may decide to increase the loading of a particular subject or content area for all students or offer extra lessons in particular subjects to particular groups of learners according to their needs and interests. In the State sector the proposal for the use of these two lessons is made through the respective college Principal and needs to be approved by the Education Directorates according to parameters that ensure the sustainability and curricular appropriateness of the proposal.

Table 5: No. of lessons per weekly/ 6-day cycle in the junior years of the secondary school (Yrs 7 & 8)

Learning Area/Subject	A	B	C	D	E	F	G
	Present load of 37 lessons in JL	Present load of 35 lessons in AS	CFT 1&2 weekly cycle Years 7 & 8	CFT 1&2 weekly cycle Years 7 & 8	CFT 3 weekly cycle Years 7 & 8	CFT 4 6 day cycle Years 7 & 8	CFT 5 6 day cycle Years 7 & 8
English	5	5	5 / 4	5 / 4	5 / 4	6	5
Maltese	3	4	4 / 5	4 / 5	4 / 5	4	5
Foreign Language	4	4	3	3	3	4	4
Mathematics	5	5	5	5	5	6	6
Science	4	4	4	4	4	5	5
ICT	1	1	1	1	1	1	1
Arts Education (Arts, Literature, Music)	2	1	2	2	2	2	2
Religion	2	2	2	2	2	2	3
Health Education ¹ PSHE PE	2 2	2 2	5	5	5	5	5
Citizenship Education (Hist., Geog, Soc. Studies)	5	3	3	5	5	3	5
Technology Education / Health Education D&T / Home Economics (Option 1)	2	2	2	2	2	2	2
School-based choice	0	0	2	0	2*	0	0
Total	37	35	38	38	38/40*	40	43

Column E presents a five-day timetable model with alternate 38-lesson and 40-lesson weekly cycles. In this model Citizenship Education and Health Education both retain five lessons a week. The would still allow for two lessons to be allocated to an area or subject according to school preference.

Columns F and G present two timetable models with slightly different lesson allocations that privilege some subjects in one proposal and others in the other. In both cases the two discretionary lessons are no longer available. These models do not, however, make a significant difference in lesson allocation to the different learning areas except for Citizenship Education. It is hoped that flexibility in the timetable will increase over time.

The Secondary School Timetable – Senior Secondary Years (Years 9, 10 and 11)

Table 6 below compares the current distribution of lessons for Forms 3, 4 and 5 in Junior Lyceums (JL) and Area Secondary Schools (AS) with the distribution of lessons in the alternative timetables. The first column of Table 6 lists the proposed content areas. In some cases, these replace content areas currently in schools which are bracketed and in italics.

Curriculum Framework Timetables (CFT) 1 and 2 are taken together and represent five-day weekly cycle allocations. CFT 3 is another five-day cycle timetable which is presented on its own. Timetables CFT 4 and 5 are presented in separate columns and represent 6-day cycle allocations.

Table 6: No. of lessons per weekly /6-day cycle in the senior years of the secondary school (Yrs 9-11)

	A	B	C	D	E	F	G
Learning Area/Subject	Present load of 37 lessons in JL	Present load of 35 lessons in AS	CFT 1&2 weekly cycle Years 9, 10, 11	CFT 1&2 weekly cycle Years 9, 10, 11	CFT 3 weekly cycle Years 9, 10, 11	CFT4 6-day cycle Years 9, 10, 11	CFT5 6-day cycle Years 9, 10, 11
English ¹	6	5	5 / 4	5 / 4	5 / 4	5	5
Maltese	3	4	4 / 5	4 / 5	4 / 5	4	5
Foreign Language	3	4	3	3	3	3	4
Mathematics	5	5	5	5	5	5	6
Science (<i>Physics</i>)	4	4	4	4	4	4	4
ICT	1	1	1	1	1	1	1
D&T/Home Economics ² & Arts Education (<i>Art/Music</i>)	0	1	2	2	2	2	2
Religion	2	2	2	2	2	2	2
Health Education PSHE PE	1	1	3	2	2	3	4
	1	1					
Citizenship Education (<i>Hist., Geog., Soc. Studies</i>)	3	3	3	2	2	3	2
Option 1	4	4	3	4	4	4	4
Option 2	4	/	3	4	4	4	4
School-based choice	0	0 0	0	0	2*	0	0
Total	37	35	38	38	38/40*	40	43

As shown in Table 5, Table 6 reinforces the conclusion that up to Form 5 (Year 11) the minimum number of lessons required to fulfill the proposed NCF is 38 up to Form 5 (Year 11). Table 6 shows that the proposed distribution of lessons among learning areas in Columns C and D is practically identical.

