

LEJN EDUKAZZJONI TA' KWALITÀ GĦAL KULĦADD

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

**Dokument Konsultattiv 2
Ir-Raġuni Fundamentali u l-Komponenti**



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ta' Kwalità
għal Kulhadd**

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2011**

**Dokument Konsultattiv 2
Ir-Raguni Fundamentali
u l-Komponenti**

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-Istrategija 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 2

Ir-Raguni Fundamentali u l-Komponenti

Dan id-dokument jagħti introduzzjoni dettaljata għall-isfond teoretiku li serva biex ikunu żviluppati l-kunċetti li jspiraw il-proposti tal-Qafas tal-Kurrikulu Nazzjonali (NCF). Bis-saħħa tal-preżentazzjoni ta' dehra ġenerali tar-rapporti u dokumenti fundamentali li jirriżaltaw il-kuntest tal-politika lokali flimkien mad-direzzjoni reċenti tal-politika tal-UE, dan id-dokument jintroduci lill-qarrej għar-raguni fundamentali li mmotivat il-ħarsa mill-ġdid lejn il-kurrikulu eżistenti. L-ewwel taqsima tikkonkludi b'ġabra fil-qosor tal-prinċipji ewlenin tal-NCF li tagħti sommarju tal-bidliet u l-isfidi maġġuri previsti mill-qafas.

It-tieni taqsima ta' dan id-dokument tippreżenta l-għanijiet u l-prinċipji ġenerali li fuqhom hu żviluppat l-NCF u li jistgħu jintlaħqu u jkunu realizzati bis-saħħa tal-oqsma tat-tagħlim u sugġetti interkurrikulari proposti.

It-tielet u l-aħħar taqsima ta' dan id-dokument tistieden lill-qarrej biex jirrifletti fuq l-implikazzjonijiet li l-organizzazzjoni proposta tal-oqsma tat-tagħlim kurrikulari għandhom għall-pedagogija, il-prattika u l-proċeduri ta' evalwazzjoni.

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Messaġġ

Hon. Dolores Cristina

Ministru

Ministeru tal-Edukazzjoni, Xogħol
u l-Familja



Il-kuncett li l-pajjiż ikollu Kurrikulu Minimu Nazzjonali li jiggarantixxi li t-tfal kollha jkollhom livell bażiku ta' tagħlim kien introdott permezz tal-Att dwar l-Edukazzjoni tal-1988.

Ħdax-il sena wara kien ippubblikat l-ewwel Kurrikulu Nazzjonali intitolat *Inwelledu l-ġejjieni Flimkien*. Dan kien jinkludi miri u għanijiet li għadhom jspiraw id-deċizjonijiet li jittieħdu fil-qasam edukattiv sal-lum. Il-ħsieb bażiku kien iffukat fuq l-iżvilupp ħolistiku tal-istudent, billi jinkoraġixxi u jappoġġja d-deċizjonijiet tal-edukaturi biex jipprovdu edukazzjoni ta' kwalità.

Wara l-pubblikazzjoni ta' dak il-kurrikulu fl-1999, bdiet serje ta' diskussjonijiet u analiżi dwar oqsma kruċjali li kienu jipprezentaw sfidi li kien hemm bżonn ikunu indirizzati. Dawn kienu jinkludu l-Edukazzjoni Inkluziva (2005), l-Edukazzjoni fi Skejjel Speċjali (2005), l-Assenteiżmu (2005), l-Edukazzjoni u l-Kura minn Età Bikrija (2006), il-Gwida tal-Karrieri (2007), it-Transizzjoni mill-Primarja għas-Sekondarja (2007), l-Istrateġija tal-*eLearning* 2008-2010, l-Edukazzjoni Fiżika (NAO, 2010).

Wara għaxar snin oħra nħasset il-ħtieġa li neżaminaw dak li akkwistajna, naraw fejn wasalna u, fid-dawl tal-bidliet kbar fis-soċjetà tagħna u madwarna, nirvedu l-ħsieb tagħna dwar l-edukazzjoni biex nassiguraw li t-tfal kollha jirnexxu. Dan se jkun l-ewwel kurrikulu minn meta Malta ssieħbet fl-Unjoni Ewropea u allura kienu kkonsidrati dokumenti tal-Unjoni Ewropea marbuta ma' dan il-qasam.

L-impjegabbiltà, il-kwalità tal-ħajja u t-tagħlim tul il-ħajja huma fil-qalba ta' dan l-abbozz ta' Kurrikulu Nazzjonali li għandu l-iskop li jagħti lit-tfal u ż-żgħażaġħ il-kompetenzi ewlenin meħtieġa biex jiffaċċjaw l-isfidi li s-suq tax-xogħol se joffri fil-futur.

Fi żmien meta Malta ħierġa minn krizi ekonomika li laqtet l-Ewropa u d-dinja kollha u fil-kuntest tal-bidliet demografici u l-koeżjoni soċjali, dan il-qafas tal-Kurrikulu għandu jassigura li l-ġenerazzjonijiet prezenti u futuri jiksbu l-ħiliet li jgħinuhom tul il-ħajja u jassiguraw l-iżvilupp ekonomiku sostenibbli u jpoġġu l-pedamenti għal soċjeta' bbażata fuq l-għerf.

Il-mira tal-Gvern hi li t-tfal kollha qabel itemmu l-edukazzjoni obbligatorja jkunu kisbu l-ħiliet u l-kwalifici meħtieġa fi skejjel li joffru ambjent attraenti għat-tagħlim. Grazzi għall-investiment qawwi fit-teknoloġija tal-informatika u fis-servizz għall-istudenti li qed nintroduċu fil-kulleġġi kollha, din ir-reviżjoni tal-Qafas Kurrikulari għandha tibdel l-istrutturi fiżiċi eżistenti f'opportunitajiet għal żvilupp personali u soċjali, inaqas in-numru ta' dawk li jitolqu 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 jdur l-istrateġiji ta' konsultazzjoni u implimentazzjoni li qed jippromwovi dan il-qafas. L-istrateġiji 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.
- cikli 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 jhegġeg 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 ħdejn 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

L-Isfond u r-Raguni Fundamentali

Introduzzjoni

F'Malta għandna ħafna x'niftaħru bih fis-sistema edukattiva tagħna. L-interess tagħna fl-istudenti¹ kollha, is-saħħa tal-komunitajiet tagħna u x-xewqa tagħna li niżviluppaw soċjetà ta' nies li jibqgħu jittgħallmu tul ħajjithom kollha huma saħħiet fis-sistema edukattiva tagħna. Iżda s-soċjetà qed tinbidel fuq skala nazzjonali u internazzjonali, u meta nagħrfu dawn il-bidliet fl-edukazzjoni rridu nħarsu lejn il-ġejjieni biex niżguraw li ż-żgħażaġh f'Malta jkunu mhejjjin biex jilqgħu għal dak kollu li l-ġejjieni jista' jgħib miegħu.

Ir-Rakkomandazzjoni tal-Parlament Ewropew u tal-Kunsill tat-18 ta' Dicembru 2006 fuq kompetenzi ewlenin għat-tagħlim tul il-ħajja tagħraf il-funzjoni tal-edukazzjoni fil-preparazzjoni taċ-ċittadini biex ilaħħqu mal-bidliet u jadattaw ruħhom għalihom:

Peress li l-globalizzazzjoni qed tkompli toffri sfidi ġodda lill-Unjoni Ewropea, kull ċittadin se jkollu bżonn firxa wiesgħa ta' kompetenzi ewlenin biex jadatta b'mod flessibbli għal dinja li qed tinbidel malajr u interkonnessa bil-kbir. L-edukazzjoni fl-irwol doppju tagħha, kemm soċjali u kemm ekonomiku, għandha rwol ewlieni x'taqdi biex tassigura li ċ-Ewropej jakkwistaw il-kompetenzi ewlenin meħtieġa biex ikunu jistgħu jadattaw b'mod flessibbli għal tali bidliet. (p. 5) (2006/962/KE)

F'Malta neħtieġu kurrikulu li jipprepara lill-istudenti mhux biss għal-lum iżda wkoll għas-soċjetà esiġenti u aktar attiva soċjalment tal-ġejjieni. Il-Qafas tal-Kurrikulu Nazzjonali (NCF) jagħmel sejha għal responsabbiltà akbar fil-livelli kollha billi l-edukaturi flimkien ma' msieħba oħrajn jimpenjaw ruħhom biex joħolqu l-programm ta' edukazzjoni essenzjali biex it-tfal kollha jirnexxu. Il-qafas jenfasizza li l-edukazzjoni għandha tinteressa lil kulħadd. Quddiem sfidi kompetittivi ġodda Malta tikber ekonomikament biss jekk is-sistema edukattiva tagħna jkollha r-rieda li tinbidel. Il-ħsieb ta' dan l-NCF hu li jniedi każ qawwi għal revizjoni, taqliba, aġġornament u injezzjoni ta' ħajja ġdida lill-kurrikulu tagħna – formali, informali u mhux formali. L-għan tiegħu hu li jipprovoka u jifida l-mod kif naħsbu, filwaqt li jipprovdi intuwi u ispirazzjoni fuq id-diversi sfidi li qed jistennewna. Hu jipprezenta ffukar fuq kontenut u proċess, fuq strutturar programmatiku, fuq ir-rwol tat-teknoloġija, fuq globalizzazzjoni u sostenibbiltà, fuq il-ħtieġa li niżviluppaw id-drawwiet mentali meħtieġa għas-seklu 21. Aħna nemmnu bis-sħiħ li flimkien nistgħu nagħmlu d-differenza li tassew tagħmel sens għall-ġenerazzjonijiet preżenti u futuri.

Dan id-dokument hu wieħed f'sensiela ta' erba' dokumenti mfaġġa biex jimpenjaw lil dawk kollha involuti fil-proċess tal-bidla. L-isfida li trieġi l-erba' dokumenti hi: "X'inhu l-iskop tal-edukazzjoni f'demokrazija fis-seklu 21? X'għandna nagħmlu b'mod differenti biex inħallu impatt dejjiemi fuq l-istudenti biex fl-aħħar mill-aħħar jgħixu ħajja aktar impenjata u jkollhom impatt dejjiemi biex jagħmlu din id-dinja waħda aħjar biex tgħix fiha?" L-NCF jippromwovi toroq

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

għodda ta' ħsieb u riflessjoni fuq tagħlim effettiv. Dan id-dokument:

- jiddeskrivi l-**għanijiet tar-reviżjoni**,
- jirrifletti fuq il-**punti minn fejn irridu nibdew biex naslu għall-bidla**;
- **iħares b'lenti kritika lejn il-miti** li għadhom ifasslu l-ħsieb, il-politiki u l-prattiki tagħna, u li għandhom bżonn jinbidlu; u
- jippreżenta l-**prinċipji ewlenin** tal-NCF.

Fejn trid tasal il-ħarsa mill-ġdid

For all Children to Succeed (2005) hu dokument ta' politika li wassal għall-Att tal-2006 dwar l-Edukazzjoni (Emendi). Il-viżjoni tiegħu hija wkoll l-għan ta' din ir-reviżjoni. Il-ħsieb primarju, dejjem u bla eċċezzjoni, għandu ikun fit-tfal u ż-żagħżagħ li l-għalliema jimpenjaw ruħhom li jaqdu meta jirċievu ċ-ċertifikat tal-ħatra tagħhom.

Dan id-dokument jemmen li biex inhejju liż-żgħażagħ tagħna għall-ħajja fis-seklu 21 jeħtiġilna nirvedu u nagħornaw il-kurrikulu tagħna u, fejn meħtieġ, noħolqu forom għodda ta' kif naħdmu u ninteraġixxu fl-iskejjel, u bejn skejjel u kulleggi u entitajiet oħrajn. Ir-responsabbiltà tagħna hi li nippreparaw lil dawk li qed jitgħallmu għad-dinja tagħhom u għall-gejjieni tagħhom. L-NCF ipprezentat f'dan id-dokument jipprova konxjament joħroġ mill-formola ta' kurrikulu preskrittiv u jgħaddi għal qafas ta' kurrikulu. B'hekk qed jissuġġerixxi ċertu ammont ta' flessibbiltà biex jinkoraġġixxi lil dawk involuti li jkollhom vuċi akbar fid-determinazzjoni tal-kontenut biex ikun addattat għall-ħtiġijiet ta' dawk li qed jitgħallmu.

Il-pass li jmiss wara l-prezentazzjoni tal-ideat f'dawn id-dokumenti se jinvolvi gruppi differenti li jfittxu twegibiet għal mistoqsijiet ewlenin, jidhlu għal ħidmiet differenti, u jieħdu diversi inizjattivi biex jespjoraw kif ideat jistgħu jsiru reali fil-klassijiet imxerrdin ma' Malta kollha. X'se nżommu? X'se nirvedu? X'se nneħħu? X'se noħolqu? Hu interessanti iżda ironiku li se nsibu xi twegibiet mill-imgħoddi tagħna. Fil-Latin il-kelma kurrikulu tfisser "mogħdija li fiha tigri b'passi żgħar". Filwaqt li bħala adulti f'dan l-istadju nistgħu ninnegożjaw il-mogħdijiet li tulhom l-istudenti u l-adulti għandhom jimxu, irridu nirrealizzaw li fl-aħħar mill-aħħar huma l-istudenti li se jiddeterminaw kif, jew jistgħux, jimxu fil-mogħdija ma' kull klassi, kull grupp, kull għalliem, u f'kull ġurnata. Għal din ir-raġuni l-NCF jisfidana li l-ħin kollu nirvedu l-passi li nagħmlu; li nimmoniterjaw u nirvedu d-deċiżjonijiet li nieħdu; li niddiskutu mal-istudenti tagħna u nagħtu kas tal-istejjer tagħhom, tal-ħtiġijiet tagħhom, u li nqiegħdu leħinhom fiċ-ċentru tad-diskors tagħna. Dan jgħinna nittrasformaw il-mod kif nittrattaw mal-kurrikulu u l-modi kif nittrattaw mal-oħrajn. Bil-mod kif inbiddu l-iskejjel, il-kulleggi u l-organizzazzjonijiet tagħna f'komunitajiet ta' tagħlim, inkunu mexxin fit-triq li noħolqu l-edukazzjoni essenzjali għad-dinja li qed tinbidel. Madankollu jeħtieġ li nagħrfu tajjeb li s-soluzzjonijiet tal-imgħoddi u r-realtajiet tal-lum waħedhom ma jwasslux għat-trasformazzjoni meħtieġa għall-gejjieni tagħna.

L-isfida qiegħda filli nissodisfaw il-ħtiġijiet ta' dawk li qed jitgħallmu f'dinja li qed tinbidel

b'għaġla kbira. Biex tilqa' din l-isfida l-komunità lokali jeħtigilha taċċetta u tippromwovi attivament l-importanza tat-tagħlim tul il-ħajja – proċess li jagħraf u jaċċetta li kulhadd jista' jirnexxielu jsir persuna li qed titgħallem skont it-triq li jkun qabad. L-isfida mhix sempliċement li wieħed jammetti l-importanza tat-tagħlim iżda li joħloq opportunitajiet għal dawk kollha li jiġu f'kuntatt mal-iskola li jħallulhom impatt fuq it-tagħlim – li jibdlu l-iskejjel f'komunitajiet ta' tagħlim. Dan hu d-dibattitu li l-NCF jinkoraġġixxi. Attitudni pożittiva lejn it-tagħlim timplika li lkoll nistgħu nitgħallmu minn xulxin, li nistgħu noħolqu klima fejn id-diversità ta' opinjoni hija rispettata. It-tagħlim jikkonsisti fit-twessigh tal-perspettivi tagħna, l-aġġornament tas-sistemi tagħna, li ninqalgħu miż-zoni ta' kumdità tagħna, li nisfidaw modi fissi ta' kif naħsbu u kif naġixxu. Hu essenzjali li l-NCF jagħti okkażjoni lill-edukaturi jsiru nies attivi li jistaqsu, jiżviluppaw l-innovazzjoni u jesploraw direzzjonijiet ġodda.

Il-Punti minn fejn Titlaq il-Bidla

Malta mhix barranija għall-bidla, u s-sistema edukattiva tagħna hija stampa li għadha qed tinbena. F'din it-taqsim, filwaqt li nagħrfu l-importanza li nitilqu minn fejn qegħdin, noffru dehra ġenerali tat-triq li mxejna sa mill-1988. Nirrikonoxxu x-xogħol kollu li sar qabel, id-dokumenti, l-inizjattivi, u l-impenn biex jinholqu kurrikuli li kienu ċentrali għar-riformi kurrenti.

Il-kuntest tal-politika lokali tagħna

L-Att tal-1988 dwar l-Edukazzjoni daħħal għadd ta' ideat innovattivi li jinkludu: "id-dritt tal-Istat li jistabbilixxi Kurrikulu Minimu Nazzjonali ta' studji għall-iskejjel kollha" (Parti I taqsima 7) li introduċa l-kunċett ta' konformità mal-Kurrikulu Minimu Nazzjonali (NMC). Maż-żmien dan involva l-livelli tal- kindergarten, primarji, sekondarji u post-sekondarji. Wara kritika tan-natura politika tal-kurrikulu nazzjonali f'kuntest demokratiku, kienu proposti xi alternattivi (Wain, 1991). Dawn l-inizjattivi wasslu għal fehim aħjar ta' x'wieħed jifhem b'kurrikulu nazzjonali u l-mod kif għandu jittfassal u jkun diskuss.

Il-proċess ta' revizjoni u tisħiħ tal-NMC nbeda fl-1995 bil-pubblikazzjoni ta' *Tomorrow's Schools: Developing Effective Learning Cultures* (Wain, Attard, Bezzina, Camilleri, Darmanin, Farrugia, Psaila, Sammut, Sultana, Zammit, 1995). Dan il-proċess tkompla bil-pubblikazzjoni fl-1998 tal-abbozz tal- NMC u aktar tard bil-formulazzjoni tad-dokument finali *Creating the Future Together* (Ministeru tal- Edukazzjoni, 1999) wara proċess ta' konsultazzjoni mifrux mal-pajjiż kollu.

Il-proċess ta' revizjoni ta' kurrikulu nazzjonali jista' jkun definit bħala "*Ir-Rieda li Tkun ... u l-Kuraġġ li Tagħmel*"². Din l-istqarrija għadha rilevanti sal-lum. Ir-revizjoni ta' qafas ta' kurrikulu mhix proċess newtrali. Il-qafas ipprezentat lill-iskejjel irid jirrifletti ħtiġijiet, sfidi, opportunitajiet u realtajiet kurrenti, iżda jrid ukoll joħloq spazju lill-edukaturi tal-ġejjieni biex jadattaw il-kurrikulu għall-isfidi kontemporanji tagħhom, fi proċess kontinwu ta' konsiderazzjoni mill-ġdid. Dan hu l-ewwel qafas li qed ikun propost minn meta Malta ngħaqdet mal-UE fl-2004. Hekk, miri tal-UE u dokumentazzjoni relatati mal-edukazzjoni u t-taħriġ maħruġa mill-Kummissjoni Ewropea jeħtieġ li jkunu riflessi fl-NCF biex ikun żgurat id-dritt għall-edukazzjoni ta' dawk li qed jitgħallmu kemm fil-kuntest lokali u kemm f'dak usa' Ewropew.

Id-dokument ta' politika *For All Children To Succeed* (Ministeru tal-Edukazzjoni, 2005) fassal

2 Din l-espressjoni oriġinarjament intużat f'*Tomorrow's Schools: Developing Effective Learning Cultures* pġ 51.

il-qafas inizjali għat-twaqqif tad-Direttorat għal Kwalità u Standards fl-Edukazzjoni (DQSE) u d-Direttorat għal Servizzi Edukattivi (DES), u għal mudelli differenti ta' kulleġġi f'Malta u Għawdex. Id-dokument ippropona li t-tfassil, l-immaniġġjar u l-implimentazzjoni tal-kurrikulu jaqgħu taħt l-inkarigu tad-DQSE. Dan id-dokument ta' politika aġixxa ta' prekursor għall-emendi għall-Att dwar l-Edukazzjoni li kienu diskussi fil-parlament fl-2006.

L-Att dwar l-Edukazzjoni (Emendi) (2006) ħabbar orjentament differenti għar-riforma, l-aktar ir-riforma fl-iskejjel. L-innovazzjoni seħħet permezz tas-sistema ta' netwerk tal-kulleġġi u r-relazzjoni li għadha qed tevolvi bejn Direttorati u kulleġġi. Din ir-reviżjoni toħroġ minn Parti II tal-Att dwar l-Edukazzjoni (Emenda) 2006, li jiffoka fuq il-kostituzzjoni u l-funzjonijiet tad-Direttorati tal-Edukazzjoni; essenzjalment dan iqiegħed il-piż fuq id-Direttorat għall-Kwalità u Standards għal:-

- l-aġġornament tal-Kurrikulu Nazzjonali;
- l-implimentazzjoni tiegħu (fost oħrajn permezz tat-tfassil tas-sillabu, assessjar u htigijiet ta' taħriġ);
- mekkaniżmi ta' assikurazzjoni ta' kwalità; u
- l-evalwazzjoni f'intervalli regolari tal-proċess ta' implimentazzjoni .

Il-proċess ta' revizjoni u aġġornament tal-Kurrikulu Nazzjonali tnieda f'Marzu 2008 u tlesta f'Lulju 2010. Dan kien jinkludi rappreżentanti mid-Direttorati tal-Edukazzjoni, il-Fakultà tal-Edukazzjoni, il-Bord tal-Eżamijiet tal-MATSEC, u l-Iskejjel tal-Knisja u Indipendenti. L-abbozz tad-dokument kien irfinut wara stedina għal reazzjonijiet li saret lill-Ministeru tal-Edukazzjoni fi New Zealand u Learning and Teaching Scotland. L-abbozz tad-dokument tal-NCF se jkun ippreżentat f'April 2011 biex isir proċess ta' konsultazzjoni nazzjonali li warajha d-dokument ikun irfinut, finalizzat u adottat bħala l-NCF.

Id-dritt għall-edukazzjoni u edukazzjoni ta' kwalità kienu l-prinċipji ewlenin f'*Tomorrow's Schools* (1995) u *Creating the Future Together* (1999).

Liema huma dawk li jitqiesu bħala r-rekwiżiti bażiċi ta' edukazzjoni ta' kwalità – waħda li tagħmel sens, tkun vallapena, twieġeb għall-htigijiet ta' individwi u dawk soċjali – u kull student, bla ebda eċċezzjoni, jirċevihom dawn il-htigijiet, regolati kif inhuma mill-prinċipju tad-dritt? (Wain et al., 1995, p.8).

Il-filosofija li trieġi kienet l-iżvilupp ħolistiku ta' dawk kollha li qed jitgħallmu, billi jkunu nkoragġuti u appoġġjati d-deċiżjonijiet professjonali ta' edukaturi fl-iskejjel u hekk tingħata edukazzjoni ta' kwalità li jkollha vizjoni għat-tul.

Karatteristika waħda pincipali hija dik li tqiegħed qabel kollox il-htigijiet tal-istudent. Huma t-tifel jew tifla li qegħdin fiċ-ċentru tal-vizjoni kollha, tal-ippjanar u tal-provedimenti. Daqstant ieħor minsuġa fl-għanijiet u provedimenti hija ċ-ċelebrazzjoni tad-diversità. (Vella, 1999, p.9).

Il-pubblikazzjoni tal-NMC tal-1999 fetħet il-bieb għal aktar riformi edukattivi f'Malta. Is-sena 2003 rat il-bidu ta' analiżi profonda u diskussjoni fuq oqsma importanti ħafna, li kull wieħed minnhom jippreżenta sfidi f'din revizjoni tal-NCF. Dawn l-oqsma kienu jinkludu:

- **I-Edukazzjoni Inkluziva u Speċjali:** Spiteri, Borg, Callus, Cauchi u Sciberras (2005) irrakkomandaw li l-linja prinċipali fl-edukazzjoni kellha ssir għal kollox inkluziva u s-sillabi rilevanti kellhom jindirizzaw il-ħtiġijiet tal-istudenti kollha.
 - L-isfidi jinkludu kif wieħed jiżgura li jingħata appoġġ għat-tagħlim fl-iskejjel prinċipali minn persuni mħarrġin b'mod adegwat u kif is-sillabi fi ħdan il-qafas tal-kurrikulu nazzjonali jistgħu jkunu adattati biex jissodisfaw il-ħtiġijiet ta' studenti individwali.
- **I-Assenteiżmu:** Clark, Borg, Calleja, Chircop u Portelli (2005) analizzaw is-sitwazzjoni tal-assenteiżmu f'Malta u għamlu għadd ta' rakkomandazzjonijiet biex jindirizzaw il-kwistjoni ta' dawk li jfallu f'pajjiż fejn il-hila tar-rizorsi umani hija prijorità ewlenija għall-iżvilupp tal-aġenda nazzjonali.
 - L-isfida tinkludi kif wieħed jirrevedi l-kurrikulu kurrenti f'relazzjoni mal-ħtiġijiet tal-istudenti u hekk isir jappella aktar. Dan iħalli impatt fuq il-motivazzjoni tagħhom fir-rigward tal-attendenza fl-iskola.
- **I-Edukazzjoni u I-Kura fit-Tfulija Bikrija:** Sollars, Attard, Borg u Craus (2006) ikkonkludew li *"kurrikulu mfassal speċifikament għas-snin bikrin, li jgħaqqad it-teorija mal-prattika, hu nieqes"* (p. 9) u li *"dawk involuti fl-edukazzjoni m'għandhom ebda dokumentazzjoni ċara fuq il-kontenut u l-ippjanar tax-xogħol tagħhom, u kif dan il-materjal jista' jkun tradott fil-prattika ta' kuljum tagħhom"* (p. 9).
 - L-isfidi jinkludu kif wieħed jirrikonoxxi li s-snin bikrin huma fażi distinta, u li jiżviluppa kurrikulu mfassal appost bħala pedament sod għall-kurrikuli tal-Primarja u tas-Sekondarja.
- **il-Gwida tal-Karrieri:** Debono, Camilleri, Galea u Gravina (2007) pproponew politika nazzjonali li tiffoka fuq gwida tal-karrieri biex ikunu żgurati transizzjonijiet bla skossi minn fażi ta' edukazzjoni għal oħra u għad-dinja tax-xogħol, u li tkun tiffoka fuq il-ħtiġijiet tal-individwu u fuq id-domanda tas-suq tax-xogħol.
 - L-isfidi jinkludu t-twaqqif ta' qafas ta' servizzi u operazzjonijiet fil-qasam tal-gwida tal-karrieri li jkollhom ukoll implikazzjonijiet fuq il-kurrikulu.
- **L-iSmart Learning: L-Istrateġija Nazzjonali ta' Malta għall-eLearning 2008-2010:** It-teknoloġija għandha tappoġġja lill-għalliema fl-addattazzjoni ta' stili ta' tagħlim differenti biex jindirizzaw ħtiġijiet ta' tagħlim speċifiċi u hekk it-tagħlim isir personalizzat.
 - L-isfidi jinkludu kif wieħed jinkoraġġixxi aktar pedagogiji ċċentrati fuq l-istudent li jippromwovu tagħlim awtonomu. Hemm bżonn bidla fundamentali fir-relazzjoni bejn l-għalliem u l-istudent minn waħda li fiha l-għalliem jipprovdi u jorganizza l-parti l-kbira tal-kontenut, l-għarfien u l-ħiliet, għal waħda li fiha l-għalliem jiggwida, jjsfida u jagħmel moniteragġ tal-attivitajiet, u fejn l-istudenti qegħdin jipparteċipaw attivament u jerfgħu r-responsabbiltà ta' dak li jitgħallmu u jaħdmu biex isiru studenti awtonomi u teknoloġikament profiċjenti .

- **I-Edukazzjoni Reliġjuża:** It-tagħlim tal-Edukazzjoni Kattolika hu garantit fl-iskejjel primarji u sekondarji³.
 - L-isfida tinkludi kif, fil-kuntest dejjem aktar multikulturali tal-iskejjel lokali tagħna, wieħed għandu jissodisfa studenti li ma jixtix li jirċievu edukazzjoni fir-Reliġjon Kattolika.
- **I-Edukazzjoni Fiżika:** L-Edukazzjoni Fiżika jeħtieġ li tingħata l-importanza misthoqqa fl-iskejjel fil-livelli kollha. Bejn l-2008 u l-2009, L-Uffiċċju Nazzjonali tal-Awditur (NAO) awditja l-iskejjel primarji u sekondarji Statali bl-iskop li jiġbor informazzjoni fuq l-istatus tal-Edukazzjoni Fiżika u l-Isport (NAO, 2010)
 - L-isfidi jinkludu l-ħtieġa li nqisu kif nimplemmentaw b'mod sħiħ ir-rakkomandazzjonijiet f'dan ir-rapport, jiġifieri li nagħmlu enfasi akbar fuq il-kwalità tal-Edukazzjoni Fiżika u attivitajiet strutturati, li ntejbu l-faċilitajiet u t-tagħmir, u li niżguraw li l-ħin irrakkomandat għall-Edukazzjoni Fiżika fl-iskejjel primarji jintuża kollu kemm hu.
- **For all Children to Succeed (2005):** F'dan id-dokument ta' politika ġie propost it-twaqqif tal-kulleġġi Statali biex jimplementaw il-kunċett ta' decentralizzazzjoni permezz tal-kunċett ta' networking bejn l-iskejjel. Il-kulleġġi ingħataw l-inkarigu li jiżguraw li l-istudenti kollha jirċievu d-dritt tagħhom għall-edukazzjoni fi proċess sħiħ, kontinwu u bla skossi minn età żgħira sat-tmiem tal-edukazzjoni obligatorja fil-perspettiva tat-tagħlim tul il-ħajja u ispirat mill-ogħla valuri umani. Huma kellhom jiżguraw li l-NCF ikun tradott f'kurrikulu xieraq implimentat fl-iskejjel kollha tal-Istat, bl-aħjar metodoloġiji fosthom l-użu estensiv tat-teknoloġija tal-informazzjoni u komunikazzjoni bħala għodda pedagoġika.
 - L-isfidi jinkludu kif wieħed jirrealizza dawn l-aspirazzjonijiet b'modi flessibbli. Il-kunċett ta' flessibilità hu promoss mal-NCF kollu. Dan jimplika opportunitajiet għall-kulleġġi u l-iskejjel biex jindirizzaw il-medda ta' ħtiġijiet tal-istudenti. Tista' tintlaħaq flessibilità permezz ta' aġġustamenti li jistgħu jsiru fl-orari tal-iskejjel, l-għażla tas-suġġetti, suġġetti organizzati f'moduli u fin-numru ta' lezzjonijiet allokati lil ċerti suġġetti jew oqsma. Madankollu, sfida oħra hi li l-ammont ta' flessibilità hu limitat serjament min-numru ta' suġġetti u mill-kontenut ta' kull suġġett li l-istudenti tradizzjonalment kienu mistennija jsegwu fil-kuntest lokali. B'mod inevitabbli, il-ħidma fl-ambitu ta' qafas flessibbli titlob razzjonalizzazzjoni tal-medda u profondità tal-kontenut fis-suġġetti kollha, u dan ikollu impatt dirett fuq it-tfassil tas-sillabu, it-tagħlim u l-format tal-eżamijiet.
- **it-Transizzjoni minn Skejjel Primarji għal Sekondarji f'Malta (2007):** Minkejja r-riżultati pożittivi miksubin minn studenti ta' livell ogħla, l-eżamijiet tal-*Junior Lyceum* u tal-*Common Entrance* eskludew ħafna studenti minn edukazzjoni ta' kwalità u ttimbrawhom bħala falliment sa minn età żgħira. Dan ir-riżultat kellu implikazzjonijiet fit-tul u wassal biex studenti temmew l-esperjenza skolastika tagħhom b'idea baxxa tagħhom infushom u bla ċertifikazzjoni. Barra minn hekk, is-segregazzjoni saret realtà aċċettata fis-sistema edukattiva Statali.