The advantages of this timetable model are the following:

English focuses mainly on language, with significantly reduced English Literature content. English literature is presented as an option subject.

Maltese and the foreign language retain their loading of four and three lessons respectively as in the Junior years.

The proposed lesson allocation offers schools a measure of flexibility in allocating five English and four Maltese lessons or *vice versa* according to the needs of their students.

Another difference between Columns C & D is in the lesson allocation for optional subjects. The allocation is revised downwards to three lessons per week in Column C to provide for an additional lesson in Health Education and another one in Citizenship Education, and

Arts Education is currently hardly present in the senior Secondary years. Moreover, Technology Education and Home Economics do not form part of the current core curriculum for Forms 3-5 (Years 9 -11). This situation is addressed in the proposed lesson allocation, with two lessons for modules in Arts Education alternating with Home Economics and Design & Technology.

Column E presents a five-day timetable model with alternate 38-lesson or 40-lesson weekly cycles. In this model Citizenship Education and Health Education are allocated two lessons a week. The two discretionary lessons are still available for the school and it is anticipated that the degree of flexibility in the timetable will increase over time.

As in Table 5, Columns F and G present two proposals with slightly different lesson distributions, thus favouring some subjects in one proposal and others in another. In both cases, the two discretionary lessons are no longer available. Proposals F and G do not make a significant difference in time allocation to the various learning areas.

The implementation of a developmental model through a differentiated approach

The proposed Secondary years curriculum has a number of characteristics that are intended to promote differentiated learning and teaching. The NCF recommends that initially setting may be organized for the core subjects: Maltese, English and Mathematics. In the remaining subjects the grouping of students will need to be organized taking different factors such as subject options into account. The NCF further recommends that eventually the grouping of students will take on more differentiated scenarios as is the case in primary schools and in a number of secondary schools in the Non-State sector.

All learners, irrespective of the status of their mastery of core competences and even their physical or intellectual disabilities, are entitled to experience and master all eight learning areas to the highest degree that is possible for them to attain. The way forward is therefore

to develop and implement specific learning plans for these students that would include:

- supporting teachers to develop and implement differentiated teaching in their classrooms in terms of both learning processes and outcomes; and
- making best use of the possibilities inherent in the tiered syllabi associated with the levels of achievement model.

Schools need to be supported through the availability and accessibility of the necessary training, resource provision and development, tools and support structures at central, college and school level²².

Schools can develop into sites of effective, diversified learning to the extent that practitioners learn to orchestrate all the possibilities inherent in the NCF to co-construct autonomous teaching and learning opportunities that are truly learner-centred and that address the realities of their students.

Secondary Years Syllabus Development

The re-organisation of the traditional content areas into the eight learning areas at the core of this NCF and the introduction of modular learning are intended to encourage and support transformation in syllabi. One major consideration in the development of syllabi is the awareness of the actual learning time available in a given scholastic year. Syllabus designers cannot consider subject requirements in isolation but must take into consideration the interconnectedness within each learning area, and the actual time available to allow for meaningful learning arising from effective teaching.

Taking into consideration all the variables associated with the five timetable models presented in Appendix II, the syllabus designers can follow the estimation that an allocation of one lesson per week is equivalent to 20 hours of direct teaching/learning in one scholastic year²³.

The NCF recommends that this estimation is taken into consideration in the construction of the modules for different content areas. It also recommends that the SEC syllabus be reviewed accordingly.

Assessment Issues in the Secondary Curriculum

Assessment at the Class, School and College Level

The general principles of assessment also apply at the secondary level. Classroom and school assessment for formative and summative purposes will inform all stakeholders about the quality and effectiveness of their efforts to help learners acquire a quality education. At the classroom level, assessment for learning provides information about progress and informs learners and classroom teachers about progress and actions that may be needed to improve learning, helping learners to acquire knowledge and develop skills. Teacher assessment is also useful in assessing skills and attitudes that cannot readily be assessed

22 Other forms of support are discussed in Document 2.

23 The estimation is based on 28 teaching weeks, with a minimum of 42 minutes per lesson.

through conventional tests and examinations. Evidence of learning may come from written and practical work, project work, field work and other similar practical learning activities.