3 Il-ftehim tal-1989 bejn is-Santa Sede u r-Repubblika ta' Malta dwar *Teaching and Education in the Catholic Religion in State Schools*.

- L-isfida hi kif intejbu t-transizzjoni u ngħollu l-kisbiet għal dawk kollha li qed jitgħallmu. Minhabba li dawn l-eżamijiet l-aħħar li saru kien fl-2011, dan l-NCF jipproponi infrastruttura għal kurrikulu li jiffacilita t-transizzjoni miċ-Ċiklu tal-Primarja għaċ-Ċiklu tas-Sekondarja u li hu primarjament indirizzat permezz tal-identifikazzjoni ta' livelli ta' kisbiet espressi bħala *learning outcomes* u organizzati fi progressjoni, u permezz ta' kollaborazzjoni bejn l-imsieħba li tiffacilita t-transizzjoni.
- **I-Edukazzjoni Vokazzjonali:** L-edukazzjoni teknika u vokazzjonali għandha tradizzjoni twila u varjata fis-sistema edukattiva Maltija. Sultana (1992) identifika ħafna fatturi li kkontribwixxew għall-falliment tal-edukazzjoni vokazzjonali fil-livell sekondarju f'Malta: ngħidu aħna, id-diffikultà li jingħata status kemm mill-industrija u kemm mill-edukazzjoni; in-nuqqas ta' kultura teknika meħtieġa li tħaddan forom alternattivi ta' tagħlim fl-iskola; l-istruttura mhix addattata ta' ppremar tal-istudenti li jkunu pijunieri tas-sistema l-ġdida; in-nuqqas ta' riżorsi materjali biex jgħammru l-iskejjel għas-sistema l-ġdida; u n-nuqqas ta' ħila tar-riżorsi umani li jipprovdu esperjenza Prattika biex is-sistema tista' tirnexxi. Fir-rapport tagħhom *MATSEC: Strengthening a National Examination System*, Grima, Camilleri, Chircop, Mallia u Ventura (2005, p.94) ssuġġerew l-introduzzjoni ta' ċertifikazzjoni fil-każ ta' suġġetti vokazzjonali li jeħtieġu l-istess preparazzjoni rigoruza li teżisti fil-każ tas-suġġetti tradizzjonali.
- L-isfida hi kif wieħed jagħmel tajjeb għan-nuqqas ta' komponent ta' edukazzjoni vokazzjonali billi jinkorporah fil-Kurrikulu tas-Sekondarja aktar milli bħala rotta separata fis-sistema edukattiva, u kif jipprovdi ċertifikazzjoni rikonoxxuta fi tmiem il-proċess li tħaffef il-progressjoni lejn għażliet differenti fl-edukazzjoni postsekondarji. Se jkun implimentat proġett pilota f'għadd ta' skejjel Statali, tal-Knisja u Indipendenti f'Settembru 2011.

L-NCF propost jibni fuq dokumentazzjoni li kien hemm qabel fid-dawl ta' bidliet fis-soċjetà, it-twaqqif tal-kulleġġi fis-settur Statali, ir-riforma ta' transizzjoni dejjem għaddejjja u biex jintlaqgħu l-isfidi għall-edukazzjoni f'Malta. Fit-taqsimha li ġejja ta' dan id-dokument se nħarsu lejn dokumenti reċenti tal-politika tal-UE.

II-Kuntest tal-politika reċenti tal-UE

L-ewwel żewġ għanijiet ta' *'Key Competences for Lifelong Learning — A European Reference Framework'* (inkluż fl-anness tar-Rakkomandazzjonijiet) (2006/962/KE) jissuġġerixxu li:

"il-kompetenzi ewlenin neċessarji għal twettiq personali, ċittadinanza attiva, koeżjoni soċjali u possibiltà ta' impjieg f'soċjetà ta' l-għarfien" jeħtieġ li jkunu żviluppati "biex ikun żgurat li sat tmiem ta' l-edukazzjoni u t-taħriġ inizjali, iż-żgħażaġħ ikunu żviluppaw il-kompetenzi ewlenin sa livell li jippreparahom għall-ħajja adulta, u li tiffirma l-bażi għal iktar taħriġ u għall-ħajja tax-xogħol." (Kummissjoni Ewropea, 2006, p. 4)

Il-European Reference Framework jelenka t-tmien kompetenzi ewlenin li ġejjin:

1. Komunikazzjoni bil-lingwa materna (p. 4).
2. Komunikazzjoni b'lingwi barranin (p. 5)
3. Kompetenza fil-matematika u kompetenzi bażiċi fix-xjenza u t-teknoloġija (p. 6).

4. Kompetenza digitali (p. 7).
5. Tagħlim kif wieħed jitgħallem (p. 8).
6. Kompetenzi soċjali u ċiviċi (p. 9).
7. Sens ta' inizzjattiva u intraprenditorija (p. 11).
8. Għarfien u espressjoni kulturali (p. 12).

Il-*European Reference Framework* jagħti listi oħrajn tat-temi li ġejjin li huma mdaħħlin fit-tmien kompetenzi ewlenin, jiġifieri: il-ħsieb kritiku, il-kreattività, l-inizzjattiva, is-soluzzjoni ta' problemi, l-assessjar tar-riskji, it-teħid ta' deċiżjonijiet u l-immaniġġjar kostruttiv tal-ħsus. Dawn il-kompetenzi se jiffurmaw element essenzjali li jrieġi l-NCF.

Dan l-aħħar il-*Council Conclusions on a Strategic Framework for European Cooperation in Education and Training (ET 2020)* (Kummissjoni Ewropea, 2009) irrakkomanda li:

"Fil-perjodu sal-2020, l-għan primarju tal-kooperazzjoni Ewropea għandu jkun li jingħata appoġġ għal aktar żvilupp fis-sistemi tal-edukazzjoni u taħriġ fl-Istati Membri li huma immirati biex jiżguraw: (a) is-sodisfazzjon personali, soċjali u professjonali taċ-ċittadini kollha; (b) il-prospertà ekonomika sostenibbli u l-opportunitajiet tal-impjieg, waqt li jiġu promossi l-valuri demokratiċi, il-koeżjoni soċjali, iċ-ċittadinanza attiva, u d-djalogu interkulturali." (p. 2)

Fl-*Strategic Framework for European Cooperation* (Kummissjoni Ewropea, 2009):

"It-tagħlim tul il-ħajja għandu jitqies bħala principju fundamentali li jservi bħala bażi tal-qafas kollu, li huwa mfassal biex ikopri t-tagħlim fil-kuntesti kollha - sew jekk formali, nonformali jew informali – u fil-livelli kollha: mill-edukazzjoni bikrija u l-iskejjel sal-edukazzjoni ogħla, edukazzjoni u taħriġ vokazzjonali, u t-tagħlim għall-adulti." (p. 3)

L-aktar dokument reċenti *Europe 2020 – A strategy for smart, sustainable and inclusive growth* (KOM (2010) 2020) hu s-segwitu ta' *Lisbon Strategy for Growth and Jobs* (Memo 06/478/12th Diċ 2006) (Kummissjoni Ewropea, 2006) biex jgħin lill-Ewropa toħroġ mill-kriżi finanzjarja u ekonomika u tfejji l-ekonomija tagħha għall-għaxar snin li ġejjin. Tnejn mill-miri huma li jkun hemm inqas minn 10% li jhallu l-iskola kmieni u li 40% tal-ġenerazzjoni żagħżuġha jkollha grad terzjarju⁴. L-NCF propost jipprovdri rakkomandazzjonijiet li jwittu t-triq biex is-sistema ta' edukazzjoni f'Malta tilhaq dawn il-miri.

Miti li għandhom bżonn jinbidlu

L-NCF trid tħares b'mod kritiku lejn miti partikolari li għandhom ifasslu l-ħsieb, il-politiki u l-prattiki tagħna, u li hemm bżonn jinbidlu. Waħda mill-miti għandha x'taqsam mal-funzjoni tal-għalliem. Ir-rikkezza u l-komplessità tax-xogħol tal-għalliema ilhom wisq sottovalutati. L-għalliem kien stmat bħala mekkanizmu li jforni l-għerf u jipprepara lill-istudenti għal eżamijiet li jinvolvu riskji għoljin. L-għalliema effettivi huma dawk li mhux biss

4 Il-Kunsill tal-Ewropa tal-25/26 ta' Marzu qabel li "jtejjeb il-livelli edukattivi, b'mod partikolari billi jimmira li jnaqqas ir-rati ta' dawk li jtilqu l-iskola u jkabbar is-sehem tal-popolazzjoni li tkun għamlet il-kors kollu sa edukazzjoni terzjarja jew l-ekwivalenti tagħha; filwaqt li jikkunsidra l-proposta tal-Kummissjoni, il-Kunsill tal-Ewropa se jiffissa r-rati numerici ta' dawn il-miri f'ġunju 2010. MISSING CLOSING INVERTED COMMAS

jafu sewwa s-suġġetti tagħhom iżda jippossiedu riżorsi fuq medda ta' oqsma ta' suġġetti u għandhom il-ħila jintegrawhom. Huma spontanji, jaqbd u malajr il-mument meta jistgħu jgħallmu, u huma kapaci jisfruttaw dik l-isponjanjetà u jipplanaw pass pass hekk kif jiżvolġu l-lezzjonijiet. Għalliem ta' din ix-xorta jemmnu fil-ħiliet varji tal-istudenti tagħhom, il-ħin kollu jipprezentawhom sfidi ġodda, u joħolqu opportunitajiet u jiffissaw aspettattivi oġhla aktar ma jgħaddi ż-żmien. Huma jivvalorizzaw lill-istudenti tagħhom bħala individwi u esseri soċjali. L-għalliem ta' jgħaddi jifhmu lill-istudenti tagħhom, u jirriflettu, jimmodifikaw u jaddattaw it-tagħlim tagħhom, u hekk itejbu l-istrategġiji tagħhom b'mod dinamiku.

It-tieni mit hu li l-għalliem għandhom jaħsbu l-koll l-istess, u għalhekk kollha jagħmlu l-istess ħaġa. L-NCF se jagħti direzzjoni u ċertezza b'mod ġenerali, imma jieħu l-ħajja fl-iskejjel u l-klassijiet biss meta jiġu applikati lokalment l-ideat individwali tal-għalliem li għandhom għeruqhom f'kuntatti partikolari u li jipprovokaw riflessjoni, innovazzjoni u titjib. Għalliem bħal dawn tassew jagħmlu differenza.

It-tielet mit huwa l-enfasi fuq l-eżamijiet. L-assessjar għandu jirrifletti dak li hu essenzjali fit-tagħlim. Fi ħdan l-NCF is-sistema tagħna ta' assessjar għandha tinbidel biex tirrifletti din il-pożizzjoni.

Dawn il-bidliet fil-funzjoni tal-għalliem huma konsistenti mad-divoluzzjoni ta' awtorità akbar lill-iskejjel. L-NCF jipprevedi li l-kulleġġi u l-iskejjel rispettivi tagħhom jkunu jistgħu jitttrattaw b'mod uniku kwistjonijiet li potenzjalment jixxiebhu jew il-mod kif huma jimplimentaw il-politiki nazzjonali. Dan għandu implikazzjonijiet maġġuri fuq il-mod kif il-prattiki tal-kulleġġi huma assessjati, immoniterjati u appoġġjati.

L-iżvilupp kritiku li għandu jgħinna ndawru l-NCF f'realtà hu l-kultivazzjoni ta' drawwiet tal-moħħ (Costa & Kallick, 2000, 2009) jew drawwet tal-ħsieb kif sejhilhom John Dewey (1933). Irid jgħaddi ftit taż-żmien sewwa biex nidraw nibdlu l-mudelli mentali dwar dak li ngħallmu, kif ngħallmu, kif jitgħallmu l-istudenti u kif nassessjaw it-tkabbir tat-tagħlim tal-istudenti. Bidliet ta' din ix-xorta jitolbu moħħ miftuħ, flessibbiltà, paċenzja u kuraġġ. L-NCF ipoġġi fuq quddiem il-bidla paradigmatica edukattiva nazzjonali u joħloq strutturi u mekkaniżmi li jhegġuna li l-ewwel nibdlu l-mod kif naħsbu u mbagħad insawru drawwiet u rutini ġodda biex nirvedu u forsi nabbandunaw oħrajn antiki.

II-Twemmin Ewlieni tal-NCF

Fid-dawl tal-iżviluppi storiċi, u tad-dokumentazzjoni eżistenti u l-isfidi li qed tiltaqa' magħhom il-komunità edukattiva lokali, l-NCF jassumi:

- bidla paradigmatica minn kurrikulu preskrittiv lejn qafas li jippermetti ċertu ammont ta' flessibbiltà interna;
- ċaqliq minn suġġetti meqjusin għal rashom għal oqsma tat-tagħlim, li l-istudenti kollha għandhom dritt għalihom;
- l-iżvilupp kontinwu ta' kull min hu involut fit-tagħlim, u appoġġ kostanti li jgħinjom jinterpretaw il-qafas u jadattawh biex jissodisfaw il-ħtiġijiet ta' dawk kollha li huma jkunu qed jgħallmu; u

- li dawk kollha involuti fis-setturi tal-Istat, tal-Knisja u Indipendenti jerfgħu r-responsabbiltà tal-bidliet proposti.

Għaldaqstant l-NCF jipromwovi:

- mira ċara li titjeb il-kwalità tal-edukazzjoni u jogħla l-livell ta' kisbiet edukattivi li jilħqu l-istudenti;
- li l-imsieħba jkuni lesti li ma jibqgħux jużaw strutturi u prattiki kurrikulari tradizzjonali li jistgħu jirrestringu t-tagħlim;
- linji gwida li jippermettu ċertu ammont ta' għażla addattata għall-interessi u hliet individwali ta' dawk li jkunu jitgħallmu fl-ambitu ta' parametri aċċettati fuq bażi nazzjonali;
- programmi tat-tagħlim flessibbli li jipprovdu esperjenzi tat-tagħlim diversi li jaqdu firxa wiesgħa ta' dawk kollha li jkunu jitgħallmu;
- programmi tat-tagħlim li jiffukaw fuq fehim u jenfasizzaw il-proċess tat-tagħlim aktar milli s-sempliċi akkwist ta' kontenut;
- programmi tat-tagħlim li jagħtu lill-għalliema s-setgħa li jimplimentaw strategiji innovattivi ta' tagħlim, speċjalment bis-saħħa tal-użu tal-*eLearning*;
- ċaqliq minn sistema ta' tagħlim *ibbazata esklussivament* fuq is-suġġetti tradizzjonali u li tiffavorixxi frammentazzjoni u kompartmentalizzazzjoni tat-tagħlim, għal sistema aktar interkurrikulari, tematika, interdixiplinari u kollaborativa li tirrifletti sitwazzjonijiet reali fil-ħajja u tinkoraġġixxi t-trasferiment ta' hliet minn qasam għal ieħor tat-tagħlim;
- politika ta' evalwazzjoni li tassessja u tkejjel kemm il-proċessi u kemm il-prodotti tat-tagħlim;
- edukazzjoni inizjali tal-għalliema u opportunitajiet ulterjuri għal taħriġ u appoġġ fl-użu ta' pedagogiji li huma inklużivi fin-natura tagħhom u jaħsbu għad-diversità;
- żvilupp professjonali li jimxi mal-opportunitajiet li jeżistu fl-ambitu tar-realtà estiza tal-UE; u
- l-iżvilupp tal-iskola bħala komunità li titgħallem magħmula minn għalliema li jirriflettu fuq il-prattika tagħhom.

Konkluzjoni

L-ewwel taqsim ta' dan id-dokument introduċiet lill-qarrej għall-isfond u r-raġuni fundamentali li fuqhom idur il-proċess ta' evalwazzjoni tal-NCF. Din irriżultat l-għanijiet tar-reviżjoni u l-konsiderazzjonijiet tal-bidu qabel il-bidliet u l-modifiki li se jiġu proposti. It-taqsim kkonkludiet b'sommarju tal-prinċipji ewlenin tal-NCF.

Fit-taqsim .li jmiss il-prinċipji u l-għanijiet ġenerali li fuqhom hu fformulat l-NCF huma pprezentati flimkien ma' proposta għat-tqassim mill-ġdid ta' suġġetti tradizzjonalment separati fi tmien oqsma ewlenin tat-tagħlim u ħames temi interkurrikulari biex iħaffu r-realizzazzjoni tal-qafas tal-kurrikulu.

Taqsimat 2

II-Prinċipji, I-Għanijiet u I-Oqsma tat-Tagħlim

L-NCF għandu seba' komponenti:

- Prinċipji ġenerali
- Għanijiet tal-Edukazzjoni
- Oqsma tat-Tagħlim
- Tagħlim Effettiv
- Assessjar u Evalwazzjoni
- Involvement tal-ġenituri u tal-Komunità
- Strutturi ta' Appoġġ

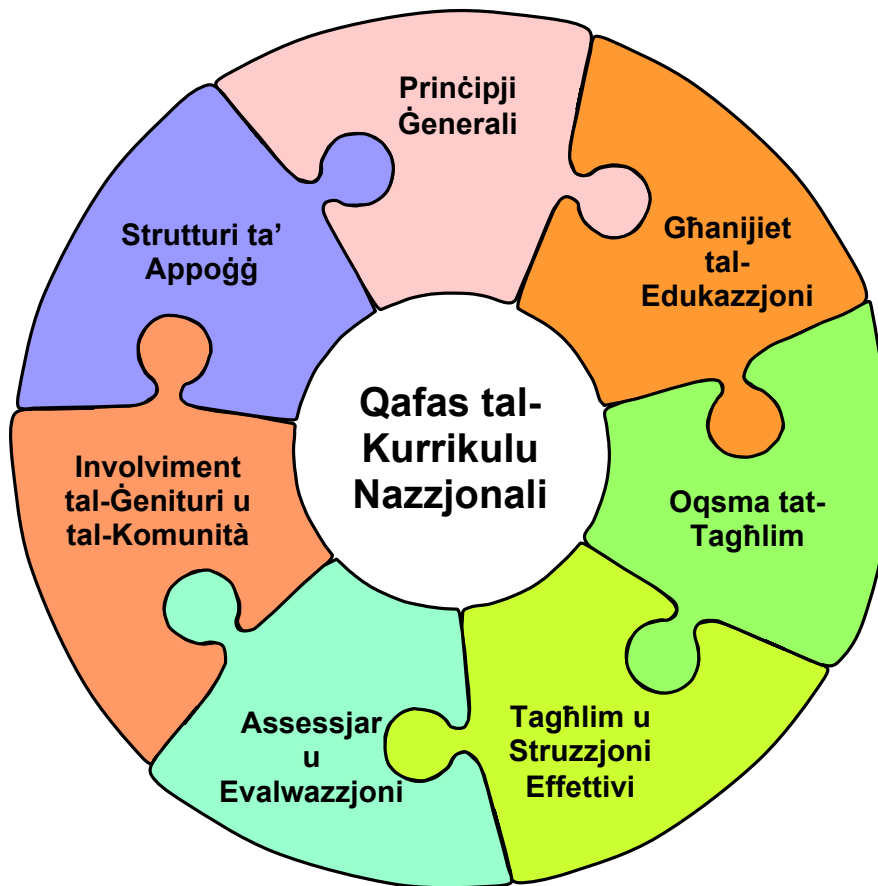


Figura 2.1 Il-Komponenti interdependenti magġuri fil-Qafas tal-Kurrikulu Nazzjonali

Din it-taqsimat tad-dokument tiffoka fuq it-tliet komponenti li jstabbilixxu l-qafas teoretiku.

II-Prinċipji Ġenerali

Sitt **Prinċipji ġenerali** jiffurmaw is-sisien tal-NCF. Dawn il-prinċipji ħerġin mill-valuri espressi f' *Tomorrow's Schools* (1995) u *Creating the Future Together* (1999) u affermati fid-dokument *Transition from Primary to Secondary Schools in Malta: A Review* (2007), u f' direttivi nazzjonali u tal-UE.

Prinċipju 1: Id-Dritt

Fost il-komunità edukattiva u lil hinn minnha jidher li hemm kunsens li kull tifel u tifla għandhom id-dritt għal esperjenza edukattiva ta' kwalità. Għaldaqstant l-istudenti kollha jeħtieġ isibu appoġġ biex jaslun għall-eċċellenza personali. F'dan ir-rigward l-NCF jippromwovi għal kull student l-iżvilupp ta':

- valuri u attitudnijiet fundamentali;
- edukazzjoni ħolistika rilevanti għall-ħajja;
- ħsieb analitiku, kritiku u kreattiv;
- il-ħila li jikkomunika fil-kuntest ta' bilingwiżmu u multilingwiżmu;
- sistemi ta' tagħlim kontemporanji, inkluż *eLearning*;
- progress, suċċess u kisbiet individwali u kollettivi;
- transizzjonijiet bla skossi fi ħdan is-sistema u mogħdijiet diversi għal tagħlim lil hinn mill-edukazzjoni obbligatorja; u
- l-appoġġ tal-familji u tal-komunità usa'.

Prinċipju 2: Id-Diversità

L-NCF jagħraf u jaċċetta d-diversità kulturali dejjem tikber ta' Malta, u japprezza l-istorja u t-tradizzjonijiet tal-poplu tagħha. Hu jagħraf in-natura eteroġenja tal-komunità ta' dawk li jkunu jitgħallmu u hekk jammetti u jirrispetta d-differenzi individwali ta' età, sess, twemmin, żvilupp personali, sfond soċjokulturali u lokazzjoni ġeografika. L-identitajiet ta' dawk li jkunu jitgħallmu, il-kompetenzi lingwistiċi tagħhom, il-ħiliet intellettuali, l-attitudnijiet, l-interessi u t-talenti huma magħrufin u appoġġjati kif jixraq permezz ta' tagħlim addattat. L-NCF jafferma li t-tfal kollha jistgħu jitgħallmu, jikbru u jesperjenzaw is-suċċess billi:

- jirrispettaw id-diversità fil-forom kollha tagħha;
- jippromwovu ambjent inklużiv; u
- jirrakkomanda politiki u Prattiki li jindirizzaw il-ħtiġijiet individwali u speċifiċi tal-istudenti u tal-komunità li titgħallem.

L-NCF iħaddan sistema li twassal għal żvilupp favur l-edukazzjoni. Dan jimplika li fi ħdan u fost l-oqsma jew is-suġġetti kollha tat-tagħlim, il-kurrikulu jissodisfa l-ħtiġijiet tal-istudenti

Prinċipju 3: Sekwenza ta' Kisbiet

skont l-istadju ta' żvilupp tagħhom. F'dan ir-rigward l-NCF:

- jippromwovi l-iżvilupp ta' kurrikuli għall-edukazzjoni għas-Snin Bikrin, il-Primarja u s-Sekondarja bħala proċess wieħed u bla skossi biex jiżgura kontinwità fil-mogħdijiet edukattivi tal-istudenti; u
- jidderiegi t-tfassil ta' kurrikuli lejn l-identifikazzjonni ta' *learning outcomes* biex jirriflettu żvilupp progressiv u li jista' jintuża għall-assessjar tal-progress individwali ta' student.

L-NCF jippromwovi l-iżvilupp ta' sistema ta' tagħlim iċċentrata fuq l-istudent, li titlob:

- tagħlim attiv u personalizzat;
- impenn rilevanti, li jagħmel sens u għandu skop min-naħa ta' dawk li jkunu qed jitgħallmu;
- negozjati bejn l-istudenti u l-għalliema; u
- l-iżvilupp tal-għerf, il-ħiliet u l-attitudnijiet li jippromwovu tagħlim awtodirett u tul il-ħajja.

Prinċipju 5: L-Assikurazzjoni ta' Kwalità

Edukazzjoni ta' kwalità għal kulħadd tista' tkun realizzata permezz ta' sistema ta' awtoevalwazzjoni dejjem għaddejja, moniteragg u evalwazzjoni fl-iskejjel infushom komplementati minn sistema esterna ta' evalwazzjoni li flimkien irawmu titjib fl-iskola. F'dan ir-rigward l-NCF:

- jagħti direzzjoni lill-iskejjel u l-kulleġġi dwar oqsma ewlenin tal-kurrikulu u aspetti tal-ħajja skolastika;
- iħaffef l-implimentazzjoni effettiva tal-kurrikulu;
- jitlob li jkun hemm u jappoġġja tmexxija edukattiva ta' kwalità għolja f'livell ta' skola, kulleġġ u sistemi;
- jinkoraġġixxi l-addattament tal-kurrikulu skont il-kuntesti u l-ħtiġijiet tal-iskejjel u kulleġġi; u jippromwovi Prattika riflessiva, appoġġ u inkoraġġiment lill-istudenti biex jorganizzaw it-tagħlim tagħhom infushom ħalli jkabbru kemm jista' jkun il-potenzjal tagħhom u jiżviluppaw ħiliethom u żvilupp professjonali għall-għalliema, u awtoevalwazzjoni u evalwazzjoni f'livell tal-iskola.

Prinċipju 6: L-Appoġġ lill-Għalliema

L-NCF jhegġegħ l-użu effettiv u effiċjenti ta' riżorsi fl-iskejjel u l-kulleġġi kollha. F'dan ir-rigward l-NCF jassumi li:

- ambjenti u riżorsi li jstimulaw u jagħtu appoġġ huma disponibbli u aċċessibbli għal kulhadd;
- programmi kontinwi ta' żvilupp professjonali jkunu organizzati għal dawk kollha involuti fl-iskejjel u l-kulleġġi;
- appoġġ dejjem għaddej lill-iżvilupp professjonali hu aċċessibbli għall-iskejjel u l-kulleġġi biex jindirizzaw kwistjonijiet nazzjonali u strateġiċi; u
- strutturi interni xierqa huma aċċessibbli biex jagħtu appoġġ halli jintlaħqu l-ħtiġijiet tal-istudenti, l-għalliema, l-amministraturi tal-iskejjel, il-familji u oħrajn involuti fl-iskejjel u l-kulleġġi.

L-Għanijiet tal-Edukazzjoni

F'konformità mal-prinċipji deskritti hawn fuq, l-Għanijiet tal-Edukazzjoni mniżżlin hawn taħt jippreparaw lit-tfal kollha biex isiru persuni li jibqgħu jitgħallmu ħajjithom kollha, ikunu fiduċjużi, jirnexxu, kreattivi, magħqudin mal-komunità u impenjati fiha u fid-dinja ta' madwarhom. L-edukazzjoni tagħhom għandha tagħtihom il-ħila li jksbu għerf, ħiliet, valuri u attitudnijiet li jagħmluhom kapaci jsostnu ċ-ċansijiet għal ħajjithom fid-dinja tax-xogħol li qed tinbidel u jsiru ċittadini impenjati attivament. Figura 2.2 tippreżenta deskrizzjoni aktar dettaljata tal-għanijiet tal-edukazzjoni proposti mill-NCF u li jelenkaw il-karatteristiċi mixteqin taż-żgħażaġħ ta' Malta bħala ċittadini impenjati u li jridu jibqgħu jitgħallmu tul ħajjithom.