Assessment as part of learning and teaching should remain central to the process. This is an essential part of promoting students' active participation and helping to identify students who need support and attention. Similarly, assessment of coursework done in school under the teachers' supervision can ensure that it is the students' work and that students are given support when necessary. Both class work and coursework carried out at school promote collaborative learning and develop each student's identity as a learner and as part of a learning community. Assessment of the students' achievement for summative purposes should not be dependent on one-off performances in tests and examinations. There is much to gain from considering information obtained through multiple approaches to assessment carried out over a scholastic year. This leads to a more valid assessment of knowledge, skills and attitudes within the different learning areas.

Coursework carried out outside the classroom allows students to devote more time to research and creative work and engage with tasks in different ways. Care should be taken not to overload students with work that may be so elaborate that it requires them to seek help to complete the tasks. One way of avoiding overload is for teachers from different subjects within a learning area to cooperate in setting projects through which students demonstrate knowledge and skills.

Assessment of subjects offered in the vocational area will be based exclusively on coursework. The validity and reliability of this assessment will initially be ensured through the built-in quality assurance mechanisms of the BTEC model.

Setting coursework across more than one subject or even across more than one learning area also leads to less fragmentation in the curriculum. In addition, students are given the opportunity to apply and transfer skills across contexts. This approach requires coordination and monitoring managed at school level, so that different teachers' judgments about the quality of students' work in relation to agreed criteria are consistent. This can be addressed by local college moderation, agreeing success criteria and monitoring their consistent application with all students. Communication and agreement about expectations among the different teachers involved in assessing the students' work increases the reliability of the assessment. For State schools, it is recommended that a more flexible approach towards annual examinations is adopted whereby in some year groups the examinations may continue to be organized centrally, whereas in others they may be organized at a college level. Students following individual learning programmes may be assessed using alternative forms of assessment. This should also be considered in the assessment policy.

The NCF recommends the development of an assessment policy at the school and college level to monitor progress during the year. The policy should seek to enhance the quality of assessment and how it is reported to parents and other stakeholders such as examination boards and employers. It should also take into consideration the frequency, duration and timing of oral tasks and listening comprehension tasks in languages, and practical work and other types of coursework in the different learning areas, including the vocational subjects. For the State sector, the policy should also establish in which year groups the examinations will continue to be centrally set. For those year groups where the examinations will be college based, the Educational Assessment Unit (EAU) needs to monitor standards across

the different colleges.

Assessment at the National Level

Assessment at the national level using agreed standards is essential for ensuring that the students' entitlement for a quality education is being respected. This assessment is used to monitor consistency in the interpretation of standards within and across schools, to monitor trends, to guide students and to evaluate the impact of innovations in the curriculum, teaching methods and policy decisions.

It is the responsibility of the Directorate for Quality and Standards (DQSE) to evaluate curriculum implementation, innovation and emerging trends, through external assessment at national and international level, through end-of-year examinations, moderation of school-based assessment, monitoring achievement in the different learning areas, national benchmarks, surveys of literacy and numeracy; SEC examinations, PISA, TIMSS and other surveys.

The success of assessment at the national level depends on a number of requirements that should be in place including:

Assessments that closely link to the Learning Outcomes Framework of each learning area;

- The EAU within the DQSE to be responsible for assessment **for** learning and assessment **of** learning. Among other tasks, the unit is entrusted with the organization, implementation and monitoring of assessment in the different learning areas during the scholastic year to ensure consistency in the application of national levels of achievement, the moderation of set coursework, and the setting and moderation of examinations in different year groups.
- The introduction of external monitoring in all learning areas using samples of schools and students over a cycle of five years²⁴.
- The weighting of the coursework and the examination could be different for different subjects but there should be agreed weightings. Assessment in languages should assess speaking, listening, reading and writing while assessment in subjects which require practical, creative and problem-solving skills should include the assessment of these skills during authentic tasks set and monitored during the school year. The use of papers which relate to the levels of achievement. Students' achievement in the different subjects will be interpreted in order to guide individuals towards further subject choices, and subsequently, career choices.
- Assessment of subjects offered in the vocational area is based exclusively on coursework. The validity and reliability of this assessment is ensured through the built-in quality assurance mechanisms of the BTEC model.
- From amongst the students following individual education programmes, some may be assessed using alternative forms of assessment. This should be considered in the inclu-

24 Details about this recommendation are available in the document, *Transition from Primary to Secondary* (2008).

sive education policy as well as the assessment policy. Special support is to be given to students who fail to progress in the core learning areas.