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

Dan ikun jitlob l-iżvilupp ta':

- il-ħiliet personali u soċjali
- l-iżvilupp morali u spiritwali
- il-litteriżmu, in-numeriżmu u l-litteriżmu diġitali
- il-bilingwiżmu u l-multilingwiżmu
- il-kompetenza fix-xjenzi u t-teknoloġija
- il-ħsieb kritiku u innovattiv
- l-apprezzament estetiku u l-espressjoni kreattiva

Dan jitlob l-iżvilupp ta':

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

Dan jitlob li jibnu ħiliet biex jiksbu impjeg li jhalli l-qligħ u jsostnu:

- il-ħila li jikkomunikaw b'mod effettiv u fiduċjuż
- il-kompetenza fl-użu ta' informazzjoni ġdida u teknoloġiji tal-komunikazzjoni
- il-ħila li jitharrġu, jitharrġu mill-ġdid u jiżviluppaw ħiliet godda
- l-istabilità u l-indipendenza ekonomika
- l-innovazzjoni u l-intraprenditorija
- il-ħila li jhaddnu bil-qalb il-mobilità u l-bdil ma' studenti f'pajjiżi oħra
- il-viżjoni tar-realtà b'ottika sistemika li tiffacilita l-impenn tagħhom fil-promozzjoni ta' żvilupp sostenibbli
- l-involvement attiv fi kwistjonijiet ta' żvilupp sostenibbli

Studenti li huma ċittadini impenjati fost reallatiet lokali, reġjonali u globali dejjem jinbidlu

Dawn jeħtiġilhom li:

- jirrispettaw id-diversità u japprezzaw id-differenza
- jirrispettaw u jippromwovu l-kultura u l-wirt Maltin
- jiżviluppaw kompetenza interkulturali u japprezzaw il-wirt tagħhom f'kuntast Mediterranju, Ewropew u globali
- jaħdmu għat-tisħiħ tal-koeżjoni soċjali u jiżguraw il-ġustizzja soċjali
- jiddefendu l-ġustizzja soċjali u l-prinċipji demokratiċi
- iwettqu l-ġustizzja soċjali u l-prinċipji demokratiċi

Figura 2.2: L-Għanijiet Edukattivi tal-Qafas tal-Kurrikulu Nazzjonali

Għan 1: Studenti li huma kapaċi jiżviluppaw b'suċċess il-potenzjal sħiħ tagħhom billi jitgħallmu tul ħajjithom

Il-ħiliet personali u soċjali

Fis-snin bikrin it-tfal jibnu l-benesseri u l-istima tagħhom infushom billi jiżviluppaw identità personali pożittiva u sens ta' indipendenza u awtonomija filwaqt li jiksbu fiduċja fihom infushom u fil-kisbiet tagħhom. Huma jeħtiġilhom jitgħallmu jiehdu r-riskji u jiżviluppaw strateġiji individwali li jgħinuhom jilqgħu sfidi godda. Waqt li jsiru indipendenti u jitgħallmu jiehdu ħsieb tagħhom infushom, tfal żgħar jeħtiġilhom jitgħallmu kif jittrattaw dak li jhossu, jagħrfu u jidentifikaw l-emozzjonijiet, u jitgħallmu jkunu komdi magħhom infushom. Huma jeħtieġ ukoll li jibdeu jiżviluppaw kompetenzi soċjali, u jitgħallmu kif jgħixu u jikbru ma' oħrajn.

Fiz-żmien li jgħaddu tul iċ-Ċiklu tal-Primarja, it-tfal jeħtieġ jiżviluppaw rispett u valur għal xulxin, waqt li jiżviluppaw sens ta' komunità u kif jirriżolvu konflitti. Huma għandhom jibdew jifhmu l-emozzjonijiet li oħrajn ikunu qed jesperjenzjaw u jaraw perspettivi differenti, jiżviluppaw empatija, rispett u aċċettazzjoni ta' fehmiet differenti. Huma jeħtieġilhom jitgħallmu jikkollaboraw ma' dawk tamparhom u ma' adulti li jkollhom sfondi u ftejjiet diversi.

Tul iċ-Ċiklu tas-Sekondarja ż-żgħażaġħ jeħtieġ li jkomplu jiżviluppaw il-ħiliet soċjali u personali biex jiżguraw li jhallu l-iskola mgħammrin biex jittrattaw realtà soċjali li dejjem tinbidel. Il-valuri fundamentali tal-familja, rispett, inklużjoni, ġustizzja soċjali, solidarjetà, demokrazija, impenn, kura, imħabba u responsabbiltà għandhom jissaħħu.

L-iżvilupp morali u spiritwali

Fis-snin bikrin, meta jkunu qed jiżviluppaw kompetenzi soċjali, it-tfal żgħar jistgħu jiżviluppaw identità morali u sens ta' x'inhu tajjeb u x'inhu ħażin, u jibdew jagħżlu bejn dak li hu aċċettabbli u dak li mhux. Huma jesperjenzjaw u jaddottaw valuri skont kif ikunu ttrattati u kif jaraw kif huma ttrattati oħrajn. Waqt li jkunu għaddejjin miċ-Ċiklu tal-Primarja jkun jeħtieġilhom jiżviluppaw għarfien tal-kuncetti aktar astratti ta' ekwità, sens ta' ġustizzja, u trattament bla preferenzi.

L-esperjenza taċ-Ċiklu tas-Sekondarja għandha tgħin liż-żgħażaġħ biex isaħħu u jtejbu l-iżvilupp morali u spiritwali tagħhom. Permezz ta' tagħlim formali, mhux formali u informali, esperjenzi individwali, fi gruppi jew fil-klassi, u permezz ta' riflessjoni personali, huma jeħtieġilhom jiżviluppaw id-diversi ħiliet li jwasslu għal tkabbir morali u spiritwali. Wara li jgħaddu minn perjodu ta' dubji u mistoqsijiet dwar valuri li normalment ikollhom f'nofs iċ-Ċiklu tas-Sekondarja meta jkun hemm il-bidliet fiżiċi u emozzjonali tas-snin taż-żgħożija, iż-żgħażaġħ ġeneralment jimmaturaw moralment u spiritwalment, u dan iservihom meta joħorġu mid-dinja protetta tal-iskola.

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

Tul is-Snin Bikrin it-tfal jiksibu familjarità ma' simboli u mudelli u kif jużawhom f'ambjenti ta' kuljum, inkluż il-kompjuter u apparati elettronici oħrajn. Dawn il-ħiliet fil-litteriżmu, fil-għadd tan-numri u fil-litteriżmu diġitali jkawru s-sisien għal tagħlim ulterjuri fiċ-Ċiklu tal-Primarja. Bis-saħħa ta' programmi li jibnu fuq il-ħiliet inizjali tagħhom, it-tfal għandhom isiru profiċjenti fit-taħdit, smigħ, qari u kitba kemm bil-Malti u kemm bl-Ingliż. Huma jeħtieġilhom jiżviluppaw ħiliet essenzjali fil-ħiliet numerici u kompetenzi numerici ewlenin li jinkludu l-fehim ta' kuncetti, prinċipji u applikazzjonijiet li jgħinuhom fil-ħajja ta' kuljum u jagħtuhom iċ-ċans li jiffunzjonaw bħala adulti awtonomi.

Permezz tad-disponibbiltà ta' tipi differenti ta' informazzjoni, fosthom dik li jiksibu permezz ta' midja differenti u l-internet, u tal-aċċessibilità għalihom, l-istudenti jistgħu jiltaqgħu mad-dinja u jagħmlu sens mid-dinja ta' madwarhom, u jinkoraġġuhom għall-komunikazzjoni u l-kollaborazzjoni. Il-kisba tal-litteriżmu diġitali tinvolvi l-iżvilupp tal-fehim ta' sorsi ta' dejta u manipulazzjoni ta' dejta; komunikazzjoni u preżentazzjoni ta' informazzjoni; kontroll ipprogrammat; u aspetti soċjali, etiċi u personali tad-dinja li magħha huma konnessi.

Matul iċ-Ċiklu tas-Sekondarja ż-żgħażaġħ jeħtieġu jiżviluppaw iktar il-medda ta' kompetenzi

fil-litteriżmu, fin-numeriżmu u fil-litteriżmu digitali biex ikunu kapaci jaħsbu u jsolvu l-problemi u jikkomunikaw l-ideat tagħhom, u jiksbu l-ħiliet biex jagħmlu riċerka u biex jipprezentaw mill-ġdid u jikkomunikaw l-ideat tagħhom u jsibu, jaħżnu u jtellgħu mill-ġdid informazzjoni.

Il-bilingwiżmu u l-multilingwiżmu

Tul is-Snin Bikrin it-tfal isiru konxji tas-sistemi differenti tal-lingwa, l-aktar l-ewwel u t-tieni lingwi tagħhom. Fiċ-Ċiklu tal-Primarja, filwaqt li l-ewwel lingwa hija rispettata, promossa u msaħħa, huma jibdew il-vjaġġ biex jitgħallmu t-tieni lingwa. Aktar milli din hija neċessarjament ħtieġa immedjata, hija riflessjoni diretta ta' kif wieħed jikber fis-soċjetà Maltija. Madankollu, hu mill-aktar importanti li t-tfal ikunu esposti għaž-żewġ lingwi uffiċjali tal-pajjiż b'modi li jagħmlu sens u li jservu biex jipromwovu t-tagħlim u l-fehim tad-dinja aktar milli biex jitgħallmu l-lingwa nnifisha. It-tagħlim tat-tieni lingwa jista' jirnexxi jekk wieħed jirċievi l-lezzjonijiet mill-akkwist tal-lingwa nattivu u l-pedagoġiji użati fl-ambjenti formali tal-iskola jitmexxew minn prinċipji li huma addattati għall-grupp tal-età speċifika. Tul dan iċ-ċiklu ta' min li jkun hemm għarfien ta' lingwi barranin bil-għan li wieħed jinfetaħ għal lingwi u kulturi oħrajn.

Li wieħed ikun multilingwi jimplika li jkun kapaci jikkomunika bil-kliem u bil-kitba mill-inqas fi tliet lingwi. Fil-livell sekondarju ż-żgħirażgħir jibdew jitgħallmu t-tielet lingwa bil-possibbiltà li jagħżlu li jistudjaw ir-raba' lingwa. Ir-rakkomandazzjoni tal-UE li wieħed jitgħallm il-lingwa nattivu u żewġ lingwi oħrajn ilha li saret realtà fis-sistema edukattiva tagħna li tappoġġja l-multilingwiżmu.

Il-kompetenza fix-xjenzi u t-teknoloġija

L-esperjenzi tas-Snin Bikrin joffru lit-tfal l-opportunità li jittrattaw mad-dinja ta' madwarhom u jifhmuha. Bis-saħħa tal-istħarriġ, it-tfal jiżviluppaw il-kurżità tagħhom dwar fenomeni naturali, u dan iwassalhom biex jistaqsu fuq dak li jaraw u jħossu.

Fiċ-Ċiklu tal-Primarja, l-iżvilupp tal-kompetenza fix-xjenza u fit-teknoloġija jitlob sistema ta' tagħlim ibbażat fuq l-istħarriġ. It-tfal ikollhom l-okkażjoni li jesploraw sorsi diversi ta' informazzjoni permezz ta' attivitajiet, ambjenti u riżorsi li joffru sfida. Fl-istudju tax-xjenza u t-teknoloġija huma jeħtieġ li jittrattaw il-bidla konċettwali u jidhlu aktar fil-fond fl-għarfien u fehim ta' proċessi xjentifiċi u teknoloġiċi. Ix-xjenza u t-teknoloġija wkoll huma parti essenzjali mill-kompetenzi ewlenin li jeħtieġ ikunu żviluppanti tul iċ-Ċiklu tas-Sekondarja. L-għan hu li l-istudenti jgħaddu mill-esperjenza ta' edukazzjoni xjentifika wiesgħa li ttejjihom għal soċjetà li fiha x-xjenza u t-teknoloġija għandhom funzjoni ewlenija.

Il-ħsieb kritiku u innovattiv

'L-immaginazzjoni hija l-ħila li wieħed jaħseb b'mod originali; il-kreattività hija immaginazzjoni applikata' (Robinson & Aronica, 2009). L-ambjenti tas-snin bikrin għandhom ir-responsabbiltà li jgħinu lit-tfal isiru konxji tal-ħiliet u l-istrategiji meħtieġa biex jaċċessaw, ifittxu, jirċievu, isibu mill-ġdid, jorganizzaw u jifhmu l-informazzjoni. Mgħammrin bi strategiji addattati u attitudni sana għat-teħid tar-riskji, it-tfal jiksbu medda ta' ħiliet li jsostnu l-ħsieb kritiku, bħalma huma li jidentifikaw, jiddeskrivu, iqiegħdu f'ordni, fi gruppi jew f'sekwenza, jikklassifikaw, jikkategorizzaw u jqabblu.

Tul iċ-Ċiklu tal-Primarja l-immaġinazzjoni u l-kurżità tat-tfal jeħtieġ li jkunu żviluppatti bħala mezzi biex jinvestigaw problemi u jesploraw soluzzjonijiet possibbli. Huma jeħtieġilhom jagħmlu esperjenza ta' midja u materjali differenti li jippermettulhom jiżviluppaw l-ideat tagħhom infushom u jesperimentaw b'modi alternattivi ta' kif jaħsbu, isolvu l-problemi u jesprimu ruħhom. Huma jeħtieġ jitgħallmu jiffukaw fuq modi sistematiċi kif jindirizzaw problemi billi jiġbru, jittestjaw u janalizzaw l-informazzjoni u japplikaw ir-riżultati li jsibu huma stess f'sitwazzjonijiet differenti. Hekk jeħtieġilhom jiżviluppaw medda ta' ħiliet kritiċi li jinkludu li jiddeskrivu jew jidentifikaw, li jagħrfu, iqiegħdu f'ordni, jipotizzaw, ibassru, iqabblu, u jqiegħdu f'sekwenza jew fi gruppi. Huma għandhom ukoll jiżviluppaw dispożizzjonijiet pożittivi li jinkludu l-entuzjażmu u l-motivazzjoni, il-kurżità, it-tqegħid ta' mistoqsijiet, il-koncentrazzjoni, il-perseveranza, l-immaġinazzjoni, u l-ħila li jaċċettaw sugġerimenti jew kritika alternattivi.

Matul l-edukazzjoni sekondarja ż-żgħażaġħ jiżviluppaw u jestendu l-ħiliet tagħhom fis-sejbien ta' soluzzjonijiet għall-problemi u fl-istħarriġ permezz ta' xogħol prattiku u l-esplorazzjoni tal-ideat. Il-ħiliet li jinvestigaw, li jfasslu u jagħmlu, li jittestjaw u jirrapportaw kollha huma importanti f'dan il-kuntest. Iż-żgħażaġħ huma mistennija jiżviluppaw il-ħiliet kritiċi ta' kif jesploraw kwistjoni partikolari minn diversi perspettivi u jkunu kapaċi jivvalutaw jekk sors ta' informazzjoni partikolari tkunx ta' min joqgħod fuqha jew le. Huma mistennija li jkunu kreattivi u innovattivi, li jesprimu l-ideat tagħhom u jhallu l-immaġinazzjoni tagħhom timraħ ħielsa fl-ambitu ta' parametri definiti.

L-apprezzament estetiku u l-espressjoni kreattiva

Il-ħiliet u dispożizzjonijiet involuti fl-apprezzament u l-espressjoni estetika għandhom ikunu l-pern tat-tagħlim u jagħnuh sa mis-Snin Bikrin u tul iċ-Ċikli tal-Primarja u tas-Sekondarja, u mal-medda kollha tal-oqsma tal-kurrikulu. Il-ħiliet taż-żgħażaġħ jistagħnew l-aktar bis-saħħa tal-istudju tal-arti, il-mużika, id-drama u l-letteratura.

Bl-esplorazzjoni ta' medda ta' midja differenti bħala parti mit-tagħlim tagħhom it-tfal jiżviluppaw l-espressjoni u l-ideat personali tagħhom. Dawn l-esperjenzi jipprovduhom opportunitajiet biex ikunu kreattivi u immaġinattivi, biex jagħmlu esperjenza ta' ispirazzjoni u ferħ, u biex japprezzaw, jevalwaw u jirreaġixxu għall-valuri u l-kulturi lokali u barranin. Huma jistgħu jiżviluppaw ħiliet fil-komunikazzjoni, il-preżentazzjoni u l-interpretazzjoni tal-ideat tal-oħrajn. L-impenn attiv fl-espressjoni kreattiva u immaġinattiva jgħinjom jesploraw, japprezzaw u jikkomunikaw il-ħsus u jiżviluppaw id-dimensjoni estetika personali tagħhom, u hekk isostnu l-iżvilupp tal-personalità tagħhom. Huma jistgħu wkoll jibdeu jiżviluppaw fehim tal-proċess kreattiv u l-iżvilupp ta' standards u valuri estetici fis-soċjetà biex meta jiġi ż-żmien li jtilqu l-iskola huma jkunu kapaċi jippartecipaw b'mod effettiv fil-ħajja kulturali tal-komunità tagħhom.

Għan 2: Studenti li huma kapaċi jsostnu ċ-ċansijiet tagħhom fid-dinja tax-xogħol

Dan ikun jeħtieġ:

Il-ħila li wieħed jikkomunika effettivament u b'fiduċja

L-iżvilupp personali u soċjali jiltob li t-tfal jesprimu ruħhom b'mod li jinftiehem. Mill-mezzi

kollha li għandhom, il-lingwa hija dik li tħaffef l-aktar il-komunikazzjoni. Filwaqt li t-tfal ikunu qed jużaw kemm il-lingwa orali u kemm dik stampata, inklużi simboli u stampa, u jiksbu esperjenza fihom, il-ħiliet tagħhom li jaħsbu, jesprimu ruħhom u jwessgħu r-relazzjonijiet soċjali jissaħħu. L-oġettivi ġenerali tat-tagħlim fis-Snin Bikrin u fiċ-Ċiklu tal-Primarja għandhom ikunu li jgħinu lit-tfal japprezzaw il-funzjonijiet u l-iskopijiet tal-lingwa⁵ u li jagħmluhom kapaċi jużaw forom differenti tal-lingwa u midja biex jikkomunikaw b'mod effettiv u b'fiduċja. Huma jeħtiġilhom jinteraġixxu u jimpenjaw ruħhom ma' ħafna tipi ta' midja: orali, viżwali u test miktub; jakkwistaw flessibilità u moniteragġ fuq l-użu li jagħmlu mil-lingwa u l-midja; jitgħallmu kif jasserixxu ruħhom u jwettqu dak li hemm bżonn isir; u jibdew isiru konxji tal-influenza sottili li l-lingwa u l-midja għandhom fuq is-soċjetà fil-forom kollha tagħhom.

Meta jgħaddu għaċ-Ċiklu tas-Sekondarja ż-żgħażaġħ jeħtiġilhom ikomplu jiżviluppaw is-sens ta' fiduċja u l-ħiliet tagħhom fil-komunikazzjoni verbali, mhux verbali, miktuba, viżwali, fiżika, teknika u emozzjonali jew espressiva. Jeħtieġ li huma jitgħallmu jużaw u japplikaw il-ħiliet komunikattivi tagħhom f'varjetà ta' kuntesti biex iwiegħbu għal sitwazzjonijiet kif iseħħu u jinteraġixxu magħhom, inklużi l-oqsma differenti tat-tagħlim u sitwazzjonijiet tal-ħajja ta' kuljum.

Il-kompetenza fl-użu ta' informazzjoni ġdida u teknoloġiji tal-komunikazzjoni

Fis-Snin Bikrin u f'dawk primarji ssir enfasi fuq l-akkwist ta' ħiliet bażiċi fl-ICT, inklużi kwistjonijiet li għandhom x'jaqsmu ma' sigurtà u użu tagħhom. Huma u għaddejjin miċ-Ċiklu tal-Primarja u deħlin fiċ-Ċiklu tas-Sekondarja ż-żgħażaġħ jeħtieġ jitgħallmu kif jużaw varjetà ta' teknoloġiji tal-komunikazzjoni biex jaċċessaw u jiskambjaw riżorsi ta' informazzjoni; biex jivvalutaw kemm jistgħu joqogħdu fuq riżorsi ta' informazzjoni; u biex janalizzaw b'mod kritiku l-informazzjoni miksuba. Huma jeħtiġilhom ikunu kapaċi jużaw l-informazzjoni li jsibu biex jaslu għal opinjoni ffurmata u jiżviluppaw attitudnijiet li huma riflessi fl-għażliet li jagħmlu jew deċiżjonijiet li jieħdu.

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

Matul is-Snin Bikrin, il-Primarja u s-Sekondarja l-istrategġiji tat-tagħlim jeħtieġ li jagħtu l-ħila lit-tfal biex ikunu jafu s-saħħiet u d-dgħufijiet tagħhom infushom b'mod biex ikunu kapaċi jtejbu u jaddattaw ruħhom b'mod intelligenti għal realtattijiet u kuntesti li jinbidlu. Waqt li jkunu qed jikbru u jimaturaw iż-żgħażaġħ jeħtieġ isiru kapaċi jagħmlu awtoevalwazzjoni kostruttiva u japprezzaw il-ħtieġa tat-tagħlim tul il-ħajja fil-kuntest ta' soċjetà li qed tinbidel; ikollhom il-kapaċità li jidentifikaw u possibbilment jantiċipaw ħtiġijiet emergenti fis-soċjetà; jidentifikaw organizzazzjonijiet li joffru opportunitattijiet ta' taħriġ; u jkunu flessibbli biex jaddattaw ruħhom għal teknoloġiji ġodda u l-ħiliet assoċjati magħhom.

L-istabbiltà ekonomika u l-indipendenza

Il-fehim inizjali tat-tfal tas-siwi tal-kooperazzjoni u l-kollaborazzjoni sa mis-Snin Bikrin għandu jkompli jissaħħaħ fil-livell primarju. It-tfal jitgħallmu jieħdu l-inizjattiva u jsiru ħassieba u partecipanti indipendenti meta jaħdmu b'ħala tim. Bis-saħħa tal-esperjenzi tagħhom huma jeħtieġ li jsiru konxji tal-kontribut vitali ta' kull membru fis-soċjetà lejn il-ġid tal-komunità.

5 'Ħiliet lingwistiċi' jirreferu għas-smiġħ, it-taħdit, il-qari u l-kitba. 'ħiliet lingwistiċi' tintuża wkoll b'mod wiesa' biex tirreferi għal ħiliet riċettivi u ħiliet produttivi.

Li wieħed jitgħallem ikun flessibbli, tenaċi u reżiljenti jiftaħ it-triq għal ċittadinanza responsabbli.

Huma u għaddejjin miċ-Ċiklu tas-Sekondarja ż-żgħażaġħ jeħtieġ ikunu jafu kif jużaw riżorsi personali, nazzjonali u globali biex jgħollu kemm jista' jkun il-valur ekonomiku tagħhom. Huma jeħtiġilhom jiżviluppaw etika ekonomika soċjali responsabbli li tagħti prijorità lil sistemi li jippromwovu l-ġid komuni.

L-innovazzjoni u l-intraprenditorija

Tul is-Snin Bikrin u l-Primarja t-tfal jeħtieġ ikunu inkoraġġuti li jagħtu valur lill-proċessi li jwasslu għall-foqien u l-implimentazzjoni ta' ideat godda. Permezz ta' teħid ta' riskji, ippjanar, perseveranza u l-użu tal-immaġinazzjoni tagħhom it-tfal jifhmu u jiżviluppaw il-ħila li jaħsbu b'mod kritiku u joħolqu u jagħtu valur lil prodotti godda li jgħinu lilhom u lil oħrajn jaddattaw ruħhom għal bidliet fis-soċjetà. Waqt li jiżviluppaw it-twemmin fihom infushom u l-ħila li jkunu utli u produttivi għalihom infushom, għall-grupp ta' ħbieb tagħhom u għall-klassi u l-iskola tagħhom, huma jiżviluppaw ukoll l-attitudnijiet pożittivi li jeħtieġu biex jikkontribwixxu għall-ġid komuni bħala ċittadini maturi. Fiċ-Ċiklu tas-Sekondarja l-istudenti jingħataw l-għodod biex jantiċipaw, jibdeu u jitrattaw il-bidla; jiżviluppaw ħiliet organizzattivi li jwasslu għal inizjattivi individwali u kollettivi, u jiżviluppaw u jkunu profiċjenti fil-ħiliet meħtieġa għad-dinamika tal-gruppi, l-assessjar tar-riskji u r-riżoluzzjoni tal-konflitti.

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

Tul iċ-Ċikli tal-Primarja u tas-Sekondarja, skambji ma' żgħażaġħ minn skejjel, kulleġġi, setturi, bliet u pajjiżi oħrajn jistgħu jippromwovu u jinkoraġġixxu l-mobbiltà. Attivitajiet ta' din ix-xorta jippreparaw lit-tfal għall-bidliet soċjali, kulturali u ekonomiċi li jgħaddu minnhom tul ħajjithom. Meta joħorġu mill-iskola ż-żgħażaġħ jeħtieġ li jkunu ppreparati biex iwiegħbu għall-ħtiġijiet emergenti tax-xogħol u jkunu lesti biex jibdli l-professjoni jew l-impjieg tagħhom. Jeħtiġilhom juru flessibbiltà, u jkunu jafu kif jevalwaw ir-riżorsi lokali u barranin meħtieġa għall-iżvilupp personali; kif jaddattaw pjanijiet biex jinkludu vvjaġġar barra ħalli jitharrġu u/jew jispeċjalizzaw f'xi qasam partikolari ta' kompetenza; biex japprezzaw il-valur tal-fertilizzazzjoni reċiproka ta' ideat, metodi, tekniki u sistemi; u biex japprezzaw u jkunu lesti jiskambjaw kompetenzi lokali ma' kuntesti soċjali oħrajn.

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

Minn età żgħira t-tfal jistgħu japprezzaw u jagħtu valur lill-empatija u, b'appoġġ xieraq, jiżviluppaw kurżità, entużjażmu u ġudizzju tajjeb. Bl-għajjnuna ta' tagħlim ibbażat fuq l-istħarriġ, it-tfal għandhom jitgħallmu jifhmu li kull azzjoni jista' jkollha effetti dejjiem fuq komunitajiet u soċjetajiet. Bis-saħħa tal-esperjenza ta' temi jew kwistjonijiet interdixxiplinari, l-istudenti jistgħu jaslu biex japprezzaw li r-realtà hija l-effett sħiħ ta' diversi realtajiet li jikkomponuha. Huma jeħtieġ li jiżviluppaw ħiliet biex jidentifikaw, jagħrfu u jammettu l-komplessitajiet u r-relazzjonijiet imwaħħdin ta' problemi personali, soċjali, kulturali, reliġjużi, politiċi, ekonomiċi, teknoloġiċi u ambjentali f'kull kwistjoni jew problema kollettiva. Jeħtieġ li jkunu sensitivi għall-ħtiġijiet ta' membri oħrajn tas-soċjetà, partikolarment individwi jew gruppi emarġinati u żvantaġġjati; li jiżviluppaw x'jista' jkun

I-impatt tad-deċiżjonijiet jew l-azzjonijiet personali fil-livell lokali u viċeversa; u biex ifittxu s-soluzzjoni tal-problemi billi jharsu jgħarrxu għall-konnessjonijiet u jippromwovu sħubiji jew sinerġiji fuq il-bażi tad-djalogu, in-negożjati u r-riżoluzzjoni ta' konflitti.

- **L-involvement attiv fi kwistjonijiet ta' żvilupp sostenibbli**

Iċ-ċittadinanza responsabbli tissarraf f'ċittadinanza attiva. It-tfal żgħar jeħtieġ jibnu sens ta' komunità billi jintegraw sistemi ta' valuri u twemmin li huma l-aktar prevalenti fl-iskejjel u d-djar tagħhom. Permezz tal-esperjenzi tagħhom fl-iskola, fosthom it-tagħlim interkurrikulari, jeħtiġilhom isiru konxji tal-medda ta' soluzzjonijiet plawsibbli u jieħdu azzjoni biex itejbu l-ambjent immedjat tagħhom. Huma għandhom ukoll ikunu konxji ta' kwistjonijiet nazzjonali u reġjonali u jiżviluppaw opinjonijiet infurmati fuqhom. Waqt li jkunu qed jikkbru biex isiru adulti, iż-żgħażaġh għandhom juru impenn lejn it-titjib fil-kwalità tal-ħajja f'livelli personali, komunitarji, nazzjonali u globali. Jeħtiġilhom jiżviluppaw mod kritiku kif jaħsbu u ħiliet ta' riflessjoni biex jevalwaw politiki u Prattiki kurrenti u jissuġġerixxu mġiba sostenibbli alternattiva f'kull każ. Huma jeħtiġilhom ukoll jifhmu r-responsabbiltà personali – mhux sempliċement tal-awtoritajiet – biex ikun hemm żvilupp sostenibbli, u jiżviluppaw f'ċittadini attivi fit-teħid tad-deċiżjonijiet.

Għan 3: *Studenti li huma ċittadini impenjati fost realtajiet lokali, reġjonali u globali dejjem jinbidlu*

Dawn jeħtieġ li:

Jirrispettaw id-diversità u japprezzaw id-differenza

Fis-snin l-aktar bikrin tagħhom it-tfal jiskopru ħwejjeg li jixxiebh u differenzi madwarhom permezz tal-esperjenza tagħhom ta' kulturi u lingwi differenti. B'dan il-mod jibdeu jifhmu u jagħtu valur lid-diversità. L-iskola inkluziva għandha taħseb għal kull tifel jew tifla irrispettivament mis-sess, reliġjon, razza, ħila, u twemmin, iżda għandha wkoll tiffissa 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, fiċ-Ċikli tal-Primarja u tas-Sekondarja, jittrasmettu dan il-valur lill-istudenti li jilħqu dan l-għan speċifikament permezz tal-oqsma tat-tagħlim, permezz ta' temi interkurrikulari bħall-edukazzjoni multikulturali u l-edukazzjoni għall-iżvilupp sostenibbli, u permezz ta' kurrikuli alternattivi, skont ix-xejriet u ħiliet tal-popolazzjoni studenteska.

Jirrispettaw u jippromwovu l-kultura u l-wirt Maltin

Tul is-Snin Bikrin u ċ-Ċiklu tal-Primarja t-tfal għandhom jesploraw u jagħmlu esperjenza tal-wirt u l-għana kulturali u nazzjonali tagħhom permezz ta' żjajjar, wirjiet u opportunitajiet immedjati oħrajn. It-tagħlim attiv u msejjes fuq l-istħarriġ u l-wiri ta' artefatti mqegħdin f'kuntest, u l-istudju ta' dokumenti u testi li jużaw diversi midja flimkien, jagħtu ħila lill-istudenti biex jiffurmaw fehim solidu ta' min huma u minn fejn ġejjin. It-tfal għandhom jimpenjaw ruħhom attivament fi proġetti li jgħinu fil-konservazzjoni tal-wirt reġjonali u nazzjonali tagħhom.

Fl-aħħar snin taċ-Ċiklu tal-Primarja u fl-ewwel snin taċ-Ċiklu tas-Sekondarja ż-żgħażaġh għandhom jissuktaw bl-esperjenzi tal-kultura u l-wirt nazzjonali li jgħinuhom japprezzaw

L-identità nazzjonali tagħhom infushom u jsaħħu l-kapaċità tagħhom bħala ċittadini responsabbli. It-tfal għandhom ukoll ikunu inkoraġġuti jespjoraw kulturi u modi ta' ħajja differenti permezz tal-programmi tal-lingwa tagħhom u programm ta' għarfien ta' lingwa barranija. B'mod partikolari jeħtieġ li jitgħallmu jagħmlu użu bil-għaqaq tal-ilsien Malti. Bis-saħħa ta' arti espressivi (l-arti, il-mużika, iż-żfin u d-drama), mlaqqgħin mal-Istudji Ambjentali, l-Istorja u l-ġeografija, iż-żgħażaġħ jeħtieġ li jiżviluppaw fehim tal-importanza tal-kultura tagħna u tal-arti għall-identità nazzjonali u tal-post ta' Malta fl-Ewropa u fid-dinja.