- Half yearly and annual examinations continue to be recommended for the core learning areas, other learning areas organized in modular form may explore different modes of assessment as appropriate.
- At the end of the Secondary years, besides the Secondary School Certificate and Profile²⁵, all students should be able to qualify for certificates by an external agency, which show their achievement in the learning areas. Currently, the Secondary Education Certificate (SEC) examination of the MATSEC Board awards certificates that are accredited at Level 3 (Grades 1-5) and Level 2 (Grades 6-7) of the Malta Qualifications Framework (MQF). The BTEC extended certificate qualification in the vocational subjects at Distinction, Merit and Pass levels is also pegged at MQF Level 3.
- There is also the need to develop a complementary system of external certification that encourages students, who currently end secondary education without external certification, to obtain qualifications at Level 1 of the MQF alongside the Secondary School Certificate and Profile as recommended in the MATSEC review (Grima, Camilleri, Chircop, Mallia & Ventura, 2005).

Transitions

The proposed NCF for the Secondary years should prepare students to become life-long learners and thus be motivated towards pursuing their studies in higher and further educational institutions. The secondary school curriculum should have also laid a firm foundation for students to support their future career decisions towards higher and further education paths.

25 The Secondary School Certificate and Profile includes assessment of the students' formal education, non-formal education, informal education, personal qualities and attendance (Grech, 2009a, 2009b).

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Appendix I:

Model timetables for primary schools according to suggested distribution of learning time in Tables 2 and 3

Model A

DAY	15 minutes	75 minutes	15 minutes	1.35 minutes	30 minutes	90 minutes					
MON	Assembly & Settling in class	Religious Education 30 mins	Maltese 45 mins	Mid morning break	English 45 mins	Maths 45 mins	Technology 45 mins	Mid-day break	Health Education 30 mins	Science 30 mins	Arts Education 30 mins
TUE	Assembly & Settling in class	English 45 mins	Citizenship Education 30 mins	Mid morning break	Health Education 60 mins	Religious Education 30 mins	Maths 45 mins	Mid-day break	Arts Education 45 mins	Maltese 45 mins	
WED	Assembly & Settling in class	Religious Education 30 mins	Maths 45 mins	Mid morning break	Maltese 45 mins	English 45 mins	Citizenship Education 45 mins	Mid-day break	Arts Education 60 mins	Health Education 30 mins	
THU	Assembly & Settling in class	Maths 45 mins	LL 30 mins	Mid morning break	Religious Education 30 mins	Science 60 mins	English 45 mins	Mid-day break	Maltese 45 mins	Health Education 45 mins	
FRI	Assembly & Settling in class	English 45 mins	Science 30 mins	Mid morning break	Maltese 45 mins	Maths 45 mins	Health Education 45 mins	Mid-day break	Religious Education 30 mins	Citizenship Education 60 mins	

Model B

DAY	15 minutes	75 minutes	15 minutes	1.35 minutes	30 minutes	90 minutes					
MON	Assembly & Settling in class	Religious Education 30 mins	Maltese 45 mins	Mid morning break	English 45 mins	Maths 45 mins	Technology 45 mins	Mid-day break	Maths 30 mins	Citizenship Education 30 mins	Health Education 30 mins
TUE	Assembly & Settling in class	English 45 mins	Citizenship Education 30 mins	Mid morning break	Health Education 60 mins	Religious Education 30 mins	Maths 45 mins	Mid-day break	Science 45 mins	Maltese 45 mins	
WED	Assembly & Settling in class	Religious Education 30 mins	Maths 45 mins	Mid morning break	Arts Education 45 mins	English 45 mins	Health Education 45 mins	Mid-day break	Maltese 60 mins	Citizenship Education 30 mins	
THU	Assembly & Settling in class	Maths 45 mins	LE 30 mins	Mid morning break	Religious Education 30 mins	English 60 mins	Science 45 mins	Mid-day break	Maltese 45 mins	Health Education 45 mins	
FR	Assembly & Settling in class	English 45 mins	Maths 30 mins	Mid morning break	Maltese 45 mins	Religious Education 30 mins	Maths 60 mins	Mid-day break	Health Education 45 mins	Arts Education 45 mins	