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

It-tfal u iż-żgħażaġħ jeħtieġ li jsaħħu l-ħila tagħhom li japprezzaw realtjiet soċjali, kulturali, nazzjonali u ġeografiki billi jakkwistaw għarfien storiku u ġeografiku li għandu x'jaqsam mal-oqsma differenti tat-tagħlim u jiżviluppaw attitudnijiet li jippermettulhom jaslu għal fehim interkulturali. Id-dimensjonijiet Mediterranji u Ewropej huma ta' importanza partikolari għat-tfal Maltin. Partecipazzjoni f'*e-twinning*, Comenius u proġetti oħrajn fost diversi skejje, kemm f'livell lokali u kemm f'dak internazzjonali, jiffacilitaw l-esperjenzi interkulturali.

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

L-apprezzament tad-diversità u tad-differenzi, filwaqt li jikkoncentra fuq ħwejjeġ li jixxiebu, jippromwovi t-tolleranza u l-ħila li wiehed jagħraf modi li bihom komunità tista' tikkontribwixxi għal soċjetà aktar soċjalment koeżiva. F'livell ta' klassi, sena u skola t-tfal jeħtieġilhom jimpenjaw ruħhom fi strateġiji ta' tagħlim kollaborattiv li jippromwovu prattiki li huma soċjalment inkluzivi. L-iskejje multikulturali, sens ċiviku qawwi u n-nuqqas ta' diskriminazzjoni fl-iskejje għandhom ikunu l-mixtla tal-koeżjoni soċjali. Iż-żgħażaġħ jeħtieġilhom jitgħallmu kif jidhlu fi djalogu u jilħqu kunsens fil-kuntest tal-ġid komuni. Għandhom ikunu offruti skemi ta' ħidma volontarja u l-Prinċipji ta' Medjazzjoni jistgħu jiffurmaw parti mill-programm PSHE. L-iżvilupp tar-rispett għad-diversità u l-għoti ta' valur lid-differenzi għandu jgħin liż-żgħażaġħ, bħala ċittadini adulti, biex jibnu soċjetà stabbli u sana li fiha kull individwu jhossu li jingħata valur, hu rispett u hu meqjus ugwali.

Iwettqu l-ġustizzja soċjali u l-prinċipji demokratiċi

Tul is-Snin Bikrin it-tfal jeħtieġ li jiżviluppaw sens ta' ekwità u ġustizzja fil-logħob u fil-ħajja tagħhom ta' kuljum. Fil-proċess li jwassalhom għaċ-Ċiklu tal-Primarja jeħtieġ li jitgħallmu aktar fuq il-ġustizzja soċjali u d-demokrazija u jiżviluppaw il-fehim tagħhom ta' drittijiet u responsabbiltajiet individwali waqt li jimpenjaw ruħhom attivament f'diskussjonijiet, dibattiti u prattiki ta' governanza serja. Il-konnessjonijiet interkurrikulari jsaħħu l-iżvilupp ta' dan l-aspett kruċjali tat-tagħlim. Fil-proċess li jwassalhom għaċ-Ċiklu tas-Sekondarja, l-Edukazzjoni Ċivika flimkien ma' inizjattivi li jhaddnu prattiki demokratiċi fl-iskejje huma l-modi l-aktar ovvi kif wiehed isegwi dan il-għan. Minnha n-nifisha, sistema inkluziva tippromwovi l-ġustizzja soċjali għal kulhadd. Iż-żgħażaġħ jeħtieġ li jiżviluppaw il-fehim tagħhom tal-ġustizzja soċjali u tal-prinċipji demokratiċi u jassumu responsabbiltà akbar f'dan il-qasam bħala parti mill-ħajja tal-iskola. L-amministrazzjoni tal-iskola għandha tagħti spazju xieraq lil inizjattivi meħudin u koordinati mill-Kunsill tal-Istudjanti u għandha tikkonsulta lill-Kunsill tal-Istudjanti fuq materji li jolqtu direttament il-popolazzjoni studenteska.

L-Oqsma tat-Tagħlim

Wieħed mill-iskopijiet tal-NCF hu li jidentifika dak li wieħed irid jitgħallem fil-Kurrikulu tas-Snin Bikrin, fil-Primarja u fis-Sekondarja. Is-sistema kurrenti li tifred il-kurrikuli tal-Primarja u tas-Sekondarja f'suġġetti singoli tippreżenta lill-istudenti b'viżjoni frammentata ta' għerf li ma twassalx għal edukazzjoni ħolistika. L-NCF jipproponi perspettiva alternattiva ta' kontenut kurrikulari li jimxi fuq il-kunċett li t-tagħlim isir permezz ta' esperjenzi li jagħmlu sens u joffru sfida, u li jużaw l-għerf, l-interessi u d-dispożizzjonijiet li jkollu diġà l-istudent. Dan jista' jinkiseb l-aħjar billi diversi suġġetti jitgħaqqdu f'oqsma tat-tagħlim biex jikkontribwixxu għall-akkwist ta' korpi ta' għarfien u ħiliet rilevanti, li għandhom skop u huma konnessi ma' xulxin u li jimpenjaw u jimmotivaw lil dawk li jkunu qed jitgħallmu. Dan ma jimplikax it-tneħħija tal-kontenut tradizzjonali tas-suġġetti iżda l-ħolqien ta' rabtiet bejn u fost is-suġġetti biex jissahħaħ it-tagħlim.

Mhumieqx proposti oqsma tat-tagħlim diskreti għas-Snin Bikrin, fejn l-enfasi qiegħda fuq l-iżvilupp tal-ħiliet u ta' dispożizzjonijiet pożittivi lejn it-tagħlim li jkunu żviluppatti u estiżi fis-snin ta' wara. L-oqsma tat-tagħlim jiddaħflu fiċ-Ċiklu tal-Primarja u jkunu estiżi fiċ-Ċiklu tas-Sekondarja fejn l-istudenti jagħzlu wkoll minn fost għadd ta' suġġetti skont l-interess tagħhom.

It-tagħlim fis-Snin Bikrin (Figura 2.3) u t-tmien oqsma tat-tagħlim proposti fl-NCF bħala drittijiet għal kull persuna żagħżuġha (Figura 2.4) ttieħdu mill-għanijiet deskritti f'Figura 2.2. Hu ta' min jinnota wkoll li oqsma tat-tagħlim simili huma identifikati fid-dokumentazzjoni kurrikulari nazzjonali ta' pajjiżi oħrajn bħall-Iskozja (2004, 2006, 2007, 2008) u New Zealand (2007) kif ukoll fid-direttivi tal-UE.

L-oqsma tat-tagħlim huma mfasslin b'mod li jiżgura li kurrikulu b'bażi wiesgħa u bbilanċjat tajjeb jista' jindirizza u jikseb l-għanijiet deskritti hawn fuq. L-esperjenzi tat-tagħlim f'kull qasam għandhom iservu biex jiżviluppaw id-dispożizzjonijiet importanti ta' ħassieba u studenti attivi: *"il-kooperazzjoni, il-konċentrazzjoni, il-kuraġġ, il-kurżità, id-direzzjoni, l-empatija, il-flessibbiltà, il-ġudizzju tajjeb, l-umiltà, l-immaginazzjoni, l-independenza, il-perseveranza, il-moħħ miftuħ, il-preċiżjoni, is-sens ta' riflessjoni, ir-responsabbiltà, it-teħid ta' riskji u l-awtodixxiplina."* Simister (2007, p. 23).

Darba li jkun hemm qbil fuq id-deskrizzjoni wiesgħa tal-NCF, tkun żviluppata gwida sussegwenti minn esperti fil-kurrikulu u speċjalisti fil-qasam tal-kontenut biex jipprovdu deskrizzjonijiet aktar dettaljati u komprensivi ta' kull qasam tat-tagħlim u tal-*learning outcomes* rispettivi, skont iċ-Ċikli Bikrin, tal-Primarja u tas-Sekondarja. Dawn id-dokumenti mbagħad ikunu tradotti f'sillabi u programmi ta' studju li jistgħu jintużaw direttament fil-kuntesti kollha tat-tagħlim. Fl-ambitu ta' kull qasam tat-tagħlim, fil-każ tal-iskejjel primarji u sekondarji dawn id-dokumenti tal-kurrikulu jidentifikaw il-qofol tal-kurrikulu obbligatorju kif ukoll il-komponenti flessibbli li jippermettu programmi tat-tagħlim differenti biex ikunu jaqblu mal-ħtiġijiet individwali ta' dawk li jkunu qed jitgħallmu.

Is-Snin Bikrin

Il-karatteristiċi ta' programmi ta' kwalità u li jirnexxu għas-Snin Bikrin huma dawk li:

- jhaddnu dimensjoni soċjokulturali madwar it-tagħlim tat-tfal;
- għandhom x'jaqsmu mal-promozzjoni u inkoraġġiment ta' dispożizzjonijiet pożittivi għat-tagħlim;
- jqiegħdu lit-tfal fiċ-ċentru tal-ambjent tat-tagħlim;
- jippermettu li jsiru attivitajiet inizjati mit-tfal b'mod li jkun aċċettat li t-tagħlim fis-Snin Bikrin hu proċess ta' kostruzzjoni flimkien u kollaborazzjoni;
- jipromwovu attivitajiet li għandhom x'jaqsmu mal-esperjenzi tal-ħajja reali tat-tfal ;
- joffru lit-tfal opportunitajiet għall-attivitajiet prattiċi; u
- jagħmlu użu minn varjetà ta' pedagogiji li jindirizzaw il-ħtiġijiet ta' studenti partikolari.

Hekk, aktar milli nidentifikaw l-għarfien ta' kontenut speċifiku u nassoċjawh ma' oqsma ta' suġġetti, fis-Snin Bikrin l-enfasi trid issir fuq kompetenzi ġenerali żviluppati permezz ta' temi interkurrikulari li jikkontribwixxu biex ikunu stabbiliti l-pedamenti tat-tagħlim tul il-ħajja. Is-Snin Bikrin jitqabblu ma' vjaġġ ta' skoperta li fih it-tfal isibu min huma bħala individwi u jpoġġu u jstabbilixxu lilhom infushom fl-ambitu ta' soċjetà waqt li jinteraġixxu ma' oħrajn. Biex jirnexxu fiż-żewġ każijiet, it-tfal jitgħallmu u jieħdu esperjenza fuq il-modi kif jużaw għodod komunikattivi meħtieġa għas-sodisfazzjon u l-iżvilupp personali, u għal impenn soċjali li jagħmel sens.

Is-suċċess fil-promozzjoni tal-imħabba għat-tagħlim u l-iżvilupp ħolistiku jiġi bis-saħħa ta' pedagogiji addattati li għandhom iħaddnu l-logħob u t-tagħlim esperjenzjali ferrieħi. Id-diversi xorta ta' logħob li t-tfal għandhom jieħdu sehem fih għandhom jissodisfaw b'mod effettiv l-oġġettivi u riżultati neċessarji biex issir esperjenza ta' kwalità fl-edukazzjoni fi żmien it-tfulija bikrija. Hekk il-logħob li fih it-tfal jagħmluha ta' xi ħadd jew xi haġa, il-logħob immaginattiv, kreattiv, kostruttiv, simboliku u li hu bbażat fuq rwol, kif ukoll l-impenn, l-interazzjoni u l-partecipazzjoni fil-forom kollha tal-arti espressiva jikkostitwixxu parti integrali tal-esperjenzi tat-tfal fis-snin bikrin. Permezz ta' programmi li jfittxu l-involvement attiv tat-tfal u t-tagħlim esperjenzjali tagħhom, it-tfal huma mistennija jiksbu kompetenzi soċjali, komunikattivi u intellettuali f'ambjent li jrawwem benesseri personali u dispożizzjonijiet pożittivi għat-tagħlim (Ara Figura 2.3).

Dawn il-kompetenzi jistgħu jkunu tradotti f'*learning outcomes* li tfal zgħar huma mistennija jiksbu meta jkunu għaddejnin mis-Snin Bikrin għas-snin tal-iskola Primarja li jiġu wara. L-iżvilupp ħolistiku tat-tfal jikkontribwixxi għall-kisba b'suċċess tar-riżultati kollha.

Kompetenzi tas-Snin Bikrin

Il-Benesseri

Is-snin bikrin għandhom joffru ambjenti fejn it-tfal iħossuhom protetti u żguri b'mod li jkollhom sens ta' wieħed li jhossu parti mill-ambjent; iħossuhom maħbubin u aċċettati minn kulhadd; u huma rispettati ta' li huma. L-adulti li jaħdmu mat-tfal żgħar jeħtieġ li juru u jaqsmu interess ġenwin f'kull tifel jew tifla u jagħmlu kull sforz biex irawmu relazzjonijiet ta' simpatija, kura u ħbiberija. Il-benesseri tat-tfal jikber skont l-attitudnijiet u r-relazzjonijiet li hemm u jiġu promossi fost l-adulti nfushom li jieħdu ħsiebhom.

Ambjent li joffri sigurtà lit-tfal hu wieħed fejn hemm stabbiltà u konsistenza. L-ambjenti ta' din ix-xorta jappoġġjaw lit-tfal biex jibnu stima personali, jiżviluppaw l-identità personali u jiksbu fiduċja fihom infushom u fil-kisbiet tagħhom. F'ambjent sigur fejn huma aċċettati, mogħtijin il-libertà ta' għażla, u mħolljin jesploraw u jesperimentaw għal rashom u ma' oħrajn, it-tfal jitgħallmu jieħdu r-riskji. Huma jistgħu jiżviluppaw strateġiji individwali li jgħinuhom ilaħħqu ma' sfidi ġodda, isiru individwi awtonomi li għandhom kontroll fuq ħajjithom u jirregolaw lilhom infushom, jегħlbu d-diffikultajiet u jhossuhom sodisfatti bl-isforzi tagħhom. U għalhekk l-istudenti jsiru indipendenti.

Fil-proċess li jsiru indipendenti u jitgħallmu jieħdu ħsieb tagħhom infushom, it-tfal żgħar jitgħallmu kif jittrattaw dak li jhossu ġo fihom, jagħrfu u jiddeskrivu l-emozzjonijiet, jaċċettaw lilhom infushom u jitgħallmu jkunu komdi magħhom infushom u ma' oħrajn. Meta jiżviluppaw kompetenzi soċjoemozzjonali, it-tfal żgħar jiksbu awtodixxiplina waqt li jitgħallmu jieħdu kontroll akbar ta' min huma u x'jistgħu jagħmlu. Barra mill-iżvilupp affettiv tagħhom, fis-snin bikrin it-tfal jitgħallmu dwar min huma u x'jistgħu jagħmlu bis-saħħa ta' attivitajiet fiżiċi li jistgħu jintużaw biex jipromwovu ħajja sana.



Figura 2.3 Kompetenzi fl-Edukazzjoni fit-tfulija Bikrija

Il-Kompetenzi soċjali

Minbarra li jitgħallmu jhossuhom komdi magħhom infushom, fis-snin bikrin it-tfal jiksbu għarfien dejjem akbar tal-oħrajn u jitgħallmu kif jgħixu u jikbru mal-oħrajn. Dan ifisser li t-tfal jgħaddu minn esperjenzi ta' attivitajiet ta' *turn-taking* u fejn jaqsmu mal-oħrajn, ideat, proċessi ta' ħsieb u kisbiet li jgħinuhom jiżviluppaw relazzjonijiet pożittivi u awtentiċi. Meta jagħmlu dan it-tfal jirrealizzaw x'ifisser tirrispetta lill-oħrajn, tagħti valur reċiproku u tiżviluppa sens ta' komunità. Flimkien, it-tfal iridu jirriżolvu l-konflitti b'riżultat tat-tagħlim tagħhom li jikkontribwixxu u jipparteċipaw f'demokrazija. L-iżvilupp tal-empatija jsejtn meta t-tfal jistgħu jifhmu l-emozzjonijiet li oħrajn ikunu għaddejnin minnhom u jaraw perspettivi differenti.

Fil-proċess li jiżviluppaw il-kompetenzi soċjali u f'atmosfera li fiha l-benessri personali tagħhom hu salvagwardat, 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 aċċettabbli; waqt li jesperjenzjaw u jadottaw valuri li jiddependu minn kif huma trattati u kif jaraw lil oħrajn jiġu ttrattati.

Il-Kompetenzi komunikattivi

L-iżvilupp personali u soċjali jirnexxi meta nesprimu ruġna b'mod li jinftiehem. Hemm ħafna għodod ta' komunikazzjoni li jgħinu lit-tfal jifhmu lilhom infushom u lill-oħrajn. L-għodda predominanti li tħaffef il-komunikazzjoni hija l-lingwa. Waqt li t-tfal jgħaddu minn u jakkwistaw esperjenzi fl-użu kemm tal-lingwa mitkellma u kemm ta' dik miktuba, il-ħiliet tagħhom li jaħsbu, jifhmu, jesprimu ruġhom u jwessgħu r-relazzjonijiet soċjali jissaħħu. L-oġettivi ġenerali tal-lingwa fis-snin bikrin għandhom jiffukaw l-aktar biex jgħinu lit-tfal ikabbru l-għarfien tagħhom tal-funzjonijiet u l-iskopijiet tal-ħiliet fil-lingwa⁶ li jagħmluhom għodda versatili għal kull membru ta' soċjetà. Fejn jidhol it-tagħlim tal-lingwi, sa minn età żgħira t-tfal jiksbu flessibilità u kontroll fuq il-lingwa bis-saħħa tal-għażla korretta u xierqa tal-kliem; jestendu l-vokabularju tagħhom; jitgħallmu jsiru konxji tal-influenza sottili li l-lingwa għandha fuq is-soċjetà u kif is-smiġħ, it-taħdit, il-qari u l-kitba huma għodod li jintużaw kważi l-ħin kollu biex isiru affarrijiet oħrajn.

Filwaqt li l-ewwel lingwa tat-tfal għandha tkun rispettata, promossa u msaħħa, it-tfal żgħar li jikbru f'kuntast Malti jibdeu il-vjaġġ tagħhom biex jitgħallmu t-tieni lingwa tagħhom. Dan hu rifless dirett tas-soċjetà usa' aktar milli neċessarjament ħtieġa immedjata tat-tfal żgħar. Madankollu, hu imperattiv li t-tfal ikunu esposti għaż-żewġ lingwi uffiċjali ta' pajjiż b'modi li jagħmlu sens u li jservuhom biex jippromwovu t-tagħlim u l-fehim tad-dinja li jmur lil hinn mit-tagħlim tal-lingwi nnifsu. It-tagħlim tat-tieni lingwa jista' jirnexxi jekk il-lezzjonijiet jingħataw bl-akkwist tal-lingwa nattivja u jekk il-pedagoġiji użati fl-ambjenti aktar formali tal-iskola jkunu mmexxijin minn prinċipji li huma addattati għall-grupp tal-età speċifiku.

Minbarra għal-lingwa, sa minn età relattivament żgħira t-tfal huma esposti għal sorsi alternattivi ta' aċċess għal komunikazzjoni li tħaffef bil-kbir bl-aċċessibilità mxerrda ħafna tat-teknoloġiji digitali. Għaliex qed jikbru fis-seklu 21, it-tfal jeħtieġu kompetenzi digitali li jagħtuhom il-ħila li jikkomunikaw b'mod aktar effettiv mhux biss mal-kuntatti mmedjati

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

tagħhom iżda saħansitra ma' oħrajn. L-aċċessibilità ta' u għal sorsi differenti ta' informazzjoni tagħti ċans lit-tfal jagħmlu kuntatt ma' u sens tad-dinja ta' madwarhom; jinkoraġġuhom għall-komunikazzjoni u l-kollaborazzjoni, jippromwovu ħiliet biex jagħmlu ricerka kif ukoll biex isibu, jaħżnu u jtellgħu l-informazzjoni.

Id-Dispożizzjonijiet għat-tagħlim

Ambjent iċċentrat fuq it-tfal jinkoraġġihom ifittxu huma stess; iħallihom jesperimentaw, jittestjaw ipotesijiet, u jippruvaw anke jekk jistgħu jiżbaljaw. Bis-saħħa ta' sistema Prattika fit-tfittxija għal twegibiet minn attivitajiet maħluqin minnhom stess, it-tfal żgħar jizviluppaw il-perseveranza u l-konċentrazzjoni. Il-funzjoni tal-adulti hi li jkunu sensitivi għall-interessi u l-inklinazzjonijiet taż-żgħażaġħ li jkunu qed jitgħallmu u jipprovduhom ambjenti stimolanti li joffru sfida ġodda lill-imħuħ tal-istudenti fit-tfittxija għall-informazzjoni. L-adulti responsabbli għat-tagħlim taż-żgħar jeħtieġ li jemmnu li t-tfal għandhom għatx għall-għerf, u meta wieħed iħallihom jagħmlu attivitajiet imsejsin fuq l-istħarriġ u jesploraw b'mod indipendenti, it-tfal iktar hemm ċans li jiftakru u jifhmu liema riżultati jinkisbu u kif jinkisbu. It-tagħlim imsejjes fil-prattika hu metodoloġija aktar effettiva milli tagħlim bil-fomm. It-tfal jeħtiġilhom jieħdu gost jitgħallmu u li jkollhom tassew sens li altru li huma kapaci li jiksbu u jitgħallmu.

Il-Kompetenzi intellettuali

L-esperjenzi tas-snin bikrin għandhom joffru lit-tfal il-possibiltajiet li jimpenjaw ruħhom u jifhmu d-dinja ta' madwarhom. Aktar milli jsiru restrizzjonijiet fuq l-opportunitajiet tat-tfal, għandu jsir kull sforz biex ikun żgurat li l-attivitajiet, l-ambjenti u r-riżorsi joffru sfida u li t-tfal jingħataw il-possibiltà li jfittxu diversi għejun ta' informazzjoni. L-ambjenti tas-snin bikrin huma responsabbli biex jgħinu lit-tfal isiru konxji tal-ħiliet u l-istrateġiji meħtieġa biex jaċċessaw, ifittxu, joħorġu, jtellgħu lura, jorganizzaw u jifhmu l-informazzjoni. Mgħamrin bi strateġiji addattati u sistema sana għat-teħid ta' riskji, it-tfal jiksbu medda ta' ħiliet konjittivi bħal li jidentifikaw, jiddeskrivu, iqiegħdu f'ordni, fi gruppi jew f'sekwenza, jikklassifikaw, jikkategorizzaw u jqabblu.

L-Oqsma tat-Tagħlim għaċ-Ċikli tal-Primarja u tas-Sekondarja

L-NCF jippreżenta deskrizzjoni qasira ta' kull qasam tat-tagħlim billi jtiddeskrivi l-għarfien, il-ħiliet u l-attitudinijiet essenzjali li l-istudenti huma mistennija jiksbu. Ħafna mid-deskrizzjonijiet huma addattati minn *Key Competences for Lifelong Learning: European Reference Framework (2006/962/KE)*.



Figura 2.4 L-Oqsma tat-tagħlim

Il-Lingwi

Il-Komunikazzjoni bil-lingwi hija l-ħila li wieħed jifhem, jesprimi u jinterpreta kuncetti, ħsbijiet, fatti u opinjonijiet kemm bil-fomm u kemm bil-kitba (smiġħ, taħdit, qari u kitba). Din il-ħeffa u l-kompetenza lingwistika hi mistennija kemm fil-lingwa materna (L1) u kemm fit-tieni lingwa (L2), li fil-kuntest Malti ġeneralment jirreferu għall-Malti u l-Ingliż rispettivament, u f'qies x'aktarx inqas għal lingwa jew lingwi barranin. It-tagħlim tal-Malti, l-Ingliż u lingwi oħrajn jagħti l-ħila lill-istudenti biex jiżviluppaw l-għarfien tan-natura tal-lingwi u t-tagħlim tal-lingwi, u jwessa' l-fehim personali, soċjali u kulturali tagħhom. It-tagħlim tal-lingwi jagħni l-iżvilupp konjittiv u affettiv taż-żgħażaġħ, isostni l-fiducja fil-ħiliet tagħhom stess u hekk jgħin hom jerfgħu r-responsabbiltà tat-tagħlim li jirċievu. Fil-proċess li jiżviluppaw kompetenza komunikattiva huma jtejbu wkoll il-ħiliet li jitgħallmu li għandhom applikazzjoni aktar ġenerali, inklużi l-memorizzazzjoni, it-tfittxija għall-għerf, l-analiżi, il-ħruġ ta' inferenzi u l-awtoevalwazzjoni. Waqt li ż-żgħażaġħ ikunu qed jużaw il-lingwa għal skopijiet differenti u f'kuntesti differenti, huma jiżviluppaw għarfien u fehim tal-kultura jew kulturi tal-poplu li jitkellem dik il-lingwa u jitgħallmu jirrispettaw id-diversità kulturali, u jhejju lilhom infushom għad-dinja tax-xogħol u għal edukazzjoni lil hinn minn dik obligatorja f'Malta u barra.

Permezz tal-iżvilupp tal-ħiliet lingwistiċi t-tfal u żgħażaġh:

- jużaw il-mistoqsijiet, l-informazzjoni, il-ħsieb kritiku, it-teħid ta' deċiżjonijiet u l-memorja biex jorganizzaw il-ħsibijiet, l-ideat, il-ħsus u l-għerf;
- jikkomunikaw ma' oħrajn u jirrispondu għal kif l-oħrajn jikkomunikaw;
- jiformulaw, jesprimu u jipprezentaw l-argumenti, il-ħsus u l-ideat tagħhom b'manjiera persważiva; u
- japprezzaw u jgawdu l-wirt letterarju tal-lingwi li jitgħallmu.

Bis-saħħa tat-tagħlim tal-lingwi, it-tfal u żgħażaġh jiżviluppaw:

- l-attitudni pożittiva għall-komunikazzjoni;
- id-dispożizzjoni għal djalogu kritiku u kostruttiv; u
- l-apprezzament ta' kwalitajiet estetici u rieda li jħabirku għalihom.

L-istudenti għandhom ikunu kapaci jinteraġixxu lingwistikament b'manjieri addattati u kreattivi fl-ambitu ta' medda wiesgħa ta' kuntesti konnessi mas-soċjetà u mal-kultura. Huma jeħtiġilhom ikunu kapaci jagħzlu ġeneri addattati, jiddistingwu bejn tipi differenti ta' testi u jfittxu, jiġbru u jipprocessaw informazzjoni minn fost medda ta' testi li jinkludu sitwazzjonijiet u ġrajjet u materjal stampat. L-attitudni pożittiva għall-komunikazzjoni tippromwovi apprezzament tad-diversità kulturali, u interess u kurżità fil-lingwi u fil-komunikazzjoni interkulturali.

It-tagħlim tat-**tieni lingwa** (ġeneralment l-Ingliż li hu waħda mil-lingwi ufficjali f'Malta), isaħħaħ l-akkwist tal-aktar lingwa internazzjonali importanti tal-komunikazzjoni. It-tagħlim tal-lingwa Ingliża jipprovdi wkoll aċċess għall-għerf u l-kultura ta' ħafna mid-dinja. Fil-waqt li l-Malti u l-Ingliż huma l-lingwi ewlenin f'dan il-qasam tat-tagħlim, l-introduzzjoni ta' lingwi barranin bis-saħħa ta' programm ta' għarfien tal-lingwi qed tkun proposta għall-aħħar snin taċ-Ċiklu tal-Primarja⁷. Fid-dawl tal-kuntest politiku, ġeografiku u storiku tal-Gżejjer Maltin u l-enfasi tal-UE fuq it-tagħlim tal-lingwi, il-multilingwiżmu (l-iżvilupp ta' individwi li huma proficjenti f'aktar minn lingwa waħda) jassumi importanza akbar.

It-tagħlim ta' **lingwi barranin** f'livell sekondarju jipprovdi għall-akkwist ta' aktar għodod ta' komunikazzjoni li huma utli għall-apprezzament tad-diversità kulturali u għat-thaffif tal-interazzjoni fl-ambitu tal-kuntesti Ewropej u internazzjonali. Minbarra l-lingwi obligatorji (Malti u Ingliż) l-istudenti jagħzlu lingwa barranija fl-ewwel sena u jibqgħu jistudjawha tul iċ-Ċiklu tas-Sekondarja kollu. Jista' jkun hemm ukoll il-possibbiltà li l-istudenti jagħzlu t-tieni lingwa barranija fl-aħħar snin taċ-Ċiklu tas-Sekondarja. Il-kunċett ta' multilingwiżmu, li hu

7 Il-Qafas Komuni Ewropew (Kunsill tal-Ewropa 2001) ippromwova l-ħtieġa ta' kapacità multilingwi. Għalkemm għandu jkun hemm salvagwardja fir-rigward tal-impożizzjoni li wieħed jitgħallmu wisq lingwi, it-tfal għandhom jingħataw l-oportunità li jistudjaw mill-inqas lingwa oħra (L3) b'manjiera informali jew semiformali tul l-aħħar snin tal-primarja. Ix-xejriet kurrenti fit-tagħlim tal-lingwi f'dan il-livell jindikaw sistema dijaloġika u interattiva li permezz tagħha t-tfal ikunu esposti għat-tagħlim tal-lingwa u l-kultura permezz ta' attivitajiet lingwistiċi magħżulin b'attenzjoni kbira.

relatat direttament mal-opportunitajiet li wieħed ikollu fid-dinja tax-xogħol, hu inkoraġġit fiċ-Ċiklu tas-Sekondarja.

II-Matematika

Il-ħila li wieħed jiżviluppa u japplika l-ħsieb matematiku biex isolvi medda ta' problemi f'sitwazzjonijiet ta' kuljum hija importanti għall-istudenti kollha. Bis-saħħa tal-matematika l-istudenti jiksbu għarfien sod tal-għadd tan-numri, il-kejl u l-istrutturi, l-operazzjonijiet bażiċi u l-preżentazzjonijiet matematiċi bażiċi, fehim tat-termini u l-kunċetti matematiċi, u għarfien tal-mistoqsijiet li l-matematika tista' toffri twegjiba għalihom.