Model C

DAY	15 minutes	75 minutes	15 minutes	1.35 minutes	30 minutes	90 minutes					
MON	Assembly & Settling in class	Religious Education 30 mins	Maltese 45 mins	Mid morning break	English 45 mins	Maths 45 mins	Technology 45 mins	Mid-day break	Health Education 30 mins	School Based Choice 30 mins	Arts Education 30 mins
TUE	Assembly & Settling in class	English 45 mins	Health Education 30 mins	Mid morning break	Health Education 60 mins	Religious Education 30 mins	Maths 45 mins	Mid-day break	Maths 45 mins	Maltese 45 mins	
WED	Assembly & Settling in class	Religious Education 30 mins	Maths 45 mins	Mid morning Break	Maltese 45 mins	English 45 mins	English 45 mins	Mid-day break	Arts Education 60 mins	School Based Choice 30 mins	
THU	Assembly & Settling in class	Maths 45 mins	Citizenship Education 30 mins	Mid morning Break	Religious Education 30 mins	Science 60 mins	English 45 mins	Mid-day break	English 45 mins	Maltese 45 mins	Health Education 45 mins
FR	Assembly & Settling in class	English 45 mins	Science 30 mins	Mid morning break	Maltese 45 mins	Maths 45 mins	Health Education 45 mins	Mid-day break	Religious Education 30 mins	Citizenship Education 60 mins	

Appendix II:

Curriculum Framework timetable models for secondary schools

Five different timetable models are being proposed. The Curriculum Framework Timetables (CFT) 1 to 5 are designed to fulfil the students' entitlement to the NCF. For each model the characteristics as well as its pros and cons are highlighted. For ease of comparison, all five models are shown as starting at 8.00 a.m. Comparison will also be made with a standard model of 1665 minutes (JL Model) of total student time²⁶ and 1540 minutes of actual lesson time based on a weekly average of current State school timetables.

The first three timetable models are based on a traditional 5-day weekly cycle. CFT 4 and 5 are based on a 6-day cycle. The 6-day cycle disengages learning days from the days of the week. Thus, a 6-day cycle starting on a Tuesday will finish on the Tuesday of the following week, and the next cycle will therefore start on the Wednesday. In the case of a holiday or a whole school activity during a particular cycle there are two ways how to manipulate the cycle. One can either leave the cycle unchanged and therefore miss one day of the cycle, or else reschedule the day after the missed day of work so that the lessons on, say, Day 4 are not missed out. This implies that the next cycle starts a day later. Of course, the 6-day cycle still operates within the parameters of teachers' present working conditions.

The main advantage of the 6-day cycle system is that loss of lessons due to school activities and extraneous events is evenly distributed over the school days. It also leads to more space for the allocation of lessons, although with proportionately fewer cycles over the year when compared to the 5-day cycles. However, the advantage in lesson allocation is minimal. The disadvantages in adopting the 6-day cycle are that it presents a completely new organisational paradigm for all stakeholders. Lessons, homework and school bags need to be prepared not according to the day of the week but according to the tomorrow's day number in the current cycle. Two 6-day cycle CFTs are being presented here to widen the discussion and include what perhaps were unthought-of possibilities.

26 This includes time for assembly, lesson time and students' mobility between lessons

Characteristics of CFT 1

- This model has seven lessons on two days of the week and eight lessons on the other three days.
- All lessons are 42 minutes long.
- Total lesson time per week is 1596 minutes.
- Time for locker access (5 minutes per break) is already factored into the two breaks per day.

CFT 1 38 lsns	Teacher Registration	Assembly Form time (8:00)	1 (08:16)	2 (08:58)	3 (10:00)	4 (10:42)	5 (11:24)	6 MDB & Locker (12:06)	7 (13:48) (14:30)	8 Break for teacher (14:30 – 14:50)	School / Staff Development Mtg (16:06)
Mon	10	16	42	42	42	42	42	42	42	42	42
Fri	10	16	42	42	42	42	42	42	42	42	42

CFT 1 38 lsns	Teacher Registration	Assembly Form time (8:00)	1 (08:10)	2 (08:52)	3 (09:54)	4 (10:36)	5 (11:18)	6 (12:00)	7 (13:06)	8 (13:48) (14:30)
Tues	10	10	42	42	42	42	42	42	42	42
Wed	10	10	42	42	42	42	42	42	42	42
Thu	10	10	42	42	42	42	42	42	42	42

Pros

- This model provides 3.6% more learning time (1596 in lieu of 1540 minutes).
- This model has all five days ending at the same time for students.
- It also has two morning assemblies per week that are longer than the rest, allowing for special assemblies and/or circle time by the Year Teacher.
- Two of the mid-day breaks are longer than what State schools have at present, allowing more time for non formal activities.
- Every teacher is entitled to the equivalent of two lessons time-off per week.
- This model allows for one afterschool staff or professional development meeting a week that substitutes all other afterschool teacher planning and development meetings presently in place. The 20 minutes' break before the meeting allows for the administration to take care of dismissal and transport routine at the end of the day.
- This model will bring school finishing times in line with the Junior Lyceums at present. This can be seen as a family-friendly measure, since it reduces the time that children may be at home alone and/or the need for alternative child supervision arrangements.
- Four uninterrupted lessons between breaks on three days may be a bonus for school administrators since they facilitate the timetabling of double lessons, but they can prove to be more tiring both for teachers and students.

Cons

- This model does not allow for structured time for meetings of the school professional community as a whole during school hours but only after hours. This arrangement may be considered inconvenient by the teaching grades.
- The time off that teachers are entitled to in this model may be a constraint on the timetable.
- On three days the mid-day break is only 24 minutes long, including locker time.

Characteristics of CFT 2

- This model has four days with eight lessons each, and one half-day with six lessons ending with a weekly meeting for the school professional community.
- Assembly time is available at the beginning of all five days.
- All lessons are 42 minutes long.
- Total lesson time per week is 1596 minutes.
- Time for locker access (5 minutes per break) is already factored into the two breaks per day.

CFT 2 38 Isns	Teachers Registration	Assembly Form time (8:00)	1 (8:11)	2 (8:53)	3 (9:55)	4 (10:37)	5 (11:19)	6 (12:01)	7 (13:23)	8 (14:05) (14:47)
Mon	10	11	42	42	42	42	42	42	42	42
Tues	10	11	42	42	42	42	42	42	42	42
Thu	10	11	42	42	42	42	42	42	42	42
Fri	10	11	42	42	42	42	42	42	42	42

CFT 2 38 Isns	Teachers Registration	Assembly Form Time (8:00)	1 (8:11)	2 (8:53)	3 (9:55)	4 (10:37)	5 (11:19)	6 (12:01)	Break for Teachers (12:43)	School / Staff Development Meeting (12:58) (14:27)
Wed	10	11	42	42	42	42	42	42	15	35

Pros

- This model provides 3.6% more learning time (1596 in lieu of 1540 minutes) than the current standard model.
- This model retains a lesson length of 42 minutes as in CFT 1.
- It allows for a weekly meeting for staff during school hours, thus making it a more convenient option for teachers. This meeting substitutes all other afterschool professional development meetings presently in place. The 15 minutes' break permits the administration to take care of the dismissal and transport routine at the end of the day.
- Additionally, the day that includes the weekly meeting ends 20 minutes earlier for teachers when compared to the other four days.
- The school day will be slightly longer than the current Junior Lyceum timetables. This can be seen as a family-friendly measure, it reduces unsupervised time and/or the need for alternative child supervision arrangements.
- Every teacher is entitled to the equivalent of two lessons time-off per week.
- Four uninterrupted lessons between breaks may be a bonus for school administrators since they facilitate the timetabling of double lessons, but they can prove to be more tiring for both teachers and students.

Cons

- This model does not provide for special assembly and/or Year Teacher time in the morning.
- In this model school ends early on one day a week. The half day may cause inconvenience to parents.
- The two long breaks available in CFT 1 are not available here.
- The time off that teachers are entitled to in this model may put a constraint on the timetable.

Characteristics of CFT 3

- This model has 38 and 40 lessons on alternate weeks, with minimum lesson time of 41 minutes.
- One day every fortnight is shorter than the rest by two lessons to allow for a school/staff development meeting during school hours.
- Time for locker access (5 minutes per break) is already factored into the two breaks per day.
- Average lesson time per week is 1599 minutes.

CFT 3 38 Isns	Teachers Registration	Assembly Form time (8:00)	1 (8:10)	2 (8:51)	MMB & Locker (9:32)	3 (9:52)	4 (10:33)	5 (11:14)	6 (11:55)	MDB & Locker (12:36)	7 (13:18)	8 (13:59) (14:40)
Mon	10	10	41	41	5	41	41	41	41	5	41	41
Tues	10	10	41	41	5	41	41	41	41	5	41	41
Wed*	10	10	41	41	5	41	41	41	41	5	41	41
Thu	10	10	41	41	5	41	41	41	41	5	41	41
Fri	10	10	41	41	5	41	41	41	41	5	41	41

* Alternate Weeks

CFT 3 38 Isns	Teachers Registration	Assembly Form time (8:00)	1 (8:10)	2 (8:51)	MMB & Locker (9:32)	3 (9:52)	4 (10:33)	5 (11:14)	6 (11:55)	Break for Teachers	School / Staff Development Meeting (12:56) (14:18)
Wed*	10	10	41	41	5	41	41	41	41	20	20