L-istudenti jiżviluppaw ħiliet biex japplikaw prinċipji u proċessi bażiċi f'kuntatti ta' kuljum u biex isegwu u jassessjaw katini ta' argumenti, ħsieb, manipulazzjoni, rappurtar u preżentazzjoni ta' riżultati. Huma jitgħallmu jirraġunaw matematikament, jifhmu l-prova matematika u jikkomunikaw f'lingwa matematika, bl-użu tar-riżorsi addattati. Waqt li jkunu qed jitgħallmu huma għandhom jiżviluppaw attitudni pożittiva msejsa fuq ir-rispett għall-verità u rieda li jfittxu spjegazzjonijiet u jassessjaw il-validità tagħhom.

Fil-proċess li jsiru aktar midħla tal-Matematika, l-istudji tagħhom jagħtu liż-żgħażaġħ opportunitajiet li jidhlu aktar fil-fond fl-għarfien u r-raġunar matematiku, jiġu f'kuntatt aktar formali ma' raġunar astratt u loġiku, u japprezzaw aħjar u japplikaw il-possibbiltajiet tal-komunikazzjoni li joffri l-medju tal-matematika. Huma jaslu biex japprezzaw u jużaw medda ta' sistemi għall-użu ta' numri, kejl, ittrattar ta' dejta, spazji u forom, u jużaw il-ħsieb matematiku loġiku u kreattiv biex jinvestigaw problemi u jipproponu soluzzjonijiet.

Billi hu mistenni li l-maġġoranza l-kbira taż-żgħażaġħ se jibqgħu sejrin bl-edukazzjoni lil hinn minn dik obbligatorja, l-esperjenza tal-matematika fis-Sekondarja tassumi r-responsabbiltà li ttejjgi u timmotiva żgħażaġħ għal studji postsekondarji kemm fil-Matematika nnifisha u kemm f'oqsma oħrajn tat-tagħlim. Din għandha tkun preparazzjoni li twitti t-triq għal varjetà ta' livelli ta' matematika li għandhom x'jaqsmu kemm ma' rotot akkademiċi u kemm ma' dawk vokazzjonali.

Ix-Xjenza

Il-kompetenza fix-xjenzi hija l-ħila li wieħed juża korpi ta' għerf u metodi biex jispjega d-dinja naturali, biex jidentifika mistoqsijiet, u biex jiġbed konklużjonijiet ibbażati fuq evidenza. Dawk kollha li jkunu qed jitgħallmu jeħtieġ jiksbu għarfien ta' kunċetti, prinċipji u metodi xjentifiċi fundamentali, l-impatt tax-xjenza fuq il-ħajja ta' kuljum, il-benefiċċji u r-riskji ta' ċerti applikazzjonijiet tax-xjenza, u wkoll uħud mil-limitazzjonijiet tagħha. Il-kompetenza fix-xjenza tinvolvi wkoll fehim tal-bidliet ikkaġunati minn attività umana u r-responsabbiltà ta' ċittadini individwali. Il-konsiderazzjoni ta' kwistjonijiet etiċi, ekonomiċi, soċjali u morali tikkontribwixxi għal fehim aktar profond tax-xjenza u l-konnessjonijiet tagħha mal-ħajja ta' kuljum. Din id-dimensjoni għandha tgħin liż-żgħażaġħ jintegraw għerf minn oqsma differenti tat-tagħlim u jifhmu li x-xjenza m'għandhiex soluzzjoni għas-sitwazzjonijiet problematiċi kollha.⁸

It-tagħlim kmieni tax-xjenza jinvolvi lit-tfal fit-tiftix ta' ħwejjeġ għalihom infushom billi

8 Qed tkun żviluppata Viżjoni għall-Edukazzjoni fix-Xjenza fl-istess ħin ma' dan id-dokument.

josservaw, jespiloraw u jinvestigaw l-ambjent tagħhom. Tul dan il-proċess huma jiżviluppaw sens ta' stagħġib dwar id-dinja, u jiksbu fehim ta' kuncetti xjentifiċi sempliċi u tal-vokabularju biex jikkomunikaw dak li jsibu. Huma jibdeu jittgħallmu kif joperaw ix-xjenzjati u jiżviluppaw sens tagħhom infushom bħala "xjenzjati żgħażaġh".

Tul l-istudju tagħhom tax-xjenzi, l-istudenti jiksbu wkoll ħiliet li jistaqsu u li jaħsbu b'mod kritiku li jwassluhom biex jagħmlu mistoqsijiet addattati, joħolqu metodi biex iwegħbuhom, jiksbu u jinterpretaw l-evidenza u jikkomunikaw il-konklużjonijiet u r-raġunar li wassluhom għalihom. Tul l-iżvilupp tal-fehim tax-xjenza ż-żgħażaġh jittgħallmu jużaw l-osservazzjonijiet tagħhom biex jispjegaw kuncetti, prinċipji u teoriji, u jużaw il-ħiliet tagħhom biex jelaboraw l-ispegazzjonijiet bl-użu ta' lingwaġġ xjentifiku u tekniki addattati bħal tabelli, ċarts u metodi matematiċi. Huma jittgħallmu jużaw l-immaginazzjoni tagħhom biex jespiloraw soluzzjonijiet kreattivi għall-problemi xjentifiċi li jiltaqgħu magħhom. Jiskopru wkoll kif il-fehim tagħna ta' teoriji, prinċipji u informazzjoni xjentifika nbena tul l-istorja f'kuntesti bijoloġiċi, kimiċi, fiżiċi u ambjentali. Huma jorbtu x-xjenza mal-ħajja ta' kuljum u mal-ambjent lokali u jiżviluppaw interess fi kwistjonijiet etiċi u rispettt għas-sigurtà u s-sostenibbiltà.

L-istudji lil hinn mill-edukazzjoni obbligatorja fix-Xjenza jagħtu lill-istudenti varjetà ta' opportunitajiet fid-dinja tax-xogħol.

L-Edukazzjoni Teknoloġika

Il-qasam tal-Edukazzjoni Teknoloġika jinkludi d-Disinn u t-Teknoloġija u l-Litteriżmu Diġitali. Fid-Disinn u t-Teknoloġija l-istudenti jgħaqqdu ħiliet prattiċi u teknoloġiċi mal-ħsieb kreattiv biex isawru prodotti utli. Fil-Litteriżmu Diġitali huma jittgħallmu kif jużaw l-informazzjoni diġitali u t-teknoloġija tal-komunikazzjoni. L-edukazzjoni fid-Disinn u t-Teknoloġija għandha x'taqsam primarjament ma' eżerċizzji ta' *design and make* li fihom l-istudenti jaħdmu permezz ta' proċess kreattiv. Tipikament huma jiġġeneraw, jiżviluppaw u jikkomunikaw ideat għal prodotti magħżulin; jippjanaw kif iqiegħdu l-ideat tagħhom fil-prattika; jagħzlu l-għodod, it-tekniki u l-materjali addattati; jespiloraw il-kwalitajiet tal-materjali; jagħtu forma u jgħaqqdu flimkien materjali u komponenti; japplikaw proċeduri ta' sigurtà; jeżaminaw b'mod kritiku dak li jkunu qed jagħmlu; u fuq il-bażi tal-esperjenza jippjanaw biex itejbu x-xogħol tagħhom. L-esplorazzjoni tal-materjali tinkludi Materjali Reżistenti, Elettronika u Prodotti Grafiki kif proposti mill-kumitat tar-reviżjoni tas-sugġett ikkummissjonat mid-DQSE (2010).

Il-proċess *design and make* fid-Disinn u t-Teknoloġija jagħti l-kapaċità lill-istudenti matul iċ-ċikli differenti biex jintervjenu b'mod kreattiv fid-dinja manifatturata, jużaw riżorsi b'mod intraprenditorjali u jintegraw l-għerf minn oqsma diversi. Il-valuri tal-konsumaturi u tal-manifatturi, flimkien mal-valuri u ġudizzji tad-disinjatur, jidhlu fil-proċess tat-teħid ta' deċiżjonijiet tad-*design and make*. Barra minn hekk, id-Disinn u t-Teknoloġija jipprovdi lill-istudenti opportunitajiet biex jiffukaw fuq is-saħħa u sigurtà u fuq kwistjonijiet ambjentali. Permezz tal-esplorazzjoni ta' valuri, ġudizzji u deċiżjonijiet l-istudenti jkunu jistgħu jieħdu sehem fid-dibattitu teknoloġiku u jsiru ċittadini attivi fil-komunità.

Fil-qasam tal-litteriżmu diġitali, l-istudenti jakkwistaw ħiliet fl-użu bil-fiduċja u b'sens kritiku tat-Teknoloġija tas-Socjeta' tal-Infommazzjoni għall-komunikazzjoni, ix-xogħol u l-mistrieh. Huma jiksbu ħiliet bażiċi fl-ICT organizzati madwar erba' fergħat magġuri li jidhlu f'xulxin: is-sorsi u l-manipulazzjoni ta' dejta; il-komunikazzjoni u l-preżentazzjoni tal-infommazzjoni;

il-kontroll programmat; u aspetti soċjali, etiċi u personali. Huma jiskopru u jużaw sorsi ta' dejta diġitali, u jitgħallmu jorganizzaw, jimmanipulaw u jinterrogaw id-dejta. Huma jitgħallmu jikkomunikaw u jipprezentaw informazzjoni bl-użu ta' preżentazzjoni multimedja; jibagħtu ittri elettronici u fajls mehmużin; jużaw VOIP u konferenzi bil-vidjow, u jiċċattjaw biex jikkollaboraw ma' oħrajn. Jistgħu jużaw għodod kollaborattivi li joħolqu dokumenti u apparati programmatiċi biex jirrispondu għal *input* bl-użu ta' *interface* ikoniku semplifikat. Jesploraw ukoll dimensjonijiet soċjali u etiċi ta' teknoloġiji diġitali u jitgħallmu jipprattikaw in-*netiquette* u miżuri ta' sigurtà *online*.

L-istudji lil hinn mill-edukazzjoni obbligatorja f'dan il-qasam jistgħu potenzjalment iwittu t-triq għal opportunitajiet f'karrieri relatati mal-ICT.

L-Edukazzjoni għas-Saħħa

Il-qasam tal-Edukazzjoni għas-Saħħa jinkludi l-Edukazzjoni Fiżika u Sport, l-Edukazzjoni Personali, Soċjali u għas-Saħħa li tinkludi aspetti tal-*Home Economics*. L-esperjenza tat-tagħlim li tittiehed waqt attivitajiet ta' edukazzjoni għas-saħħa għandha l-għan li tgħaddi lill-istudenti l-għerf, l-attitudnijiet u l-ħiliet li jkunu jeħtieġu biex isostnu, jippromwovu u jtejbu l-benesseri fiżiku, emozzjonali, psikoloġiku u soċjali tul il-ħajja skolastika tagħhom u bħala persuni li jibqgħu jitgħallmu tul il-ħajja. L-edukaturi huma mħeġġa biex jikkollaboraw mal-ġenituri u mal-komunità usa' biex jiżguraw esperjenzi mimlijin sens u li jibqgħu jinftakru fit-tul biex iwasslu għal fehim profond tal-'jien', l-'oħrajn' u l-impatt tal- għażliet u l-azzjonijiet fuq l-individwi, il-komunitajiet u l-ambjent. L-Edukazzjoni għas-Saħħa tqiegħed il-pedament vitali għal dispożizzjonijiet neċessarji għat-tagħlim tul il-ħajja. Waqt li jkunu għaddejjin miċ-Ċikli tal-Primarja u tas-Sekondarja, l-impenn favur komunitajiet soċjali u kwistjonijiet ambjentali wkoll jifforma parti mill-iżvilupp taż-żgħażaġħ.

It-tagħlim f'dan il-qasam jinvolvi fehim ta' kuncetti ewlenin; l-analizzar ta' informazzjoni, modi ta' mġiba u influwenzi fuq is-saħħa; u l-komunikazzjoni ta' informazzjoni, ħiliet u attitudnijiet li jippromwovu stil ta' ħajja san. L-istudenti juru u japplikaw atteġġjamenti u mġiba pożittivi li jsostnu u jagħnu għajxien san.

L-Edukazzjoni għas-Saħħa tittratta żewġ aspetti:

Permezz tal-**Edukazzjoni Fiżika u L-Isports** it-tfal jiżviluppaw ħiliet u aġilità permezz ta' esperjenzi li jinkorporaw logħob ta' ġewwa u ta' barra, l-atletika, il-ġinnastika, il-moviment ritmiku u ż-żfin. Dawn l-attivitajiet jinkoraġġixxu lit-tfal biex:

- jippartecipaw b'mod entużjastiku f'attivitajiet li jiżviluppaw ħiliet fiżiċi importanti b'mod li jieħdu gost, li jinkoraġġixxu l-interazzjoni soċjali u jippromwovu l-għarfien personali, l-imġiba riflessiva u l-ħsieb konsegwenzjali li jikkontribwixxu għall-intelliġenza emozzjonali u soċjali;
- jitgħallmu l-ħiliet u regoli ta' logħob kollaborattiv, l-imġiba sportiva, is-sens ta' tmexxija u l-kompetittività;
- jiżviluppaw ħiliet ta' ħidma bħala tim u jagħmlu esperjenza tal-benefiċċji tal-ħidma flimkien;
- japprezzaw l-importanza ta' ġisem b'saħħtu u benessere fiżiku; u
- jsiru konxji tal-bidliet li jsiru fiżikament waqt li jkunu qed jikbru, u japprezzawhom.

Bis-saħħa tal-**Edukazzjoni Fizika, Soċjali u għas-Saħħa** t-tfal u ż-żgħażaġħ huma inkoraġġuti jitgħallmu fuq l-importanza tal-saħħa tajba u l-benesseri ġenerali. Dan isir biex jingħata għarfien minn kmieni tal-benefiċċji tal-iżvilupp ta’:

- approċċ għall-ħajja li jkun pożittiv u jaf jadatta ruħu għaċ-ċirkustanzi;
- ġisem b’saħħtu u stil ta’ ħajja attiva; u
- fehim bażiku dwar x’inhi r-responsabbiltà personali u soċjali, u dwar kif l-għażliet u l-azzjonijiet jistgħu jolqtu pożittivament u/jew negattivament lill-benesseri tagħna stess u tal-oħrajn, ta’ komunitajiet u tal-ambjent.

L-istudenti jiżviluppaw ukoll il-predispożizzjonijiet u l-ħiliet fl-oqsma importanti li ġejjin: is-Saħħa Fizika; is-Saħħa Emozzjonali u Psikoloġika, u s-Saħħa Soċjali u Ambjentali. Il-fergħat li joħorgu minn dawn jinkludu aspetti ta’: l-attività fizika u s-saħħa tajba, l-isport, l-ikel u n-nutrimient, it-tkabbir, il-kura u s-sigurtà tal-ġisem, is-saħħa sesswali, l-iżvilupp emozzjonali, personali u soċjali, u komunitajiet u ambjenti sani u sostenibbli.

L-Edukazzjoni Reliġjuża

F’Malta t-tagħlim tar-reliġjon fl-iskejjel jitqies bħala element importanti fil-formazzjoni integrali tal-persuna. L-Edukazzjoni Reliġjuża Kattolika titfa’ dawl fuq il-mistoqsijiet bażiċi dwar ir-relazzjoni personali ma’ Alla, it-tifsira tal-ħajja, fuq kwistjonijiet ta’ natura etika, fuq l-identità personali ta’ dak li jkun, u fuq id-dimensjonijiet differenti tad-djalogu u koeżjoni soċjali f’soċjetà li qed issir pluralistika bħall-bqija tal-kontinent Ewropew. L-għarfien aktar fil-fond tat-tradizzjonijiet reliġjużi differenti għandu jagħti kontribut validu għall-formazzjoni soċjali u ċivika taż-żgħażaġħ.

Fil-kuntest Malti l-edukazzjoni reliġjuża bħalissa tintfiehem bħala Edukazzjoni Reliġjuża Kattolika (CRE). Hi twassal lill-istudenti biex jaqraw, jifhmu, jinterpretaw u jikkomunikaw il-Lingwaġġ Reliġjuż; jikkonnettjaw ma’, jirrispondu għal, u jesprimu d-Dimensjoni Spiritwali tagħhom; jifhmu, janalizzaw u jevalwaw il-Kelma ta’ Alla bil-mod li din hija espressa fl-Iskrittura Mqaddsa u fit-Tradizzjoni Qaddisa tal-Knisja Kattolika Rumana; u jiddjalogaw u jiffurmaw Dehra ta’ Dinja Personali msejsa fuq il-Kattoliċiżmu li tagħtihom il-ħila li janalizzaw u jevalwaw kwistjonijiet personali, lokali u globali u japplikaw il-messaġġ Kristjan għal sitwazzjonijiet differenti. L-iżvilupp tas-CRE hu r-responsabbiltà tal-uffiċċju għall-Edukazzjoni Reliġjuża tal-Konferenza Episkopali Maltija (Martin de Agar, 2000).

Il-ġenituri jew tuturi legali tat-tfal u ż-żgħażaġħ għandhom id-dritt jiddeċiedu li t-tfal tagħhom ma jsewewx l-Edukazzjoni Reliġjuża Kattolika. Fil-każ ta’ żgħażaġħ li jagħżlu li ma jirċevux Edukazzjoni Reliġjuża Kattolika hu rrakkomandat li l-qasam tat-tagħlim tal-Edukazzjoni Reliġjuża jkun jikkonsisti fi programm ta’ Edukazzjoni Etika li hu meqjus li hu preferibbli minn programm ta’ Edukazzjoni Reliġjuża komparattiva. Hu antiċipat li, wara li jkun aċċettat l-NCF, dan ikun wieħed mill-programmi li għandhom ikunu żviluppanti wara diskussjonijiet mal-imsieħba. L-iżvilupp tal-programm ta’ Edukazzjoni Etika jkun responsabbiltà tad-Direttorati tal-Edukazzjoni.

It-tagħlim tal-Edukazzjoni Reliġjuża jqiegħed sfida lit-tfal u ż-żgħażaġh biex imorru lil hinn mill-għarfien. L-Edukazzjoni Reliġjuża tfittex li teduka liż-żgħażaġh fir-rigward tad-dinjità tal-persuna umana u r-responsabbiltà ta' kull individwu għall-bini ta' soċjetà u dinja aħjar. Dan għandu jkun proċess ta' sejba personali li jiżviluppa d-dimensjonijiet morali, spiritwali u reliġjużi u jikkontribwixxi għall-kapaċità tat-tfal li jivvalutaw, japprezzaw, jipperċepixxu u jinterpretaw id-dinja li jgħixu fiha. It-tagħlim f'dan il-qasam irawwem u jagħni sens ta' jien spiritwali. It-tfal u ż-żgħażaġh jiżviluppaw l-identità tagħhom infushom u jifhmu aħjar l-identità kulturali tagħhom. Id-dimensjoni spiritwali tal-jien għandha tingħata appoġġ bil-promozzjoni ta' valuri li jinkludu l-gustizzja, ir-responsabbiltà personali, ir-rispett, ir-riflessjoni u l-impenn attiv fi kwistjonijiet morali. Hu importanti li kull ċiklu tal-programm ta' Edukazzjoni Reliġjuża jkun sensittiv għad-diversi modi li bihom l-esseri umani, tul l-istorja, esprimew id-dimensjoni spiritwali tal-umanità.

L-għan tas-CRE hu li jdaħħal lit-tfal fi tfittxija profonda tul haġjithom kollha għall-verità u l-valur tal-ħajja u l-eżistenza minn perspettiva Kattolika. Hawn qed nitkellmu dwar is-sejba tal-unicità tagħhom infushom, f'komunità li hija għanja fl-esperjenzi. Permezz tas-CRE l-istudenti jistgħu jesploraw u jesperjenzjaw l-imħabba ta' Alla, prinċipalment permezz tal-persuna ta' ġesù Kristu iżda wkoll permezz tal-ħolqien u tal-ħajja fil-komunità. Iż-żgħażaġh jittgħallmu jesprimu u jifhmu aħjar il-mistoqsijiet fundamentali li dejjem staqsiet l-umanità, u jibdeu jistaqsu b'mod kritiku lis-soċjetà u jsibu posthom fiha.

L-Edukazzjoni Ċivika

"Il-kompetenza ċivika hija bbażata fuq l-għarfien tad-demokrazija, il-gustizzja, l-ugwaljanza, iċ-ċittadinanza u d-drittijiet ċivili... Hija tinkudi l-għarfien dwar avvenimenti kontemporanji, kif ukoll avvenimenti ewlenin u xejriet fl-istorja nazzjonali, Ewropea u dinjija. Barra minn hekk, għandha tigi żviluppata kuxjenza dwar il-miri, valuri u politiki tal-movimenti soċjali u politici. Għarfien ta' l-integrazzjoni Ewropea u ta' l-istrutturi ta' l-UE, ta' l-objettivi u l-valuri ewlenin huwa essenzjali wkoll, kif ukoll kuxjenza tad-diversità u ta' l-identità kulturali fl-Ewropa." (2006/962/KE).

L-Edukazzjoni Ċivika tinkludi l-istorja, il-ġeografija, l-Istudji Soċjali, l-Istudji Ambjentali u aspetti mill-Edukazzjoni Personali, Soċjali u għas-Saħħa, u l-Home Economics. Dan il-qasam jagħti lok għall-introduzzjoni ta' intraprenditorija u l-iżvilupp tas-sens ċiviku. Bis-saħħa tal-istudji tagħhom f'dan il-qasam, l-istudenti jiksbu ħiliet li bihom igawdu drittijiet u jeżerċitaw responsabbiltajiet f'diversi komunitajiet; jittrattaw il-konflitti u l-kontroversji; jagħmlu għażliet u jieħdu deċiżjonijiet infurmati, u jieħdu azzjoni, individwalment jew kollettivament, biex jippromwovu soċjetà ġusta u sostenibbli li l-politiki tagħha huma msejsa fuq il-gustizzja, l-ekwità u r-rispett għall-komunità tal-ħajja.

Bis-saħħa tal-istudji tagħhom tal-kunċetti storiċi, ġeografici, ambjentali u soċjali, l-istudenti jiżviluppaw il-kunċetti bażiċi ta' kronoloġija, empatija, kawża u effett, bidla u kontinwità. Permezz ta' tagħlim attiv u esperjenzi investigattivi u li jikxfu l-fatti, huma jiksbu fehim tar-relazzjonijiet reċiproċi bejn il-popli, il-kulturi tagħhom, kuntesti u l-użu tal-art. Meta jesploraw u jinvestigaw l-imgħoddi u l-preżent tagħhom huma jiżviluppaw ħiliet ta' osservazzjoni u rekordjar u jiksbu fehim tal-importanza li jiġbru evidenza. Jitgħallmu jiġbru flimkien, jeżaminaw u jittestjaw dejta biex jippruvaw jiġbdu konklużjonijiet sempliċi minnhom.

Waqt li jkunu jiżviluppaw it-tagħlim tagħhom f'dan il-qasam, iż-żgħażaġh jitgħallmu jqiegħdu fil-prattika l-ħiliet ċiviċi, juru sens ta' responsabbiltà lejn l-ambjent u d-dinja tagħhom, u jifhmu l-impatt tal-intraprenditorija u l-industrija fuq il-komunità lokali u globali. Gradwalment huma jiksbu attegġjamenti pożittivi u rispett għad-drittijiet umani; jitgħallmu jadottaw stili ta' ħajja sostenibbli; u jiżviluppaw sens ta' appartenenza fi ħdan il-lokalità, il-pajjiż, il-komunità Ewropea u internazzjonali. Lkunu jridu jipparteċipaw fit-teħid demokratiku ta' deċiżjonijiet fil-livelli kollha biex itejbu l-kwalità ta' ħajjithom.

L-Edukazzjoni fl-Arti

L-Edukazzjoni fl-Arti tinkludi l-Arti, il-Mużika, iż-żfin u d-Drama. Dan il-qasam jipprovdi opportunitajiet għall-istudenti biex ikunu kreattivi u immaginattivi, biex jesperimentaw il-ferħ u l-ispirazzjoni, u biex jiżviluppaw ħiliet fl-arti viżiva u fl-arti drammatika. Il-parteċipazzjoni tagħti okkażjoni lill-istudenti biex jesperjenzjaw u jgawdu l-enerġija u l-eċitament li jsawru immaġni u forum, jaħdmu fuq il-palk u jagħmlu preżentazzjonijiet quddiem udjenzi differenti, u li jkunu parti minn udjenza għal oħrajn.

It-tagħlim f'dan il-qasam jinvolvi l-iżvilupp ta' ħiliet artistiki u kreattivi, u l-għarfien tekniku u prattiku permezz tal-arti drammatika u tal-arti viżiva, u l-mużika. Permezz tat-tekniki partikolari ta' kull medju tal-arti l-istudenti jiżviluppaw espressjonijiet u ideat personali; l-apprezzament u l-evalwazzjoni tal-arti u l-kultura kemm lokali u kemm barranija; u l-ħiliet ta' komunikazzjoni, azzjoni u interpretazzjoni. Dawn il-ħiliet huma kollha trasferibbli għal oqsma oħrajn tat-tagħlim. L-apprezzament, ir-risposta għal u l-impenn attiv fl-espressjoni kreattiva u immaginattiva 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.

L-edukazzjoni fl-arti twassal lit-tfal u iż-żgħażaġh biex jiksbu medda ta' ħiliet neċessarji għall-espressjoni kreattiva. Fid-drama u iż-żfin huma jitgħallmu ħiliet komunikattivi u teatriali; fil-mużika jiżviluppaw l-abbiltà, l-apprezzament u l-espressjoni mużikali; u bis-saħħa ta' attivitajiet ta' arti u disinn huma jitgħallmu japprezzaw u jibnu xbihat viżivi, jirrispondu għall-ħsus ji jevokaw, u jsawru artefatti. Huma jesperjenzjaw ukoll il-ferħ u jikkontribwixxu għall-ferħ ta' nies oħrajn permezz ta' rappreżentazzjonijiet u preżentazzjonijiet kreattivi u espressivi. Permezz ta' dan il-qasam huma jibdeu jiżviluppaw fehim tal-proċess kreattiv u tal-iżvilupp ta' standards u valuri estetiki, filwaqt li japprezzaw l-Arti fl-ambitu ta' ambjenti kulturali lokali u internazzjonali.

It-Temi Interkurrikulari

It-temi interkurrikulari li ġejjin kienu identifikati bħala essenzjali għall-edukazzjoni tal-istudenti kollha u għall-kisba tal-għanijiet tal-edukazzjoni: **I-eLearning** (MEYE & MIT&I 2008); **I-Edukazzjoni għall-Iżvilupp Sostenibbli** (United Nations, 2004; UNESCO, 2006); **I-Edukazzjoni Interkulturali** (2006/962/EC); **I-Edukazzjoni għall-Intraprenditorija** (2006/962/EC) u **I-Kreattività u l-Innovazzjoni** (2006/962/EC).

L-eLearning

Waller and Wilson (2001) jiddefinixxu *L-eLearning* bħala l-proċess effettiv ta' tagħlim maħluq bit-tgħaqqid ta' kontenut fornut b'mod diġitali ma' appoġġ u servizzi ta' tagħlim. Din id-definizzjoni hija waħda Prattika li tirriżalta l-interazzjoni meħtieġa biex isir it-tagħlim. Bis-saħħa tat-teknoloġiji u kontenut diġitali, *L-eLearning* fl-iskejjel primarji u sekondarji għandu jtejjeb il-proċessi tat-tagħlim, l-interazzjoni fost sħab li jkunu qed jitgħallmu flimkien, u interazzjonijiet bejn studenti u għalliema.

L-eLearning fl-iskejjel primarji u sekondarji hu mmexxi mill-ħtieġa ta' aċċess akbar għal tagħlim li jista' jithaffef permezz ta':

- bidla għal filosofiji ta' edukazzjoni kostruzzjonista;
- ċaqliq minn attivitajiet maħluqin mill-għalliem għal tagħlim iċċentrat fuq l-istudent;
- aċċess għal riżorsi kemm lokali u kemm globali;
- użu sħiħ tal-potenzjal ta' teknoloġiji biex it-tfal ikunu jistgħu juru u joħolqu l-għerf; u
- kompleksità akbar ta' xogħlijiet u użu ta' informazzjoni multimodali.

L-Edukazzjoni għall-Iżvilupp Sostenibbli

L-Edukazzjoni għall-Iżvilupp Sostenibbli (ESD) hi proċess li jagħti ħila lill-istudenti biex jiżviluppaw l-għerf, il-ħiliet, l-attitudnijiet u l-valuri meħtieġa biex isiru partecipanti attivi, individwalment u kollettivament, fi proċessi ta' teħid ta' deċiżjonijiet, kemm f'livelli lokali u kemm f'dawk globali, li għandhom itejbu l-kwalità tal-ħajja tal-ġenerazzjonijiet preżenti u futuri. L-ESD tippromwovi metodu sistematiku msejjes fuq bażi ta' għerf integrat li jstieden lill-istudenti biex jiżviluppaw viżjoni ħolistika tal-inħawi tagħhom, jiġifieri interazzjoni ta' perspettivi estetici, ambjentali, ekonomiċi, politiċi, teknoloġiċi, kulturali u tas-socjetà. Bis-saħħa tal-ESD, l-ambjent tal-istudent (fl-iskola u barra minnha) isir riżorsa fundamentali ta' tagħlim li hija lokalment rilevanti u kulturalment sensitiva. L-esperjenzi ta' tagħlim huma strutturati madwar l-identifikazzjoni u r-riżoluzzjoni ta' kwistjonijiet ambjentali li jagħtu u jgħammru lill-istudenti b'ħiliet li jsoġu l-problemi u jieħdu d-deċiżjonijiet li huma indispensabbli fil-kuntest tat-tagħlim tul il-ħajja. L-ESD hija dwar tagħlim li:

- jagħti orjentament ġdid lill-edukazzjoni biex tindirizza żvilupp sostenibbli;
- jirrispetta, jivvaluta u jippreserva kisbiet imgħoddija;
- jagħti valur lir-riżorsi tad-Dinja u lill-popli tagħha;
- jaħdem biex ikun hawn dinja li fiha l-bnedmin kollha jkollhom aċċess għal ikel u ilma biżżejjed, ħajja sana u produttiva, edukazzjoni bażika, u ambjent aktar sigur u ġust;
- jivvaluta, jieħu ħsieb u jirrestawra l-istat tal-pjaneta tagħna; u
- jiżviluppa ċittadini li jeżerċitaw id-drittijiet u r-responsabbiltajiet tagħhom f'livelli lokali, nazzjonali u globali. (United Nations, 2004; UNESCO, 2006)

L-Edukazzjoni Interkulturali

L-Edukazzjoni Interkulturali tirrispetta l-identità kulturali tal-istudent permezz ta' edukazzjoni ta' kwalità kulturalment addattata u li tqis il-ħtiġijiet ta' kulhadd. Din tipprovdi l-għerf kulturali lil kull min ikun qed jitgħallem, u l-atteggjamenti u l-ħiliet meħtieġa biex hu jasal għal parteċipazzjoni attiva u sħiħa fis-soċjetà; b'hekk kulhadd ikun jista' jirrispetta, jifhem u juri solidarjetà fost individwi, fost gruppi etniċi, soċjali, kulturali u reliġjużi, u fost in-nazzjonijiet (UNESCO, 2006).

L-edukazzjoni interkulturali tippromwovi kultura edukattiva inklużiva u rispetta għad-diversità, tħalli lill-individwi jiffunzjonaw mal-medda kollha ta' firdiet kulturali, u toffri pjattaforma litfal u l-komunitajiet biex jasserixxu b'fiduċja l-kultura u l-individwalità tagħhom.

Edukazzjoni interkulturali tipproblematizza diversi proċessi edukattivi, bħat-teħid ta' deċiżjonijiet fi ħdan l-iskola, il-lingwa li fihom jingħata t-tagħlim, il-metodoloġiji użati, l-interazzjonijiet tal-istudenti u r-riżorsi tat-tagħlim. L-Edukazzjoni Interkulturali tiżgura l-inklużjoni ta' prospettivi u il-ħna multipli fi ħdan l-ambjent tat-tagħlim, tipprovdi spazji għal tagħlim dwar il-lingwi, l-istorja u l-kulturi ta' gruppi mhux dominanti f'soċjetà, tinkoraġġixxi ħidma fi gruppi u t-tagħlim kooperattiv f'kuntesti multikulturali, tgħaqqad l-għerf u prattiki tradizzjonali u lokali max-xjenza u t-teknoloġija avvanzata, u tagħti valur lill-prattika tal-multilingwiżmu. Meta tagħmel dan tkun qed tinkoraġġixxi fehim ta' kwistjonijiet globali u l-ħtieġa ta' għajxien flimkien ta' kulturi u valuri differenti.

L-Edukazzjoni għall-Intraprenditorija

"Is-sens ta' inizjattiva u intraprenditorija tirreferi għall-kapaċità ta' l-individwu li jdawwar l-ideat f'azzjoni. Tinkludi l-kreattività, l-innovazzjoni u t-teħid tar-riskju, kif ukoll l-abbiltà ta' l-ippjanar u l-immaniġġjar ta' proġetti sabiex jintlaħqu l-għanijiet. Dan huwa ta' appoġġ għal individwi, mhux biss fil-ħajja ta' kuljum tagħhom fid-dar u fis-soċjetà, iżda wkoll fuq il-post tax-xoġhol sabiex ikunu konxji mill-kuntest tax-xoġhol tagħhom u sabiex ikunu kapaċi li jaħtflu l-opportunitajiet, u huwa l-pedament għal ħiliet aktar speċifiċi u l-għarfien meħtieġ minn dawk li jstabbilixxu jew jikkontribwixxu għall-attivitajiet soċjali jew kummerċjali. Dan għandu jinkludi għarfien ta' valuri etiċi u jppromwovi tmexxija tajba." (2006/962/KE, p. 11).

L-intraprenditorija twassal biex it-tfal jiżviluppaw ħiliet għall-ħajja. Hi tagħtihom il-ħila li jiffaċċjaw l-inċertezza, jirrispondu għall-bidla u jkunu kreattivi. Tista' ssir distinzjoni bejn ħiliet intraprenditorjali sempliċi li jinkludu minn naħa ħiliet soċjali u atteggjamenti intraprenditorjali, u min-naħa l-oħra ħiliet intraprenditorjali kumplessi li jiffukaw aktar fuq l-iżvilupp ta' ħiliet bħalma huma abbozzar ta' pjan ta' negożju.

It-tqegħid ta' elementi ta' mġiba intraprenditorjali (il-kurżità, l-awtonomija, il-kreattività, l-inizjattiva u l-ispiritu ta' kollaborazzjoni fi grupp) jista' jissaħħaħ bis-saħħa tal-integrazzjoni ta' programmi ta' intraprenditorija, proġetti u attivitajiet f'kurrikulu stabbilit għall-iskejjel kemm f'livell primarju u kemm f'livell sekondarju.

Il-Kreattività u l-Innovazzjoni

Il-Kreattività u l-Innovazzjoni huma żewġ aspetti li jeħtieġ ikunu esplorati bis-sħiħ billi jolqtu l-ħajjiet personali tagħna, il-postijiet tax-xoġhol tagħna u l-komunitajiet tagħna. Huma

aġenti li jġibu l-bidla u jikkontribwixxu għall-prosperità ekonomika tas-socjetà in generali, u għall-benesseri tal-individwu b'mod partikolari.

Kull min ikun qed jitgħallem għandu t-talenti, u l-għan tagħna hu li noħorġu mit-tifsira tradizzjonali tal-kreattività bħala espressjoni ta' ġenju artistiku u nrawmu l-ambjent addattat biex niskopru dawn it-talenti u nikkultivawhom. Sistema li tinvolvi l-iskola kollha jista' jkollha l-potenzjal li tippromwovi klima li twassal għall-kreattività li tikkonstitwixxi sors vitali ta' flessibilità, addattabilità u l-kapaċità għall-innovazzjoni. Il-Kreattività u l-Innovazzjoni jfissru l-iżvilupp ta':

- komunikazzjoni affettiva
- taħsib laterali
- oriġinalità
- żvilupp emozzjonali
- soluzzjoni ta' problemi
- tmexxija
- tqegħid ta' mistoqsijiet
- intuizzjoni
- trawwim ta' mħuħ li jaħsbu b'mod intraprenditorjali
- ftuħ għal diversità kulturali
- awtoespressjoni

L-ippjanar tal-kurrikulu għandu jikkunsidra temi interkurrikulari u hekk jipprovdi fergħat konnettivi li jintisġu ma' oqsma tat-tagħlim (ara Figura 2.5). Dan jagħti lill-oqsma tat-tagħlim koerenza, rilevanza u stabbiltà li jipprovdu esperjenza ħolistika tat-tagħlim billi jirriżaltaw l-oġettivi, il-kontenuti u l-pedagoġiji komuni. L-integrazzjoni tinkiseb b'mod effettiv permezz tal-għażliet ippjanati apposta, darba li d-dokumenti individwali tal-kurrikulu huma pplanati għal kull qasam tat-tagħlim. Temi interkurrikulari ta' din ix-xorta, fejn hu possibbli, jixterdu ma' kull aspekt tal-kurrikulu bis-saħħa ta' sistema skolastika globali. L-iżviluppaturi tal-kurrikulu u l-għalliema jeħtieġ ukoll iżommu dawn it-temi interkurrikulari f'moħħhom meta jippreparaw sillabi, skemi ta' ħidma u lezzjonijiet fl-ambitu ta' kull qasam tat-tagħlim.

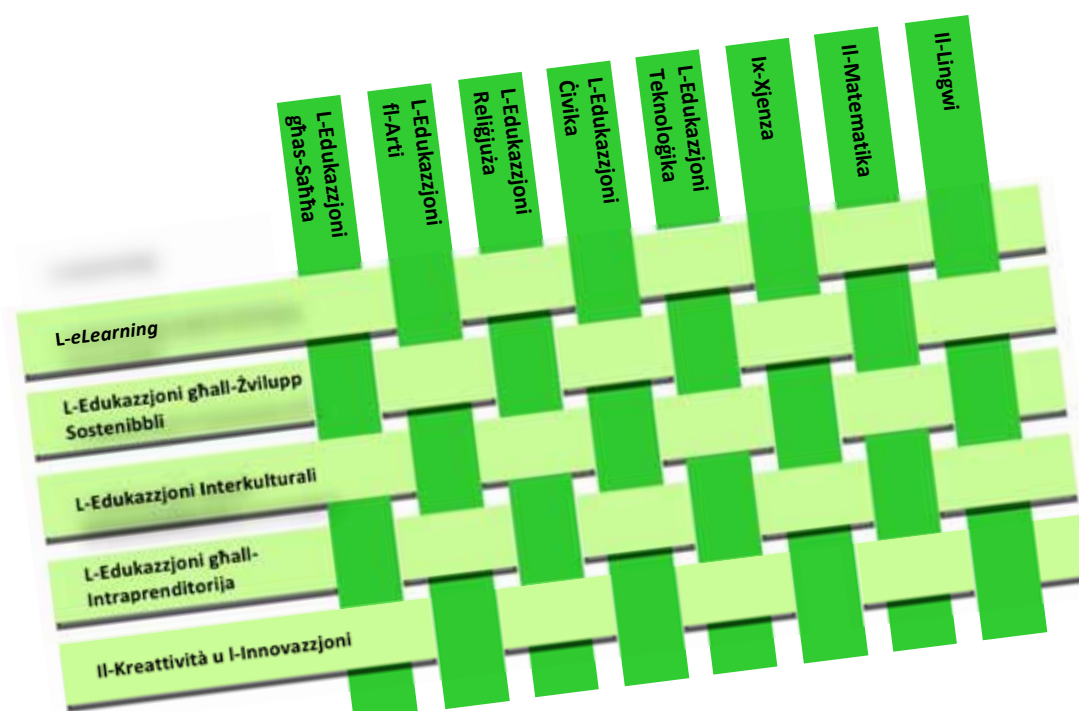


Figura 2.5 L-Integrazzjoni ta' Temi Interkurrikulari għal Skola Shiħa

Konklużjoni

Taqsim 2 irriżaltat tlieta mis-seba' komponenti li jikkostitwixxu l-NCF. Il-prinċipji u l-għanijiet prinċipali jinkorporaw il-pedament teoretiku tal-qafas, filwaqt li l-oqsma tat-tagħlim u t-temi interkurrikulari jipprezentaw proposta ta' kif il-kontenut jista' jkun organizzat bis-sens u pprezentat lill-istudenti b'manjera li tagħmel it-tagħlim rilevanti.

It-twettiq tal-pedament teoretiku tal-NCF jista' jinkiseb billi jittieħdu f'konsiderazzjoni erba' komponenti kruċjali oħrajn, jiġifieri: it-tagħlim effettiv, l-evalwazzjoni u l-assessjar, l-involviment tal-ġenituri u tal-komunità kif ukoll l-istrutturi ta' appoġġ. Taqsim 3 ta' dan id-dokument tqis rakkomandazzjonijiet għal kull wieħed minn dawn il-komponenti biex il-kulleġġi u l-iskejjel ikunu jistgħu jimplimentaw il-qafas tal-kurrikulu.

Taqsim 3

Il-Pedagoġija, il-Prattika u l-Evalwazzjoni

Din it-taqsim tiffoka fuq l-erba' komponenti tal-NCF li huma meħtieġa għall-implimentazzjoni li tirnexxi tal-qafas, jiġifieri taġħlim effettiv, assessjar u evalwazzjoni, involviment tal-ġenituri u tal-komunità u strutturi ta' appoġġ.

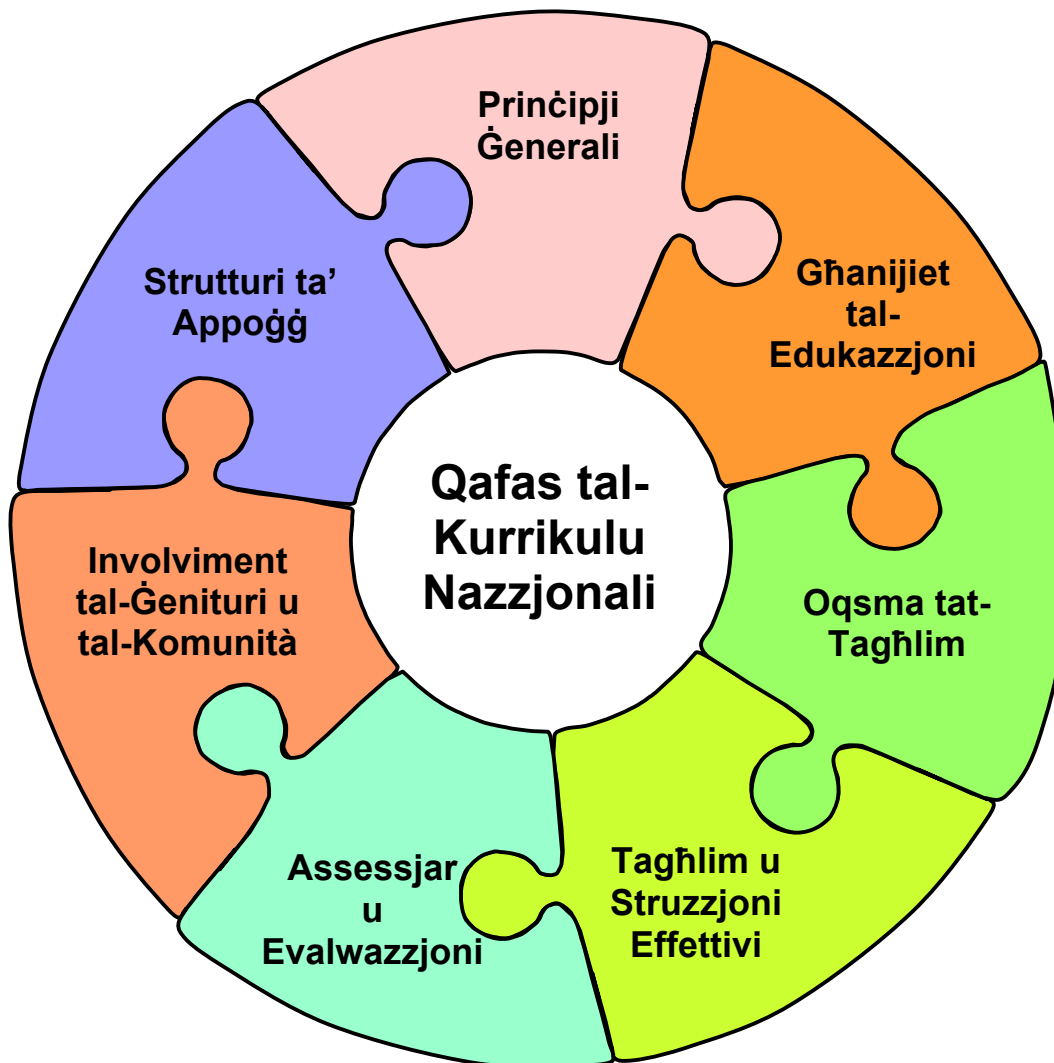


Figura 2.1: il-Komponenti Interpendenti Magħguri tal-Qafas tal-Kurrikulu Nazzjonali

It-Tagħlim Effettiv

Il-Proċessi tat-tagħlim u l-pedagoġiji effettivi

Is-suċċess tal-proposti tal-kurrikulu deskritti fit-taqsim ta' qabel ikun jiddependi direttament fuq il-kwalità tat-tagħlim fil-klassijiet u f'ambjenti oħrajn fejn isir it-tagħlim.

It-teoriji ta' tagħlim kurrenti huma msejsa fuq perspettiva kostruttivista li tgħaqqad flimkien sistemi konjittivi u soċjali għal tagħlim effettiv. Waħda mill-karatteristiċi ewlenin tat-tagħlim kostruttivista hi li huwa proċess attiv li tulu l-istudenti jsawru t-tifsira ta' dak li qed jitgħallmu. Dan hu l-aktar effettiv meta l-istudenti jimpenjaw ruħhom attivament f'ħidmiet awtentiċi mqegħdin f'kuntest. Il-kostruttivizmu soċjali jemmen li t-tagħlim jistagħna bis-saħħa ta' tagħlim kooperattiv u kollaborattiv li jippromwovi l-iżvilupp tat-taħsib kritiku u l-ħiliet li wieħed isolvi problemi.

Il-fehim kurrenti ta' tagħlim... hu karatterizzat b'ħala ... "kostruttiv", billi l-istudenti jibnu attivament l-għerf u l-ħiliet tagħhom; "awtoregolat", b'nies li jużaw attivament strateġiji biex jitgħallmu; "sitwat", kif mifhum l-aħjar f'kuntest aktar milli maqtugħ mill-ambjent; u "kollaborattiv", mhux attività għal rasha. (de Corte, 2010).

It-tagħlim hu l-aktar effettiv meta l-istudenti jingħataw opportunitajiet li jhaddnu s-sens ta' għerf ġdid f'kuntest li jippermettilhom jinteraġixxu mal-għalliem u ma' studenti oħrajn biex jiddiskutu u jinnegożjaw flimkien dak li jifhmu. Minn dan l-aspett, pedagogija dominata mill-għalliem, li tirrelega lill-istudenti għal funzjoni passiva, tenfasizza l-memorizzazzjoni u tillimita interazzjonijiet bejn dawk li jkunu qed jitgħallmu, x'aktarx li ma tasalx biex tippromwovi tagħlim effettiv.

Il-proċess ta' tagħlim jeħtieġ li joffri sfida u jimpenja lil dawk kollha li jkunu qed jitgħallmu, inkluzi l-aktar batuti fosthom u l-aħjar fosthom, u jgħinjom jiżviluppaw il-potenzjal massimu tagħhom b'ħala persuni li jridu jibqgħu jitgħallmu tul il-ħajja. Il-programmi ta' tagħlim jeħtieġ li jkunu bbażati fuq il-kompetenza aktar milli fuq l-għerf, u jenfasizzaw il-proċess tat-tagħlim aktar milli s-sempliċi akkwist ta' kontenut, partikolarment fil-kuntest ta' soċjetà fejn l-għerf hu faċilment aċċessibbli. F'termini ta' tfażil ta' kurrikulu dan jista' jinkiseb billi jitqiesu tliet dimensjonijiet:

- **kontenut u padrunanza** li jinvolvu li jkollok studenti jesploraw u jifhmu l-medda sħiħa ta' ideat f'qasam ta' kontenut partikolari;
- **ħsieb f'livell ogħla** li jinvolvi analiżi, sinteżi u evalwazzjoni ta' kontenut u kuncetti f'ċertu fond, u l-applikazzjoni tagħhom b'modi differenti u f'kuntesti differenti; u
- użu ta' **kuncetti u temi usa'** biex wieħed jeżamina l-kontenut tal-kurrikulu minn lentijiet differenti, ngħidu aħna bidla, sistemi, setgħa, mudelli u/jew kawża u effett.

Il-programmi ta' tagħlim li ma jkunux mgħobbija wisq b'għerf bla kuntest jistgħu jhallu lill-għalliema jesperimentaw bi strateġiji ta' tagħlim. Tagħlim effettiv isir meta l-għalliem:

- joħroġ l-għerf li diġà jkollhom l-istudenti, jibni fuqu jew jimmodifikah, u jiggwida lill-istudenti biex jifhmu l-għerf ġdid;
- joffri appoġġ lill-istudenti permezz ta' *scaffolding*, jiġifieri, billi juża strateġiji li jgħinu l-progress ta' individwi li jkunu qed jitgħallmu;
- jippromwovi t-tagħlim profund billi jenfasizza fehim u applikazzjoni tal-għerf flok tagħlim bl-enfasi fuq il-memorji u ftakir ta' informazzjoni;

- jappoġġja l-istudenti biex isiru jafu jsoġvu l-problemi b'mod indipendenti;
- jorganizza xogħol fi gruppi li jgħin lill-istudenti jaqsmu l-ideat, jibnu flimkien l-għerf u jaħdmu b'mod kollaborattiv;
- juża varjetà ta' esperjenzi ta' taġħlim biex jagħti lill-istudenti opportunitajiet li jipprattikaw u japplikaw il-ħiliet taġħhom; u
- jagħti reazzjonijiet fil-waqt xieraq lil dawk li jkunu qed jitgħallmu, imsejsa fuq medda ta' evidenza rilevanti, b'mod li l-istudenti jistgħu jużawhom huma stess ħalli tjejbu t-tagħlim taġħhom u jkabbri l-għerf taġħhom.

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, dawk involuti mat-tfal fis-Snin Bikrin u l-għalliema tal-Primarja u s-Sekondarja huma inkoraġġuti biex isawru ambjenti li jappellaw għall-interessi tat-tfal, huma rilevanti għall-esperjenzi ta' kuljum taġħhom u jistgħu jkunu esplorati b'modi innovattivi u li joffru sfida. Esperjenzi diretti fejn l-istudenti jagħmlu l-affarijiet huma jinkoraġġixxu l-interazzjoni, l-impenn u l-involvement li min-naħa taġħhom iwasslu għal fehim aħjar, ftakir u żvilupp ta' rappreżentazzjonijiet mentali. Din is-sistema tgħin lit-tfal meta jkunu għaddejjin minn esperjenzi konkreti u tanġibbli għal nozzjonijiet simboliċi u astratti. Waqt li t-tfal jiżviluppaw it-tagħlim li jirċievu, l-ambjenti ta' tagħlim dinamiċi jipprovduhom kuntest biex jitrattaw kwistjonijiet fil-fond u minn perspettivi multipli. L-osservazzjonijiet profondi u dettaljati, l-analiżi, l-investigazzjonijiet, l-esplorazzjoni u l-esperimentazzjoni permezz ta' proġetti, suġġetti u temi jintegraw mal-kurżità u xewqa tat-tfal u ż-żgħażaġħ biex jiskopru x'fiha d-dinja ta' madwarhom, u l-'għaliex' u l-'kif' taġħha.

It-tiswir ta' ambjenti ta' tagħlim interattivi li jappellaw għat-tfal u ż-żgħażaġħ jitlob ippjanar b'attenzjoni min-naħa ta' min hu involut fl-edukazzjoni biex tkun żgurata l-promozzjoni tal-medda kollha ta' ħiliet, atteġġjamenti, għerf u valuri li t-tfal jistgħu jiksbu bis-saħħa ta' attivitajiet maħsubin u ppreżentati tajjeb. Hu importanti wkoll ir-rikonoxximent u l-promozzjoni ta' attivitajiet u mistoqsijiet li jiġu minn dawk li qed jitgħallmu. Attivitajiet ta' din ix-xorta għandhom ikunu inkoraġġuti għaliex jirrikonoxxu t-tagħlim bħala proċess dejjem għaddej li fil kull min hu involut jagħti kontribut validu.

Il-Progressjoni u d-Differenzjazzjoni fit-Tagħlim

Il-prinċipji ta' diversità u inkluzjoni huma s-sies tal-NCF li jenfasizza t-tagħlim iċċentrat fuq l-istudent u jiffoka fuq metodi ta' tagħlim li juru lill-istudenti kif għandhom jitgħallmu. Din is-sistema timplika li fl-istadji kollha dawk li qed jitgħallmu, huma x'inhuma l-atteġġjamenti u l-kompetenzi taġħhom, għandhom jagħmlu esperjenza ta' suċċess u jkollhom ukoll livell ta' sfida, u jiksbu l-appoġġ meħtieġ biex isostnu l-isforz taġħhom. Dawn ikunu jeħtieġu programmi flessibbli ta' tagħlim li jagħtu esperjenzi ta' tagħlim varji li jaqdu spettru wiesa' ta' dawk li qed jitgħallmu u jagħtu spazju għal rati differenti ta' progressjoni tul iż-żmien li t-tfal u ż-żgħażaġħ ikunu għaddejjin minnu tul is-snin skolastiċi taġħhom. Użu kif għandu jkun ta' teknoloġiji bbażati fuq l-ICT jistgħu jagħtu aktar appoġġ lit-tagħlim iċċentrat fuq l-istudenti.

Jeħtiegu sistemi differenti biex jindirizzaw ħtiġijiet differenti ta' tagħlim. Il-funzjoni tal-għalliem professjonali hi li jagħżel strateġiji addattati biex jimpenja attivament lill-istudenti u hekk jimmotivahom biex jagħmlu tagħhom u jinternalizzaw l-esperjenzi ta' tagħlim tagħhom. Bl-iffukar dejjem akbar fuq dak li jkun qed jitgħallem, u b'aktar klassijiet ta' ħiliet imħalltin fl-iskejjel, isiru aktar importanti s-sistemi differenzjati, u l-għalliema jeħtiġilhom jibnu fuq it-tagħlim li jkunu rċevew qabel l-istudenti u jgħinuhom jimxu 'l quddiem.

Il-kurrikulu propost għaċ-Ċiklu tas-Sekondarja għandu għadd ta' karatteristiċi maħsubin biex iħaffef it-tqassim ta' studenti fi gruppi li jippromwovu tagħlim differenzjat. L-NCF jirrakkomanda li l-ambjent inizjali jista' jkun organizzat fis-suġġetti tal-qofol: Malti, Ingliz u Matematika. Fil-każ tal-bqija tas-suġġetti, it-tqassim ta' studenti fi gruppi jeħtieġ ikun organizzat b'mod li jittieħdu f'konsiderazzjoni fatturi differenti, ngħidu aħna l-għażliet tas-suġġetti. L-NCF jirrakkomanda wkoll li eventwalment it-tqassim ta' studenti fi gruppi jinkludi aktar xenarji differenzjati bħal fil-każ tal-iskejjel primarji u f'dak ta' għadd ta' skejjel sekondarji.

It-Transizzjonijiet

Filwaqt li fis-snin bikrin taċ-Ċiklu tal-Primarja l-kurrikulu jibni fuq il-pedamenti mqegħdin fis-snin bikrin, fis-snin aħħarin tal-Primarja dan jintrabat sew maċ-Ċiklu tas-Sekondarja biex jiżgura transizzjoni bla skossi. Bit-terminazzjoni mill-2011 tal-eżamijiet tal-*Junior Lyceum* u tal-*Common Entrance*, l-NCF jipproponi kurrikulu li jħaffef it-transizzjoni miċ-Ċiklu tal-Primarja għal dak tas-Sekondarja bis-saħħa ta' riorganizzazzjoni ta' suġġetti f'oqsma tat-tagħlim u l-progressjoni ta' livelli ta' kisbiet espressi bħala *learning outcomes*.

L-NCF qed jipproponi li:

- it-transizzjoni mill-iskola Primarja għal dik Sekondarja għandha tkun bla skossi u toffri progressjoni b'mod li tappoġġja lill-istudenti biex jerfgħu aktar responsabbiltà għat-tagħlim tagħhom infushom;
- t-tagħlim fiċ-Ċiklu tas-Sekondarja għandu jikkonsolida u jibni fuq l-esperjenzi tat-tagħlim fl-edukazzjoni primarja u jipprepara lill-istudenti għal sfidi usa' li se jkollhom jiltaqgħu magħhom meta jispiċċaw l-edukazzjoni obbligatorja tagħhom;
- tinzamm għaddejja s-sistema preżenti ta' sentejn fl-ewwel Ċiklu tas-Sekondarja segwiti minn tliet snin fit-tieni Ċiklu tas-Sekondarja għas-settur Statali, għalkemm skejjel oħrajn huma ħielsa li jikkunsidraw alternattivi oħrajn.

Is-snin tas-Sekondarja huma importanti għall-iżvilupp personali, u l-istudenti għandhom jaħdmu sfiq biex ikollhom pjattaforma soda għal tagħlim lil hinn mill-edukazzjoni obbligatorja u biex ikollhom transizzjoni tajba li twassal għall-kwalifiki fil-livell addattat għalihom. Fis-snin aħħarin tal-edukazzjoni sekondarja r-relazzjoni bejn il-kurrikulu u ċ-ċertifikazzjoni takkwista sinifikat mill-aktar importanti. Sa tmiem l-edukazzjoni sekondarja l-istudenti għandhom dritt ta' ċertifikazzjoni li turi li temmew iċ-ċiklu li tista' tinkludi ċ-Ċertifikat tal-Iskola Sekondarja u Profil li jiddokumentaw it-tagħlim formali, informali, u mhux formali tagħhom, u li għamlu l-eżamijiet għas-*Secondary Education Certificate (SEC)*, jew alternattivi tagħhom, li kollha huma rikonoxxuti mill-Kunsill Malti għall-Kwalifiki (MQC).

L-NCF ifittex li jagħmel tajjeb għan-nuqqas ta' komponent ta' edukazzjoni vokazzjonali billi jinkorporah fl-ambitu tal-Kurrikulu tas-Sekondarja aktar milli bħal mogħdija separata fis-sistema tal-edukazzjoni, u jipprovdi ċertifikazzjoni rikonoxxuta fi tmiem il-proċess, haġa li tħaffef it-transizzjoni għal għażliet differenti fl-edukazzjoni post-sekondarja.

Kwistjonijiet relatati mal-Lingwa tal-Istruzzjoni

L-NCF jagħraf il-ħtieġa ta' politika fuq il-lingwa tat-tagħlim u assessjar⁹ bħala parti minn Politika Nazzjonali mġedda dwar il-Lingwa. Din il-politika hija materja kumplessa li jeħtieġ li tindirizza:

- *kwistjonijiet ta' dritt* – l-istudenti kollha jeħtieġ li jsiru profiċjenti fil-Malti u fl-Ingliż u preferibilment f'lingwa oħra biex jintegraw b'mod sħiħ soċjalment, kulturalment u ekonomikament;
- *kwistjonijiet kulturali* – il-post bi dritt tal-Malti bħala espressjoni tal-identità nazzjonali tagħna; il-preferenza għall-Ingliż bħala l-ewwel lingwa ta' minoranza tal-popolazzjoni tagħna; id-diversi nazzjonalitajiet ta' student fl-iskejjel; li negħlbu preġudizzji jew perċezzjonijiet relatati ma' lingwi u kulturi oħrajn;
- *kwistjonijiet ta' implimentazzjoni* – l-użu ta' lingwa jew lingwi f'oqsma differenti tat-tagħlim; il-lingwa tal-assessjar; ir-rakkomandazzjoni tal-NMC fl-1999 li skejjel jizviluppaw il-politika lingwistika tagħhom skont il-ħtiġijiet tagħhom;
- *kwistjonijiet professjonali* – għalliema li huma profiċjenti kemm fl-Ingliż u kemm fil-Malti; l-iżvilupp ta' riżorsi bil-Malti; l-iżvilupp tal-Malti għal skopijiet speċifiċi; il-ħtieġa li jikber l-interess f'lingwi oħrajn u fl-aċċess għalihom; u
- *kwistjonijiet ekonomiċi* – il-ħtieġa li jkun hemm profiċjenza fl-Ingliż biex ikollna kompetittività f'ambjent ekonomiku globalizzat; l-importanza ta' lingwi barranin għat-trawwim tar-relazzjonijiet internazzjonali.