* Alternate weeks

Pros

- This model provides 3.8% more learning time (1599 in lieu of 1540 minutes) than the current standard model.
- This model is the most generous in the number of lessons it allows. Since it allows for flexibility, depending on how this is implemented, this model allows for a maximum of six additional lessons per fortnight in Years 7 and 8, and two additional lessons in Years 9 to 11.
- The fortnightly staff meeting does not take place after school hours. This is convenient for the teaching grades. This meeting substitutes all after school teacher planning and development meetings presently in place. The 20 minutes' break allows for the administration to take care of dismissal and transport routine at the end of the day.
- Additionally, the day that includes the fortnightly meeting ends 22 minutes earlier for teachers when compared to the other days.
- Every teacher is entitled to the equivalent of one lesson time-off per week.
- Four uninterrupted lessons between breaks may be a bonus for school administrators since they facilitate the timetabling of double lessons, but they can prove to be more tiring for both teachers and students.

Cons

- By having different timetables in alternate weeks, this model may cause a number of logistical difficulties.
- With a duration of 41 minutes, most lessons are just within the recommended minimum, although shorter than in the other models.
- Parents will face the difficulty of planning for a fortnightly shorter school day.
- The time off that teachers are entitled to in this model may put a constraint on the timetable.

Characteristics of CFT 4

- This model has 40 lessons over a 6-day cycle.
- It has five days with seven lessons each, and one half-day with five lessons. The half-day ends with a meeting for the school professional community every six days.
- Assembly time is available at the beginning of all five days.
- Time for locker access (5 minutes per break) is already factored into the two breaks per day.
- Average lesson time per week is 1500 minutes.

CFT 4	Teachers registration	Assembly (8:00)	1	2	3	4	5	6	7
40 lns 6 day rotation	10	15	45	45	45	45	45	45	45
Day 1	10	15	45	45	45	45	45	45	45
Day 2	10	15	45	45	45	45	45	45	45
Day 3	10	15	45	45	45	45	45	45	45
Day 4	10	15	45	45	45	45	45	45	45
Day 5	10	15	45	45	45	45	45	45	45

CFT 4	Teachers registration	Assembly (8:00)	1	2	3	4	5	Break for Teachers	School / Staff Development Meeting (12:40 - 14:10)
40 lns 6 day rotation	10	15	45	45	45	45	45	40	40
Day 6	10	15	45	45	45	45	45	40	40

Pros

- With a duration of 45 minutes, this model has the longest lessons of all five models.
- It allows for a meeting for teaching staff during school hours every six days. This is a convenient option for the teaching grades. This meeting substitutes all after school teacher staff / school development meetings presently in place. The 20 minutes' break allows for the administration to take care of dismissal and transport routine at the end of the day.
- The long assembly time allows for special assemblies and/or Year Teacher time every day.
- This model also includes five long mid-day breaks every 6-day cycle, allowing more time for non-formal activities.
- It shifts the mid-morning break so that three lessons take place before it instead of two as in the previous models, at the time of the day that is most productive for learning.
- The school day will be 45 minutes longer than at present. This can be seen as a family-friendly measure since it reduces the need for alternative child supervision arrangements.
- Teachers will finish 35 minutes early when they have the school staff development meeting.

Cons

- This model provides nearly 2.7% less lesson time (1500 instead of 1540 minutes) than the current standard model.
- This model has a half day every sixth day, making it less convenient for learners and their parents.
- In this 6-day cycle model, the weekly lesson timetable will be different from one week to another.

Characteristics of CFT 5

- This model has 43 lessons spread over a 6-day cycle.
- It has three days with seven lessons each, two days with eight lessons each, and one half-day with six lessons ending with a meeting for the school professional community every six days.
- Assembly time is available at the beginning of all the days.
- Time for locker access (5 minutes per break) is already factored in the two breaks.
- Average lesson time per week is 1505 minutes.

CFT 5 43 lns 6 day rotation	Staff Registration	Assembly Form Time (8:00)	1 (8:16)	2 (8:58)	MMB & Locker Start (9:40)	3 (10:00)	4 (10:42)	5 (11:24)	MDB & Locker (12:06)	6 (13:06)	7 (13:48) (14:30)
Day 1	10	14	42	42	42	42	42	42	42	42	42
Day 5	10	14	42	42	42	42	42	42	42	42	42
Day 6	10	14	42	42	42	42	42	42	42	42	42

CFT 5 43 lns 6 day rotation	Staff Registration	Assembly Form Time (8:00)	1 (8:14)	2 (8:56)	MMB & Locker Start (9:38)	3 (9:58)	4 (10:40)	5 (11:22)	6 (12:04)	MDB & Locker (12:46)	7 (13:06)	8 (13:48) (14:30)
Day 2	10	14	42	42	42	42	42	42	42	42	42	42
Day 3	10	14	42	42	42	42	42	42	42	42	42	42
Day 4	10	14	42	42	42	42	42	42	42	42	42	42