Id-Diversità tal-Istudenti

Filwaqt li l-NCF iħaddan id-diversità u jassumi li din tista' tkun promossa bis-saħħa ta' ambjent inkluziv, hu jagħraf li dawn l-obbligi jipprezentaw sfidi għall-iżvilupp ta' kurrikulu addattat u kultura tal-klassi li biha l-istudenti kollha huma aċċettati u appoġġjati biex jiksibu l-potenzjal sħiħ tagħhom.

L-NCF jagħraf li l-kurrikulu għandu jindirizza l-ħtiġijiet ta':

- l-istudenti li jkollhom ħtiġijiet edukattivi speċjali¹⁰ u li għalihom il-kurrikulu għandu jinkiteb b'mod li l-għalliema jkunu jistgħu japprezzaw kif kull student jista' jaċċessa l-istess kurrikulu f'kull qasam ta' tagħlim u jagħti lok għal assessjar ta' kontinwu ta' ħila;

9 Irreferi għal Appendiċi I

10 Ir-referenza għal ħtiġijiet edukattivi speċjali hawn tirreferi għat-18% tal-popolazzjoni skolastika, kif magħruf internazzjonalment, li tul il-karriera skolastika tagħhom setgħu kellhom ostakoli temporanji jew permanenti għat-tagħlim tagħhom.

- L-istudenti li jkollhom diżabilitajiet severi li fil-każ tagħhom il-kurrikulu għandu joffri edukazzjoni msejsa fuq kontinwu ta' ħiliet f'termini ta' fażijiet ta' żvilupp;
- L-istudenti li ġejjin minn ambjenti soċjali żvantaġġjati li fil-każ tagħhom l-iskola, f'kollaborazzjoni ma' msieħba ewlenin lokali u istituzzjonali fil-komunità, jeħtiġilha tgħolli l-ħiliet u tappoġġja lill-familji u lill-komunità lokali biex tipprovdi ambjent għani u stabbli mill-aspett edukattiv;
- L-istudenti li ġejjin minn ambjenti soċjali, kulturali u lingwistiċi diversi, fosthom tfal ta' refuġjati u dawk li qed ifittxu ażil, u li fil-każ tagħhom il-kurrikulu għandu jinkludi aċċess għal programm edukattiv li hu inserit f'ambjent li joffri appoġġ emozzjonali u psikoloġiku li jirrispetta ċ-ċirkustanzi individwali tagħhom; u
- L-istudenti li jkollhom doni u talenti, u li fil-każ tagħhom il-proċess tat-tagħlim jeħtieġ li jkun stimulant biżżejjed biex jimmotivahom biex jiżviluppaw it-talenti tagħhom.

L-NCF jagħraf li edukazzjoni ta' kwalità għolja titlob infrastruttura ta' appoġġ li tipprovdi l-kondizzjonijiet u l-opportunitajiet għal dawk kollha li jkunu qed jitgħallmu biex jissodisfaw il-potenzjal sħiħ tagħhom u biex l-għalliema u l-amministraturi jimplimentaw il-kurrikulu b'mod effettiv. Din l-infrastruttura titlob appoġġ kostanti lill-għalliema, inklużi żvilupp professjonali, servizz għall-istudenti u riżorsi umani. B'mod partikolari, il-kurrikulu jeħtieġ jinkiteb mill-ġdid b'mod li jagħti lok li l-għalliema japprezzaw kif kull student jista' jaċċessa l-istess kurrikulu f'kull suġġett. Jeħtieġ ikunu identifikati livelli ta' kisbiet għal kull qasam ta' tagħlim biex l-istudenti jkunu jistgħu jaħdmu b'passi differenti skont il-ħtiġijiet u l-isfidi differenti tagħhom. Ikunu meħtieġa 'objettivi inklużivi' biex l-objettivi ewlenin jitqassmu f'passi ta' progressjoni aktar maniġġabbli billi l-istudenti kollha għandhom id-dritt jaslu għal dak kollu li huma kapaċi jagħmlu u l-għalliema jeħtieġu appoġġ biex jifhmu kif dan jista' jsir.

Biex jitwassal kurrikulu addattat ta' din ix-xorta, l-għalliema jkunu jeħtieġu riżorsi li jkunu disponibbli u aċċessibbli għall-iskejjel kollha, possibbilment permezz ta' sistema ta' *intranet*. Ix-xogħol tal-*Learning Support Assistants* (LSAs) jeħtieġ li jkun ikkunsidrat mill-ġdid, l-aktar fil-livell tal-edukazzjoni sekondarja; f'dan il-qasam l-NCF jirrakkomanda mudelli alternattivi għall-iskjerament tal-LSAs (Appendiċi II). Fl-aħħarnett, servizzi kurrenti għal studenti, inklużi servizzi psikosoċjali, jeħtieġ li jinżammu u jissaħħu kemm ċentralment u kemm f'livelli ta' kulleġġi, klassijiet u individwi. Id- Direttorat għal Servizzi Edukattivi għandu medda ta' servizzi maħsubin biex jiżviluppaw kemm jista' jkun il-potenzjal tal-istudenti kollha.

L-Assessjar u l-Evalwazzjoni

L-Assessjar u t-Tagħlim

L-Assessjar f'ambjenti ta' qabel l-iskola u tal-iskola jagħti kontribut essenzjali għat-tagħlim u l-progress fil-livelli kollha. Dan għandu jidher bħala parti integrali mill-proċess tat-tagħlim, u għandu jipprovdi lill-istudenti u lill-ġenituri tagħhom informazzjoni kontinwa, f'waqtha u kwalitattiva dwar il-progress tat-tfal, jagħti lill-għalliema informazzjoni fuq il-prattika tagħhom, u jipprovdi lill-iskejjel u kulleġġi informazzjoni dwar l-ippjanar tagħhom tal-kurrikulu u t-tagħlim. L-assessjar **għat**-tagħlim (assessjar għal skopijiet formattivi) huwa proċess li jiżviluppa waqt li jkun qed jingħata t-tagħlim. L-istudenti u l-għalliema tagħhom

jużaw ir-riżultati biex isiru jafu x'jafu l-istudenti u x'inhuma kapaci jagħmlu f'konnessjoni ma' tagħlim ippjanat. Huma jużaw l-informazzjoni u l-evidenza miġbura biex jieħdu deċiżjonijiet fuq kif jiffukaw fuq it-tagħlim ġejjieni u kif itejbuh. L-assessjar **tat**-tagħlim (assessjar għal skopijiet sommarji) ġeneralment isir fi tmiem *units* jew perġodikament fi tmiem modulu, f'nofs is-sena jew f'għeluq is-sena. Informazzjoni u ġudizzji dwar it-tagħlim jingabru bl-iskop li jingħata rapport lill-ġenituri, u l-informazzjoni tinqasam ma' għalliema oħrajn fil-klassi jew fl-iskola li tkun tmiss. Jekk l-istudenti jkunu tassew konxji ta' dak li hu mistenni minnhom (l-intenzjonijiet tat-tagħlim) u tal-kriterji ta' suċċess li fuqhom jitkejjel it-tagħlim tagħhom, imbagħad jitgħallmu kif jiżviluppaw il-ħiliet ta' awto-evalwazzjoni li jgħinhom biex ikunu kapaci jitgħallmu waħedhom.

Meta mfassal tajjeb u implimentat kif għandu jkun, il-proċess tal-assessjar tal-klassi jista':

- jkun ta' appoġġ lill-istudenti biex ikejjel it-tagħlim tagħhom, jidentifika x'jafu, jara x'inhuma l-ħtiġijiet ta' tagħlim tagħhom, u jara x'passi jmisshom jittieħdu;
- jinkoraġġixxi lill-istudenti biex jappoġġjaw lil xulxin fit-tagħlim bis-saħħa tal-assessjar minn sħabhom;
- jgħin lill-għalliema jifhmu aħjar kemm qed jitgħallmu t-tfal, jużaw evidenza biex jimmoniterjaw il-progress ta' dawk li jkunu qed jitgħallmu, jirriflettu fuq il-prattiki tagħhom u jaddattaw il-mod kif jgħallmu għall-ħtiġijiet ta' dawk li jkunu qed jitgħallmu;
- jgħin lill-għalliema jippjanaw għat-tagħlim ta' individwi u gruppi, u jiżguraw li t-tfal kollha jingħataw attenzjoni xierqa;
- jsostni lill-ġenituri biex jaqsmu l-esperjenzi ta' tagħlim ta' wliedhom, jinterpretaw informazzjoni li toħroġ mill-assessjar, u jsegwu l-iżvilupp edukattiv tat-tfal tagħhom.

L-Assessjar fl-Ambjenti tas-Snin Bikrin

L-assessjar fis-Snin Bikrin huwa mezz kif wieħed isib dak li jinteressa lit-tfal u wkoll kif isib modi kif jirrikordja u jiddokumenta l-progress tagħhom. Biex l-assessjar ikun effettiv u jagħmel sens għat-tfal, id-dokumentazzjoni tan-narrattiva, u rakkonti illustrati tal-kisbiet tagħhom, jistgħu jipprovdu riflessjoni aktar ħolistika ta' dak li kull tifel jew tifla huma tassew kapaci jagħmlu. L-assessjar fis-Snin Bikrin huwa importanti għat-tfal daqs kemm huwa għall-kbar, l-aktar għal dawk involuti fl-edukazzjoni. L-assessjar ibbażat fuq osservazzjoni attenta u atteġġjament responsiv u riflettiv jagħti direzzjoni lill-prattika. L-osservazzjoni u d-dokumentazzjoni tal-kisbiet tat-tfal jgħinu lill-adulti jifhmu l-proċessi tat-tagħlim kif ukoll l-*outcomes*.

L-Assessjar fis-Snin tal-Primarja

Tul iċ-Ċiklu tal-Primarja sistemi formattivi għall-assessjar għandhom ikomplu jgħinu kemm lill-għalliema u kemm lill-istudenti biex jirriflettu fuq it-tagħlim ta' kull tifel u tifla u biex jippjanaw tagħlim lil hinn mill-edukazzjoni obbligatorja. Is-sistemi formattivi jgħinu wkoll lill-għalliema jivvalutaw il-prattika, jirriflettu fuq it-tagħlim ta' individwi u ta' gruppi ta' studenti, u jirrikordjaw u jirrapportaw b'mod konsistenti fuq l-operat ta' kull tifel u tifla. L-interazzjoni ta' kuljum bejn għalliema u studenti f'xogħol orali u bil-miktub, u attivitajiet oħrajn, u

interazzjonijiet fost l-istudenti nfushom, jipprovdu informazzjoni siewja fuq x'jaf u x'għandu bżonn kull student. L-assessjar akkumulat tul is-snin jikkunsidra l-progress u l-iżvilupp ġenerali tat-tfal fid-dawl ta' *Learning Outcomes Framework*. Din l-informazzjoni tgħin lill-għalliem jikseb fehim aħjar tal-ħtiġijiet tat-tfal u jippjana skont kif ikun addattat. Dan jista' jkun skambjat ukoll ma' ġenituri u kollegi, u jipprovdi informazzjoni fuq kif l-iskola tkun qed tgħin lill-istudenti jilħqu l-livelli mistennija ta' kisbiet. Fil-każ ta' tfal li jkunu għaddejjin minn diffikultajiet fit-tagħlim fl-oqsma ewlenin tal-litteriżmu, in-numeriżmu u l-litteriżmu diġitali, l-NCF jikkunsidra l-listi tal-iċċekkjar żviluppati fl-Ewwel, fit-Tieni u fit-Tielet Sena bħala parti mill-Politika u Strateġija Nazzjonali għall-Kisba ta' Kompetenzi Qofol fl-Edukazzjoni Primarja (2009) bħala għodod dijanjostiċi siewja biex ikun żgurat appoġġ meħtieġ tul iċ-Ċiklu tal-Primarja kollu. Studenti li jkunu jsegwu programmi ta' tagħlim individwali jistgħu jkunu valutati bl-użu ta' forom alternattivi ta' assessjar. Għandha tittiehed kura partikolari biex ikun żgurat li s-sistemi adottati jagħtu kas tal-bini tal-fiducja u l-istima personali tat-tfal, u li programmi ta' tagħlim individwali ma jsirux programmi ta' tagħlim maqtugħin għal rashom. Dawn il-kwistjonijiet għandhom jitqiesu fil-politika ta' assessjar.

Mit-Tielet sas-Sitt Sena tal-Primarja l-NCF jirrakkomanda assessjar mill-iskola li jinkorpora l-assessjar ta' ħiliet orali u tas-smiġħ fl-Ingliż u fil-Malti. Il-proċess ta' assessjar jipprovdi lill-ġenituri, lill-għalliem u lill-amministrazzjoni tal-iskola 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 ta' eżamijiet flimkien ma' forom oħrajn ta' assessjar. It-taħlita ta' sistemi għandha tgħin lill-ġenituri, lill-għalliem u lit-tmexxija tal-iskola biex jiksbu stampa aktar ċara tal-iżvilupp ta' għerf, ħiliet u attegġjamenti ta' studenti individwali fl-oqsma differenti tat-tagħlim.

Il-moderazzjoni tal-assessjar msejsa fuq l-iskola u l-marki tal-eżamijiet għandha tiżgura li jkun hemm konsistenza fl-applikazzjoni tal-kriterji ta' assessjar fl-iskejjel u l-kulleġġi kollha. Il-moderazzjoni tista' tikkonsisti fil-moniteragġ tal-karti tal-eżami li jsiru fl-istess skejjel jew kulleġġi, kontroll li jsir qabel mill-amministrazzjoni tal-eżamijiet, u tkun segwita minn moderazzjoni tal-għoti ta' marki f'livelli ta' skola, kulleġġ jew dak ċentrali kif qed isir diġà.

Fi tmiem is-Sitt Sena, ikun iffissat livell nazzjonali għal tmiem il-Primarja għall-Matematika, il-Malti u l-Ingliż, u l-marki jingħataw b'mod ċentrali biex ikun hemm livelli nazzjonali. Filwaqt li dan l-assessjar huwa obligatorju għal tfal li jattendu l-iskejjel Statali, l-iskejjel fis-setturi tal-Knisja u Indipendenti jistgħu jippartecipaw ukoll. Dawn il-metodi ta' assessjar jintużaw biex jirreġistraw il-kisbiet ta' studenti fi tmiem iċ-ċiklu ta' edukazzjoni primarja u jipprovdu informazzjoni importanti lill-iskejjel sekondarji fuq it-tagħlim ta' studenti individwali.

L-Assessjar fis-Snin tas-Sekondarja

Il-prinċipji ġenerali ta' assessjar japplikaw ukoll fil-livell sekondarju. L-assessjar fil-klassi u fl-iskola għal skopijiet formattivi u sommarji għandu jgħarraf lil dawk kollha involuti bil-kwalità u l-effettività tal-isforzi tagħhom biex jgħinu lil dawk kollha li jkunu qed jitgħallmu jiksbu edukazzjoni ta' kwalità. Fil-livell ta' klassi, l-assessjar għal skopijiet ta' tagħlim jagħti informazzjoni fuq il-progress u jgħarraf lill-istudenti u lill-għalliem tal-klassijiet fuq il-progress u l-azzjonijiet li jistgħu jenħtieġu biex jittejjeb it-tagħlim billi l-istudenti jkunu megħjuna jiksbu l-għerf u jżviluppaw il-ħiliet. L-assessjar tal-għalliem huwa wkoll siewi biex jivvaluta ħiliet u attegġjamenti li ma jistgħux jitkejlu malajr b'testijiet u eżamijiet konvenzjonali. Evidenza ta' tagħlim tista' tinkiseb minn xogħol miktub u prattiku, xogħol fuq proġetti,

xogħol fuq il-post, u attivitajiet simili ta' tagħlim prattiku.

L-assessjar bħala parti mit-tagħlim għandu jibqa' jkollu sehem ċentrali fil-proċess. Din hi parti essenzjali mill-promozzjoni tal-partecipazzjoni attiva tal-istudenti u tgħin biex tidentifika studenti li jeħtieġu appoġġ u attenzjoni. Bl-istess mod, l-assessjar tax-xogħol li jsir tul il-kors fl-iskola taħt is-superviżjoni tal-għalliema jista' jiżgura li x-xogħol hu tassew tal-istudenti u li studenti jingħataw appoġġ meta jkun meħtieġ. Kemm ix-xogħol fil-klassi u kemm ix-xogħol tul il-kors li jsir fl-iskola jippromwovi tagħlim kollaborattiv u jiżviluppa l-identità ta' kull student bħala wieħed li jrid jitgħallem u bħala parti minn komunità li qed titgħallem. L-assessjar tal-kisbiet tal-istudenti għal skopijiet sommarji m'għandux ikun dipendenti fuq kif wieħed imur f'okkażjoni waħda ta' test jew eżami. Hemm ħafna x'wieħed jikseb meta jqis informazzjoni miksuba permezz ta' sistemi multipli ta' assessjar li jsir tul is-sena skolastika. Dan iwassal għal assessjar aktar validu ta' għerf, ħiliet u attegġjamenti f'oqsma differenti tat-tagħlim.

Ix-xogħol tal-kors li jsir barra mill-klassi tal-iskola jagħti ċans lill-istudenti li jiddedikaw aktar ħin għal riċerka u xogħol kreattiv, u jimpenjaw ruħhom f'ħidmiet b'modi differenti. Għandu jkun hemm attenzjoni biex wieħed ma jgħabbix iżżejjed lill-istudenti b'xogħol li jista' jkun tant elaborat li jkun jeħtiġilhom ifittxu min jgħinhom biex ikomplu għaddejjin bil-ħidma tagħhom. Mod wieħed kif dak li jkun jevita t-tagħbija żejda hu li l-għalliema ta' suġġetti differenti f'qasam ta' tagħlim partikolari jikkooperaw billi jagħtu proġetti bħala *homework* li permezz tagħhom l-istudenti juru l-għerf u l-ħiliet tagħhom.

L-assessjar ta' suġġetti offruti fil-qasam vokazzjonali se jkun ibbażat esklussivament fuq xogħol tul il-kors. Il-validità ta' dan l-assessjar u kemm wieħed jista' joqgħod fuq inizjalment ikunu żgurati bis-saħħa ta' mekkaniżmi ta' assikurazzjoni ta' kwalità li jkunu parti mill-assessjar fil-mudell tal-BTEC.

Meta jingħata xogħol tal-kors fuq aktar minn suġġett wieħed jew saħansitra fuq aktar minn qasam wieħed ta' tagħlim, dan iwassal ukoll għal inqas frammentazzjoni fil-kurrikulu. Barra minn hekk, studenti jingħataw l-opportunità li japplikaw u jittrasferixxu ħiliet minn kuntest għal ieħor. Din is-sistema titlob koordinament u moniteragġ immaniġġjati f'livell tal-iskola biex il-ġudizzji differenti tal-għalliema fuq il-kwalità tax-xogħol tal-istudenti f'relazzjoni ma' kriterji miftiehma jkunu konsistenti. Dan jista' jkun indirizzat minn moderazzjoni mill-kulleġġ li jaqbel ma' kriterji ta' suċċess u l-moniteragġ tal-applikazzjoni konsistenti tagħhom għall-istudenti kollha. Il-komunikazzjoni u l-qbil fuq l-aspettattivi fost l-għalliema diversi involuti fl-assessjar tax-xogħol tal-istudenti jżidu l-livell ta' kemm wieħed jista' joqgħod fuq dan l-assessjar. Fil-każ tal-iskejjel Statali hu rakkomandat li tkun adottata sistema aktar flessibbli lejn l-eżamijiet annwali b'mod li f'xi *year groups* l-eżamijiet jistgħu jibqgħu jsiru b'mod ċentralizzat filwaqt li f'każijiet oħrajn jistgħu jkunu organizzati f'livell ta' kulleġġ. L-istudenti li jsegwu programmi ta' tagħlim individwali jistgħu jkunu valutati bl-użu ta' forum ta' assessjar alternattivi. Dan ukoll għandu jitqies fil-politika tal-assessjar.

L-NCF jirrakkomanda l-iżvilupp ta' politika tal-assessjar f'livell ta' skola jew kulleġġ biex timmoniterja l-progress tul is-sena. Il-politika għandha tfittex li ttejjeb il-kwalità tal-assessjar u kif din hija komunikata lill-ġenituri u lil imsieħba oħrajn, bħal bordijiet ta' eżaminaturi u min iħaddem. Din għandha tqis ukoll il-frekwenza, it-tul u l-iffissar taż-żmien meta jsiru ħidmiet orali u dawk ta' smiġħ komprensivi fil-lingwi, u xogħol prattiku u tipi oħrajn ta' xogħol tal-kors fl-oqsma differenti tat-tagħlim, fosthom is-suġġetti vokazzjonali. Fil-każ tas-

settur Statali, il-politika għandha tistabilixxi wkoll f'liema *year groups* l-eżamijiet jibqgħu jkunu ssettjati b'mod ċentrali. Fil-każ ta' daww il-*year groups* fejn l-eżamijiet ikunu bbażati fil-kulleġġ, l-Educational Assessment Unit jeħtiegħu jimmoniterja l-istandards mal-medda kollha tal-kulleġġi differenti.

L-Evalwazzjoni: Mekkanizmi ta' Assikurazzjoni ta' Kwalità

L-NCF jirrakkomanda li l-iskejjel ikunu inkoraġġuti u appoġġjati biex jiżviluppaw il-ħin kollu l-kapaċità tagħhom li jkunu komunitajiet ta' prattika riflessivi permezz ta':

- proċess ta' ppjanar ta' żvilupp tal-iskola li jinkludi fih innifsu mekkanizmi għal awtoassessjar;
- konsulenza;
- il-Performance Management and Professional Development Plan (PMPDP); u
- evalwazzjoni esterna li ssir mid-Dipartiment tal-Assigurazzjoni tal-Kwalità fid-Direttorat għall-Kwalità u Standards fl-Edukazzjoni (DQSE).

Qabel l-emendi tas-sena 2006 għall-Att dwar l-Edukazzjoni diġà kien hemm għodod importanti għall-assikurazzjoni tal-kwalità biex l-iskejjel u l-Istat jiżguraw li daww kollha li jkunu qed jitgħallmu jgawdu d-dritt tagħhom għall-edukazzjoni. Dawn kienu:

- School Development Plans (SDPs) li ddaħħlu fis-sena 1996 u li saru obligatorji bil-pubblikazzjoni tal-NMC tas-sena 1999;
- Il-Performance Management Profile (PMP) użat mill-għalliema u impjegati amministrattivi kollha fl-iskejjel Statali li jidentifika l-funzjoni tal-professionisti fl-implimentazzjoni tal-SDP fl-iskejjel. Ħafna skejjel fis-setturi tal-Knisja u Indipendenti jużaw ukoll strutturi ta' mmaniġġjar tal-operat; u
- żjajar regolari lill-klassijiet mill-Uffiċjali tal-Edukazzjoni tas-sugġetti li kellhom funzjoni kemm ta' appoġġ u kemm ta' moniteragġ.

L-iżgurar ta' standards konsistentement għoljin fit-tagħlim tibda fl-iskejjel infushom. L-iskejjel jeħtiegħu ikunu inkoraġġuti u appoġġjati biex jiżviluppaw il-ħin kollu l-kapaċità tagħhom li jkunu komunitajiet ta' prattika riflessiva, jiġifieri li:

- jippjanaw intenzjonalment it-tagħlim skont konvinzjonijiet, kriterji u miri maqbulin minn kulħadd;
- jimplimentaw dawn il-pjanijiet b'mod kritiku u flessibbli;
- jivalutaw u jikkunsidraw mill-ġdid prattiki u titjib fid-dawl ta' standards iffissati; u
- jikkunsidraw mill-ġdid l-ippjanar tagħhom u l-ippjanar tal-iżvilupp tal-iskola skont dawn ir-reazzjonijiet, filwaqt li jzommu f'moħħom il-possibbiltà li jikkunsidraw mill-ġdid il-konvinzjonijiet, kriterji u miri maqbulin minn kulħadd.

Fil-mudell li qed jevolvi ta' assikurazzjoni ta' kwalità, l-iskejjel jibqgħu jingħataw appoġġ fil-kapaċità tagħhom li jiżviluppaw u jimplimentaw il-Pjanijiet għall-Iżvilupp tal-Iskola (SDP) li għandhom mekkaniżmi mibnjin fihom infushom għall-awtoassessjar. Dan il-komponent ta' awtoassessjar jiffoka fuq kemm mill-azzjonijiet ipproġettati jkunu saru. L-SDP jibni fuq il-progress li jkun sar u jinkorpora prijoritajiet u realtajiet oħrajn li jridu jkunu indirizzati.

żewġ għodod importanti aċċessibbli għall-iskejjel Statali fl-appoġġ għall-isforzi tagħhom li jkunu komunitajiet ta' prattiki riflessivi huma l-*mentoring*, u l-Performance Management and Professional Development Programme (PMPDP). L-istrutturi għall-*mentoring* saru possibbli bis-saħħa tal-emendi tas-sena 2006 għall-Att dwar l-Edukazzjoni, u jfissru li l-għalliema jkunu jistgħu jingħataw appoġġ professjonali f'punti kritiċi tal-karriera tagħhom, li jibda mid-daħla tagħhom fil-professjoni u fl-iskola jew kulleġġ skont il-ħtieġa. Il- PMPDP hu żvilupp tal-PMP u hu maħsub bħala għodda li tiddokumenta l-isforzi dejjem għaddejnin tal-għalliema biex isostnu u jtejbu l-prattika professjonali tagħhom f'konformità mal-ħtiġijiet tat-tagħlim tul il-ħajja kollha u l-kontribut tagħhom għall-Pjan ta' żvilupp tal-Iskola.

Il-miżuri interni ta' assikurazzjoni ta' kwalità deskritti hawn fuq huma komplementati minn miżuri esterni maħsubin biex jiżguraw appoġġ u validazzjoni esterna kif ukoll kontabbiltà. Dawn jiffukaw fuq l-effettività tat-tmexxija u t-tagħlim biex jiżguraw id-dritt edukattiv tal-istudenti f'termini tal-Pjan ta' żvilupp tal-iskola nnifisha. L-evalwazzjonijiet esterni mhumiex normattivi: dawn ma jkellux l-iskejjel bil-qies ta' xi skola ideali. L-assessjar iqis l-operat u l-isforzi tal-iskola skont l-assessjar tagħha stess tal-ħtiġijiet tagħha. Ir-rakkomandazzjonijiet għal ittar titjib huma maħsubin biex jinfluwenzaw il-proċess ta' awtoassessjar tal-iskola nnifisha, u jolqtu l-ippjanar tal-iżvilupp tagħha.

Moniteragġ Nazzjonali tal-Kisbiet

Hija r-responsabbiltà tad-Direttorat għal Kwalità u Standards (DQSE) li jevalwa l-implimentazzjoni, l-innovazzjoni u x-xejriet emergenti tal-kurrikulu permezz ta' assessjar estern f'livell nazzjonali u internazzjonali, ta' eżamijiet ta' tmiem is-sena, moderazzjoni tal-assessjar li jsir mill-iskola, moniteragġ tal-kisbiet f'oqsma differenti tat-tagħlim, *benchmarks* nazzjonali, servejs ta' litteriżmu u numeriżmu; eżamijiet tas-SEC, PISA¹¹, PIRLS¹², TIMSS¹³, u servejs oħrajn. Assessjar fil-livell nazzjonali li juża standards miftieħmin hija essenzjali biex ikun żgurat li d-dritt tal-istudenti għal edukazzjoni ta' kwalità qed ikun irrispettat.

11 PISA: Programme for International Student Achievement. Dan huwa programm ta' assessjar standardizzat f'livell internazzjonali li kien żviluppat b'mod kongunt minn ekonomiji partecipanti u amministrat lil studenti ta' 15-il sena fl-iskejjel. Il-PISA jassessja kemm l-istudenti li waslu qrib it-tmiem tal-edukazzjoni obbligatorja jkunu kisbu mill-għerf u hiliet li huma essenzjali għall-partecipazzjoni sħiħa fis-socjetà. Fiċ-ċikli kollha d-dominji tal-qari, matematika u litteriżmu xjentifiku huma koperti mhux biss f'termini ta' padrunanza tal-kurrikulu tal-iskola iżda f'termini ta' għerf u hiliet importanti meħtieġa fil-ħajja adulta. Fiċ-ċiklu PISA 2003 ddaħħal dominju addizzjonali ta' soluzzjoni tal-problemi biex jtkompla l-eżami tal-kompetenzi interkurrikulari.

12 PIRLS: Progress in International Reading Literacy Study. Dan huwa ċiklu ta' assessjar mifruq fuq ħames snin li jkejjel xejriet fil-kisba tal-litteriżmu, tal-qari tat-tfal, u politiki u prattiki relatati mal-litteriżmu. Il-popolazzjoni internazzjonali tal-PIRLS tinkludi studenti fil-grad li jirrappreżenta erba' snin ta' skola, sakemm l-età medja meta jsiru t-testijiet tkun mill-inqas 9.5 snin.

13 TIMSS: Trends in International Mathematics and Science Study. Dan hu ċiklu ta' assessjar ta' erba' snin. Dan ikejjel xejriet fil-kisbiet tal-istudenti fil-matematika u x-xjenza. Hu amministrat lil studenti fir-raba' u t-tmien gradi.