Pros

- Lessons in this model have a duration of 42 minutes, similar to CFT 1 and 2.
- It allows for a meeting for the school professional community/school development every six days during school hours, thus making it a more convenient option for teachers. This meeting substitutes all after school teacher planning and development meetings presently in place. The 20 minutes' break allows for the administration to take care of dismissal and transport routine at the end of the day.
- The long assembly time allows for special assemblies and/or Year Teacher time every day.
- Four uninterrupted lessons between breaks may be a bonus for school administrators since they facilitate the timetabling of double lessons, but they can prove to be more tiring for students and teachers.

Cons

- This model provides 2.3% less lesson time (1505 instead of 1540 minutes) per week than the current standard model.
- This model has one day in every 6-day cycle that is shorter than the rest, making it less convenient for learners and their parents.
- In this 6-day cycle model, the weekly lesson timetable will be different from one week to another.

Appendix III:

Number of Hours per Scholastic Year for secondary schools

Number of hours for Years 7 & 8

Learning Area	Subjects	AS	JL	CFT 1	CFT 2	CFT 3	CFT 4	CFT 5
Languages	Maltese + English + Foreign Language	256	237	235	235	230	245	229
Mathematics		98	99	98	98	96	105	98
Science		79	79	78	78	77	88	82
Technology Education	ICT + D&T	20 Option	20 Option	20 20	20 20	19 19	17 17	16 16
Health Education	PE + PSD HE	79	79	98 20	98 20	96 19	88 17	82 16
Citizenship Education	History + Geography + Social Studies	59	99	59	98	96	53	82
Religious Education		39	39	39	39	38	35	49
Art Education		20	39	39	39	38	35	33
School-based Choice		0	0	39	0	19	0	0
Options	HE/D&T/ GC/Art	39	39	0	0	0	0	0
Total Lessons		35/ week	37/ week	38/ week	38/ week	38 & 40/ alternative weeks	40/6 days	43/6 days
Total Hours		689	730	745	745	38 = 728 40 = 747 Avr = 738	700	703

Number of Hours for Years 9, 10 & 11

Learning Area	Subjects	AS	JL	CFT 1	CFT 2	CFT 3	CFT 4	CFT 5
Languages	Maltese + English + Foreign Language	256	237	235	235	230	210	229
Mathematics		98	99	98	98	96	88	98
Science		79	79	78	78	77	70	65
Technology Education	ICT D&T	20 Option	20 Option	20 10	20 10	19 10	17 9	16 8
Health Education	PE + PSD HE	39 Option	39 Option	59 10	39 10	38 10	53 9	65 8
Citizenship Education	History + Geography + S. Studies	59	59	59	39	38	53	33
Religious Education		39	39	39	39	38	35	33
Art Education		20	0	20	20	19	17	16
School-based Choice		0	0	0	0	19	0	0
Options	HE/D&T/ GC/Art	79	158	118	155	153	140	131
Total Lessons		35/ week	37/ week	38/ week	38/ week	38 & 40/ alternate weeks	40/6 days	43/6 days
Total Hours		689	730	746	743	38 = 728 40 = 747 Avr = 738	701	702

Total Number of Hours over 5 years

Learning Area	Subjects	AS	JL	CFT 1	CFT 21	CFT 3	CFT 4	CFT 5
Languages	Maltese + English + Foreign Language	1280	1185	1175	1175	1150	1120	1145
Mathematics		490	495	490	490	480	474	490
Science		316	316	390	390	385	386	359
Technology Education	ICT D&T	100 Option	100 Option	100 70	100 70	95 68	85 61	80 48
Health Education	PE + PSD HE	275 Option	275 Option	373 70	313 70	306 68	335 61	359 56
Citizenship Education	History + Geography + Social Studies	295	375	295	313	306	265	181
Religious Education		195	195	195	195	190	175	197
Art Education		100	78	138	138	133	121	114
School		0	0	78	0	133	0	0
Option Years 7 and 8	HE/D&T/ GC/Art	78	78	0	0	0	0	0
Option Yrs 9, 10, 11	See List in Section F	237	474	354	465	459	420	393
Total Lessons		35/ week	37/ week	38/ week	38/ week	38 & 40/ alternate weeks	40/6 days	43/6 days
Total Hours		3366	3571	3728	3719	3690	3503	3422