Is-suċċess tal-assessjar fil-livell nazzjonali jiddependi fuq għadd ta' rekwiżiti li għandhom ikunu ffissati, fosthom:

- L-iffissar ta' standards fid-diversi oqsma tat-tagħlim, imsejsin fuq *Learning Outcomes Framework*;
- L-Educational Assessment Unit (EAU) fi hdan id-DQSE jkun responsabbli għall-assessjar **għat**-tagħlim u għall-assessjar **tat**-tagħlim. Fost dmirijiet oħrajn, il-unit ikollu f'idejh l-organizzazzjoni, implimentazzjoni u moniteragġ tal-assessjar fl-oqsma differenti tat-tagħlim tul is-sena skolastika biex jiżgura konsistenza fl-applikazzjoni ta' livelli nazzjonali ta' kisbiet, il-moderazzjoni ta' xogħol tal-kors iffissat, u l-iffissar ta' livell nazzjonali fi tmiem iċ-Ċiklu tal-Primarja.
- L-introduzzjoni ta' moniteragġ estern fl-oqsma tat-tagħlim kollha bl-użu ta' kampjuni meħudin minn skejtel u studenti fuq ċiklu ta' ħames snin.¹⁴
- It-tgħabbir tax-xogħol tal-kors u l-eżami għandhom ikunu differenti għas-suġġetti differenti, iżda għandu jkun hemm tgħabbir miftiehem minn kulhadd. L-assessjar fil-lingwi għandu jkollu it-taħdit, is-smiġħ, il-qari u l-kitba, filwaqt li l-assessjar f'suġġetti li jeħtieġu ħiliet prattiċi, kreattivi u li jsovvu l-problemi għandu jinkludi l-assessjar ta' dawkl il-ħiliet waqt xogħol awtentiku mogħti u mmoniterjat tul is-sens skolastika. L-użu ta' karti tal-eżami gradati jew karti tal-eżami ssettjati f'livelli differenti ta' diffikultà jiżgura li l-istudenti juru fejn ikunu waslu. Il-kisbiet tal-istudenti fis-suġġetti differenti jkunu interpretati biex jiggrawidaw individwi lejn għażliet oħra ta' suġġetti u, sussegwentement, għażliet ta' karrieri.
- Fi tmiem iċ-Ċiklu tas-Sekondarja, minbarra ċ-Ċertifikat tal-Iskola Sekondarja u l-Profil¹⁵, 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'livelli 2 u 3 tal-Qafas ta' Kwalifiki ta' Malta (MQF). Il-kwalifika BTEC fis-suġġetti vokazzjonali titqabbel mal-istess livelli tal-MQF.
- Hemm ukoll il-ħtieġa li tkun żviluppata sistema komplementari ta' ċertifikazzjoni esterna li tinkoraġġixxi studenti li bħalissa jtemmu l-edukazzjoni sekondarja tagħhom bla ċertifikazzjoni esterna ħalli jkollu kwalifiki fil-Livell 1 tal-MQF flimkien maċ-Ċertifikat tal-Iskola Sekondarja u l-Profil kif irrakkomandat mill-evalwazzjoni tal-MATSEC (Grima et al., 2005).

L-Involvement tal-ġenituri¹⁶ u tal-Komunità

It-tagħlim għandu jingħata f'kuntest fl-ambitu tal-komunità tal-madwar li l-fruntieri tagħha jmorru lil hinn mill-ambjenti immedjati tal-iskola. L-istrutturi edukattivi formali għandhom

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

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

16 Tul dan il-dokument kollu kull referenza għall-involvement 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.

ikunu sensitivi u jirrispondu għar-realtajiet u l-opportunitajiet tal-ambjent ta' dawk li jkunu qed jitgħallmu. Barra minn hekk, il-komunità (il-ġenituri, in-negozji/l-industriji, il-kunsilli lokali) – li l-istudenti jinteraġixxu fi hdanha – għandha tagħraf il-funzjoni ewlenija tagħha li tinvesti f'edukazzjoni ta' kwalità għolja u tippromwoviha. Din it-taqsimha tiddiskuti l-ewwel il-funzjoni tat-trobbija tat-tfal u mbagħad il-funzjoni tal-komunità fit-tagħlim tal-iskola.

L-Iskejjel u l-ġenituri

Ir-riċerka turi li l-interazzjoni tal-ġenituri mal-iskola hija waħda mill-fatturi l-aktar importanti għall-iżvilupp edukattiv li jirnexxi tal-istudenti (Desmond & Elfert, 2008; UNESCO Institute of Lifelong Learning, 2008; Bastiani, 2002; Williams, Williams & Ullman, 2002; Hornby, 2000). Sa mill-introduzzjoni tal-kunsilli skolastici fl-Att tal-1988 dwar l-Edukazzjoni, l-involviment tal-ġenituri kiber fl-importanza u fil-varjetà tal-forom li jjeħu. Bħalissa lokalment jeżistu erba' tipi ta' interazzjoni tal-ġenituri:

- *Rabta bejn id-Dar u l-Iskola:* Din ir-rabta tinkludi l-attenzenza tal-ġenituri f'ċerimonji u funzjonijiet tal-iskola. Il-komunikazzjoni ssir permezz ta' noti, ċirkolarijiet u korrispondenza jew pitazzi ta' komunikazzjoni, u bl-użu tat-teknoloġija diġitali. Dawn jinkludu wkoll interazzjoni diretta waqt għanet għall-ġenituri u laqgħat għal diskussjoni, u l-għażla tas-suġġetti jew l-eżamijiet tas-SEC Karta A/B. Il-koordinament ta' strategiji għad-dar u għall-iskola biex jittejbu l-imġiba, ix-xogħol tad-dar u l-operat fl-iskola kollha huma eżempji ta' rabtiet interattivi.
- *Parteċipazzjoni tal-ġenituri:* Il-parteċipazzjoni tinkludi għajnuna f'okkażjonijiet skont kif mitlub mill-iskola. Servizzi bħal ta' Assistenti għal-Librerija jew fil-klassi, fi gruppi tal-qari jew fl-organizzazzjoni ta' attivitajiet jew ħarġiet tal-iskola, huma kollha eżempji ta' parteċipazzjoni tal-ġenituri.
- *Involviment tal-ġenituri:* Permezz tal-involviment il-ġenituri jieħdu parti importanti fil-proċessi għat-teħid ta' deċiżjonijiet tal-iskola, għaliex jistgħu jinfluwenzaw l-aġenda li dak li jkun jeħtieġ li jsir. Servizz fl-Assoċjazzjonijiet ta' ġenituri u Għalliema, fil-Kunsilli tal-iskola, Il-Bord tal-Gvernaturi tal-iskola, u assoċjazzjonijiet lokali, nazzjonali jew internazzjonali tal-ġenituri huma kollha eżempji ta' involviment tal-ġenituri.
- *Tagħlim tul il-ħajja għall-ġenituri:* Fit-tagħlim tul il-ħajja għall-ġenituri, il-ġenituri jagħrfu li l-iskola tista' tkun post u/jew opportunità għat-tkabbir personali tagħhom. Il-preżenza tal-ġenituri tista' tkun jew reattiva, bħall-attenzenza għal taħditiet jew attivitajiet edukattivi organizzati mill-iskola, jew tista' tkun aktar proattiva. Eżempji ta' din l-aħħar jinkludu t-taħriġ ta' ġenituri biex jikkunsidraw mill-ġdid l-għanijiet ta' ħajjithom permezz tal-*Lifelong Learning Portfolio* (Spiteri & Galea 2007), u t-taħriġ ta' ġenituri Mexxejja biex jagħtu l-ħila lil ġenituri oħrajn fil-komunità skolastika jew lokali (Mayo 2007) u l-korsijiet tal-IT għall-ġenituri fl-iskejjel.

Ir-Rabta bejn id-dar u l-iskola, il-Parteċipazzjoni u l-Involviment tal-ġenituri, kif ukoll it-Tagħlim tul il-ħajja għall-ġenituri huma punti differenti ta' dħul għall-ġenituri li huma inkoraġġuti li jikkunsidraw aktar forom u forom aktar diversi ta' interazzjoni tal-ġenituri mal-iskejjel. L-erba' kategoriji huma importanti għall-ġenituri, uliedhom u l-iskejjel biex jiżguraw l-aħjar żvilupp edukattiv ħolistiku tal-imsieħba kollha involuti.

L-NCF jirrakkomanda l-iżvilupp ta' politika nazzjonali li tkun żviluppata mid-Direttorati ma' msieħba oħrajn biex jifformalizzaw il-forom differenti ta' partecipazzjoni u jsaħħu l-involvement attiv tal-ġenituri fl-iżvilupp edukattiv tagħhom infushom u ta' wliedhom.

L-Iskejjel u l-Komunità

Ir-relazzjoni bejn l-iskejjel u l-komunità għandha erba' dimensjonijiet:

- a) Il-komunità lokali hija riżorsa siewja għall-iskola biex tqiegħed it-tagħlim f'kuncett. Dan jista' jsir permezz ta', ngħidu aħna:
 - żjajjar lil siti ta' rilevanza nazzjonali;
 - skejjel li jilqgħu persuni jew entitajiet li għandhom x'jaqsmu ma' tagħlim kurrikulari;
 - orjentament tal-kurrikulu tal-iskola biex jinkludi żjajjar lil siti, partecipazzjoni f'okkażjonijiet u kontributi minn personalitajiet.
- b) L-iskola tista' tkun il-lok għal tagħlim tul il-ħajja għall-komunità. Dan qed isir permezz tal-klassijiet ta' filgħaxija u permezz ta' programmi ta' appoġġ lill-ġenituri u korsijiet ta' *empowerment* lill-ġenituri. Hekk kif ir-riżorsi aċċessibbli għall-iskejjel tjebru b'mod sinifikanti bis-saħħa tal-bini estensiv kurrenti ta' skejjel u programm ta' titjib fi skejjel, il-potenzjal għal servizz usa' lill-komunità tjebr b'mod sinifikanti.
- c) Il-komunità tista' tassisti skejjel biex jippreparaw l-istudenti għad-dinja tax-xogħol. Ħafna skejjel sekondarji daħħlu esperjenzi ta' orjentament għax-xogħol u qed jesponu lill-istudenti għal ambjent realistiku tax-xogħol filwaqt li jagħtu wkoll esperjenza ta' etika tax-xogħol u l-intraprenditorija f'kuntest. Programmi ta' din ix-xorta għandhom jagħmlu parti intrinsika mill-esperjenza skolastika fl-iskejjel kollha.
- d) L-iskejjel jirrispondu għat-talbiet tas-soċjetà permezz ta' ffukar kurrikulari speċifiku u esperjenzi edukattivi *ad hoc*. Id-dibattitu fis-soċjetà ċivili jissuġġerixxi l-ħtieġa ta' edukazzjoni f'oqsma ta' kontenut speċifiku biex tiddaħħal bidla kulturali partikolari f'kuntesti li għandhom ħtieġa urġenti ta' titjib. Eżempji tipiċi jinkludu l-kura tal-ambjent, għarfien tas-saħħa sesswali u l-ħtieġa ta' fiżiku b'saħħtu.

Fil-fatt l-NCF jirrakkomanda li:

- l-iskejjel jistabbilixxu rabtiet sodi mad-diversi membri, gruppi u aġenziji fi ħdan il-komunità billi dan jgħin l-estensjoni tat-tagħlim fost il-komunità u jdaħħal it-tagħlim fl-iskola jew skejjel; u
- kulleġġi jistabbilixxu sħubija mas-setturi differeti tal-ekonomija u jesploraw forom differenti ta' impenn li jistgħu jkunu ta' ġid kemm għall-istudenti u kemm għall-edukaturi.

L-Istrutturi ta' Appoġġ

L-NCF jagħraf li edukazzjoni ta' kwalità għolja titlob infrastruttura ta' appoġġ li tipprovdi l-kondizzjonijiet u l-opportunitajiet għall-istudenti biex jaslun għall-potenzjal sħiħ tagħhom u biex l-għalliema u l-amministraturi jimplimentaw il-kurrikulu b'mod effettiv. Din l-infrastruttura teħtieġ servizzi dejjem għaddejnin għall-istudenti, riżorsi umani, żvilupp professjonali, appoġġ u inkoraġġiment lill-istudenti biex jorganizzaw it-tagħlim tagħhom infushom halli jkabbru kemm jista' jkun il-potenzjal tagħhom u jiżviluppaw hilitom, appoġġ lill-għalliema u tmexxija soda fil-qasam tal-edukazzjoni.

Is-Servizzi għall-Istudenti

Għalkemm l-għalliema jistrieħu primarjament fuq l-esperjenza u l-għarfien tagħhom stess, l-impenn favur id-diversità u l-inkluzjoni promoss minn dan l-NCF jitlob id-disponibbiltà u l-aċċessibbiltà għal servizzi addizzjonali fil-interessi tal-istudenti. Dawn is-servizzi jhaddnu l-medda kollha ta' kontinwu minn personali/pastorali sa dak kurrikulari. Ngħidu aħna, l-appoġġ ta' *counsellor* tal-iskola jista' jkun aktar ta' natura personali, filwaqt li l-appoġġ ta' għalliem li jgħin f'diffikultajiet speċifiċi fit-tagħlim jista' jkun aktar ta' natura kurrikulari¹⁷. Is-servizzi għandhom jingħataw skont dawn il-prinċipji bażiċi:

- Is-servizzi kollha jibdeu mir-realtà tal-istudent li trid tinkorpora komponent personali/pastorali;
- Is-servizzi kollha jeħtieġ li jindirizzaw l-implikazzjonijiet tas-servizz partikolari fuq id-dritt u l-iżvilupp edukattiv tal-istudent;
- Dawn is-servizzi jeħtieġ li jingħataw fil-kuntest ta' diversità, li jfisser li dawn jindirizzaw il-livell kurrenti jew attwali tal-istudent fil-waqt li jindirizzaw il-progress u l-kisbiet li għad iridu jseħħu;
- Is-servizzi jhaffu l-aċċess tal-għalliema għal informazzjoni xierqa, hilit, u provvedimenti kumplementari li jagħtuhom il-hila li jindirizzaw b'mod effettiv id-dritt edukattiv tal-istudent; u
- Is-servizzi li jeħtieġu li l-istudent jinħareġ temporanjament mill-klassi huma effettivi sakemm dawn iwasslu għar-reintegrazzjoni tal-istudent fil-klassi ewlenija, u t-tishiħ tal-għalliema tal-klassi biex tkun sostnuta din ir-reintegrazzjoni¹⁸.

Ir-Riżorsi Umani

Matul is-snin numru ta' għalliema ddaħħlu biex jappoġġjaw il-ħtiġijiet kurrikulari tal-istudenti f'oqsma partikolari f'diversi skejjel. Dan il-provediment sar magħruf bħala s-servizz peripatetiku. L-iżviluppi ssuġġeriti mill-NCF iwasslu għall-ħtieġa ta' reviżjoni ta' dan is-servizz bil-għan li jappoġġja lill-kurrikulu fid-diversi livelli ta' implimentazzjoni.

17 Lista dettaljata ta' servizzi pprovduti hija inkluzja f'Appendiċi II

18 Is-servizzi ta' mmaniġjar ta' mgħiba li jinkorporaw *Nurture Groups* u *Learning Support Zones* huma provvedimenti li għandhom l-għan li jirrijintegraw lill-istudent u jgħollu l-livell tal-hilit tal-għalliem tal-klassi.

L-NCF qed jagħti direzzjoni ċara dwar kif għandu jsir it-tagħlim ta' oqsma speċifiċi. Il-qafas jistipula li għalliema tal-Iskola Primarja jkunu responsabbli għat-tagħlim tal-Malti, l-Ingliż, ir-Reliġjon, il-Matematika, ix-Xjenza, it-Teknoloġija, l-Istudji Ċiviċi, u l-Edukazzjoni għas-Saħħa li tinkludi l-Edukazzjoni Fiżika. Temi interkurrikulari jkunu inseriti fil-lezzjonijiet differenti aktar milli jidhru bħala sugġetti għalihom fl-orarju tal-lezzjonijiet. Fl-ambitu ta' dan ix-xenarju huma previsti erba' livelli ta' appoġġ:

- Għalliema li joffru Appoġġ Kurrikulari li l-għan tagħhom huwa li jappoġġjaw lill-għalliema ta' klassijiet fit-tagħlim tax-Xjenza, it-Teknoloġija, l-Edukazzjoni Fiżika u l-IT. Dawn l-għalliema għandhom jiżguraw li t-tagħlim ikun effettiv billi jgħinu lill-għalliema tal-klassijiet fl-ippjanar tal-lezzjonijiet u, meta meħtieġ, fl-għoti tal-lezzjonijiet. Huma għandhom ukoll jagħmlu sugġerimenti u joffru riżorsi edukattivi maħsubin biex itejbu l-kwalità tat-tagħlim fl-oqsma ta' dawn is-sugġetti. Dawn l-għalliema speċjalisti fis-sugġetti għandhom jaħdmu id f'id mal-Prinċipali tal-Kulleġġi, l-Uffiċjali tal-Edukazzjoni u l-Kapijiet ta' Dipartimenti, u jkunu assenjati fi skejjel primarji speċifiċi.
- It-tagħlim tal-arti, il-mużika, iż-żfin u d-drama, l-Edukazzjoni Soċjali u għas-Saħħa Personali (PSHE) u l-programmi ta' għarfien ta' lingwi barranin, jeħtiġilhom ħiliet speċifiċi li mhux l-għalliema kollha bilfors jippossiedu. Għalhekk it-tagħlim ta' dawn l-oqsma jibda jsir minn Għalliema Speċjalisti fis-Sugġett li għandhom il-ħiliet, l-atteġġjamenti u l-għerf meħtieġa biex jiffukaw fuq dawn l-oqsma u li jieħdu post l-għalliem normali tal-klassi għal dawn il-lezzjonijiet speċifiċi. Dawn l-għalliema jkunu wkoll assenjati għal skejjel primarji speċifiċi, ġeneralment skont il-kulleġġi.
- Temi interkurrikulari jitolbu sessjonijiet ta' ppjanar kif ukoll moniteragġ u assessjar regolari tal-prattiki fil-klassijiet. Dan it-tip ta' appoġġ se jkun offrut f'livelli ta' kulleġġi u nazzjonali, skont it-tema. Eżempji jinkludu Edukazzjoni għal Żvilupp Sostenibbli (inkluża EkoSkola) u għalliema li jagħtu appoġġ fiċ-Ċentru għall-*eLearning*.
- L-iskejjel jeħtiġilhom appoġġ biex jimplimentaw politiki speċifiċi bis-saħħa ħolistika li tkopri l-iskola kollha. Dan jista' jsir minn tim ta' għalliema li jiffunzjona f'livell nazzjonali u kolleġġjali, li jżur l-iskejjel fuq bażi regolari biex jgħin lill-iskola fl-iżvilupp ta' materjal edukattiv meħtieġ biex tiżviluppa u timplimenta l-politika tagħha. Barra minn hekk, dawn l-għalliema jgħinu l-iskejjel fl-iżvilupp ta' materjal edukattiv u fit-tmexxija ta' programmi professjonali ta' żvilupp. Eżempji jinkludu għalliema li jappoġġjaw it-tagħlim tal-litteriżmu u tan-numeriżmu.

Kemm fiċ-Ċiklu tal-Primarja u kemm f'dak tas-Sekondarja, l-appoġġ tal-Kapijiet tad-Dipartimenti u l-Uffiċjali tal-Edukazzjoni jrid jinżamm u jissaħħa.

L-Iżvilupp Professionali Dejjem Għaddej

L-iżvilupp professjonali dejjem għaddej ta' għalliema biex jaġġorna l-għerf u l-ħiliet tagħhom għandu jitqies indispensabbli biex il-professjoni tibqa' tkun effettiva. L-għalliema professjonisti għandhom jiżviluppaw il-ħidma professjonali u pedagogika tagħhom mal-istudenti fuq il-baži ta' perspettivi kontemporanji ta' riċerka, teorija, għarfien ta' kontenut u Prattiki ta' tagħlim, u fuq kif jifhmu lill-istudenti. Huma għandhom iqisu ruħhom bħala professjonisti kritiċi u riflessivi li jittrattaw teorija u Prattika kontemporanji. Żvilupp professjonali jsir f'varjetà ta' manjieri, fosthom:

- korsijiet ta' induzzjoni;
- *mentoring* u osservazzjoni reċiproka bejn professjonisti;
- żvilupp professjonali fil-kuntest tal-iskola;
- taħriġ fuq ix-xogħol;
- korsijiet qosra;
- korsijiet li jwasslu għal ċertifikat/diploma/grad/grad oġġla mill-ewwel grad;
- djalogu formali u informali ma' kollegi u sħab;
- netwerks ta' tagħlim professjonali, fosthom assoċjazzjonijiet lokali u internazzjonali professjonali; u
- inizjattivi personali fejn l-educaturi jitrattaw materjal professjonali u rilevanti, pubblikazzjonijiet reċenti jew saħnsitra attendenza u preżentazzjonijiet *f'workshops* u konferenzi.

II-Mentoring

Il-*mentoring* isostni lill-professjonisti f'diversi stadji tal-karriera tagħhom. Għalliema kwalifikati ġodda u oħrajn li jiffaċċjaw funzjonijiet, sfidi u responsabbilitajiet ġodda jgawdu ħafna mill-appoġġ strutturat minn sħabhom li jkollhom aktar esperjenza u jkunu tħarrġu apposta. Il-*mentoring* jiswa ta' ġid ukoll meta għalliem ikun għaddej minn sfidi li jeħtieġu appoġġ professjonali. Il-funzjoni ewlenija ta' min jagħti dan l-appoġġ u inkuraġġiment hija li jgħin lil individwu biex jirrifletti bis-serjetà fuq il-prattika tiegħu jew tagħha ħalli jtejjibha.

Tul dawn l-aħħar ftit snin ittiehdu diversi inizjattivi minn diversi setturi biex għalliema jingħataw appoġġ tul is-snin ta' induzzjoni tagħhom. Dawn se jkomplu jkunu żviluppati bit-twaqqif ta' struttura ta' appoġġ u inkuraġġiment kif spjegat hawn fuq u li għandha ssir f'livelli ta' kulleġġi u skejjel. It-titjib ta' ħiliet meħtieġ biex is-servizz jingħata fuq skala nazzjonali u l-assikurazzjoni ta' kwalità sussegwenti jingħataw mid-Direttorat ta' Kwalità u Standards fl-Edukazzjoni (DQSE).

Is-Servizzi Legali u Psikosoċjali għall-Għalliema

Sa mis-sena 2007 l-għalliema fl-iskejjel Statali setgħu jużaw servizzi psikosoċjali u legali pprovduti b'xejn mid-Direttorat għal Servizzi Edukattivi (DES). Dawn is-servizzi kienu popolari u d-domanda kbira għalihom, l-aktar fl-qasam psikosoċjali, wasslet biex is-servizz kompli jikber. Xi skejjel indipendenti ukoll żviluppaw timijiet ta' kura pastorali li jappoġġjaw għalliema fl-isfera psikosoċjali. L-NCF isaħħaħ dawn l-istrutturi ta' appoġġ.

It-Tmexxija ta' Għalliema f'Pożizzjoni ta' Tmexxija

Kulħadd japprezza l-valur, ħtieġa u importanza tat-tmexxija. Iżda l-qbil isir aktar diffiċli meta tibda tiddiskuti x'inhi. Hemm mijiet ta' definizzjonijiet ta' x'inhi tmexxija, u kull waħda għandha teoriji differenti dwar minn fejn ġiet, il-proċess tagħha u r-riżultat li tagħti. It-

tmexxija tista' tkun deskritta bħala l-influenza, il-proċess ta' persważjoni jew eżempju li bih individwi jew timijiet iwasslu grupp jew organizzazzjoni biex isegwu objettivi identifikati minn qabel. It-tmexxija għaldaqstant tista' tingabar fil-qosor bħala l-operat ta' azzjonijiet li bih dawk li jieħdu sehem f'komunità jkunu kapaci jiżvolġu l-potenzjal tagħhom f'ambjent ta' fiduċja, jistaqsu x'jigri fil-prattika, joħolqu stejjer, jifhmuhom u jevalvawhom, u joħolqu xi jfissru.

Id-definizzjoni ta' tmexxija tinkorpora 'skop', 'direzzjoni', 'individwi', 'gruppi', 'kultura u valuri', 'viżjoni strategika komuni', 'prioritajiet', u 'ippjanar tal-bidla'. Il-viżjoni li qed tixref tat-tmexxija hija waħda kostruttivista fejn it-tmexxija hi rikonoxxuta bħala proċess reċiproku li jagħti ħila lill-partecipanti f'komunità edukattiva biex jikkonstruwixxu tifsiriet li jwasslu għal skop komuni ta' kif titmexxa skola. It-tagħlim u t-tmexxija huma marbutin flimkien, għaliex dawn il-kuncetti jirriżultaw minn fehim ta' x'inhu li tkun uman. Li tkun uman hu li titgħallem u li titgħallem hu li ssawwar it-tifsir u l-għerf.

F'kuntest fejn il-bidla hija proċess permanenti, l-aħjar organizzazzjoni hija dik fejn jinsab mezz mhux biss kif wieħed ilaħħaq mal-bidla iżda wkoll biex jużaha bħala forza li twassal għall-eċċellenza. Lashway (2006) jiddeskrivi organizzazzjonijiet ta' tagħlim bħala *surfers*: filwaqt li ma jistgħux jikkontrollaw il-mewġa pożittiva li għaddejnin minnha, huma l-ħin kollu jaddattawha u jużaw l-enerġiji tagħhom biex twassalhom fejn iridu jmorru. F'dan il-proċess, hu kruċjali li jkun hemm viżjoni. Organizzazzjonijiet jistgħu ma jaslu qatt fejn jaħsbu li iridu jaslu, iżda li jkollhom viżjoni hi ħaġa li żżommhom iffukati tul kif tiżvolġi l-mixja tagħhom. Fil-kuntest lokali, l-organizzazzjoni tal-iskejjel Statali f'netwerks ta' kulleġġi tista' tiżviluppa f'entitajiet effettivi li jsostnu l-innovazzjoni u l-iżvilupp.

Netwerks jippromwovu t-tixrid tal-prattiki tajbin, itejbu l-iżvilupp professjonali tal-għalliema, iservu ta' medjaturi bejn strutturi centralizzati u decentralizzati, u jgħinu l-proċess ta' ristrutturazzjoni u rikulturazzjoni ta' organizzazzjonijiet u sistemi edukattivi (Hopkins, 2003, p.154).

L-NCF jinkoraġġixxi mudell ta' tmexxija li jippromwovi forom distribwiti ta' tmexxija. F'kuntest ta' din ix-xorta, filwaqt li mexxejja ta' skejjel jaqdu funzjoni kemm ta' viżjoni u kemm strategija, huma jeħtiġilhom ukoll jiffukaw fuq l-iżvilupp ta' kultura kollaborattiva li tagħmel użu mill-medda sħiħa ta' ħiliet u esperjenzi professjonali li hemm fost il-membri tal-organizzazzjoni. Jistgħu jinholqu opportunitajiet varji fl-ambitu tas-sistema tan-netwerk ta' kulleġġi u f'setturi oħrajn biex l-edukaturi jkunu jistgħu jieħdu sehem f'diskors kritiku, jindirizzaw materji kurrikulari u jtejbu l-kwalità ta' tagħlim. Il-mudell ta' tmexxija jista' jkun applikat b'modi differenti fis-Snin Bikrin u fiċ-Ċikli tal-Primarja u tas-Sekondarja.

L-Appoġġ għall-Iżvilupp u l-Implimentazzjoni tal-Kurrikulu

Id-DQSE, bi ftehim mal-kulleġġi, l-iskejjel u l-Fakultà tal-Edukazzjoni, għandu funzjoni ewlenija fl-iżvilupp ulterjuri u l-implimentazzjoni tal-NCF li tinkludi l-iżvilupp ta':

- oqsma tat-tagħlim;
- *Learning Outcomes Framework* li jinvolvi l-kitba mill-ġdid tas-sillabi eżistenti;
- deskritturi ta' livell li jikkorrispondu magħhom.

- strategiji ta' taġħlim li jhaddnu d-diversità;
- proceduri ta' assessjar li jiżguraw progressjoni individwali ta' taġħlim; u
- assessjar summattiv marbut ma' livelli nazzjonali ta' kisbiet.

Id-deċiżjonijiet marbuta mal-kurrikulu, il-pedagoġija, l-għażla ta' materjali għat-taġħlim, taġħmir u riżorsi għandhom jittieħdu dejjem iżjed bħala riżultat tal-kollaborazzjoni bejn min għandu responsabbiltà fid-DQSE għall-iżvilupp kurrikulari, is-*Senior Management Teams* u l-għalliema fl-iskejjel. Id-DQSE jappoġġja kulleġġi u skejjel fl-żvilupp ta' korsijiet kemm imfasslin apposta u kemm *in-house* li jindirizzaw ħtiġijiet speċifiċi, kif ukoll taħriġ li jindirizza prijoritajiet nazzjonali. Id-DQSE hu wkoll responsabbli għall-moderazzjoni u l-kontroll ta' assessjar li jsir mill-iskejjel u l-iżvilupp u/jew moniteragġ tal-assessjar sommattiv fil-kulleġġi u l-iskejjel.

Konklużjoni

Dan id-dokument ippreżenta l-konsiderazzjonijiet teoretici flimkien mas-seba' komponenti tal-NCF biex jagħti lill-qarrejja informazzjoni dettaljata dwar il-konċettwalizzazzjoni u l-implikazzjonijiet tal-bidla maħsuba li ssir bħala riżultat tal-proposti u rakkomandazzjonijiet.

Is-seba' komponenti tal-NCF ma jistgħux jitqiesu għal rashom, iżda kull komponent għandu kontribut distint u uniku x'jagħti għall-iżvilupp u implimentazzjoni ta' kurrikulu li ma joħloqx problemi u qafas koerenti li jhaddan l-esperjenzi ta' l-istudenti mis-Snin Bikrin sa tmiehem l-iskola sekondarja.

Id-dokument li jmiss jippreżenta proposta għall-interpretazzjoni tal-qafas f'kull wieħed mit-tliet ċikli ta' edukazzjoni li jgħaddu minnhom it-tfal f'Malta, jiġifieri s-Snin Bikrin, iċ-Ċiklu tal-Primarja u ċ-Ċiklu tas-Sekondarja.

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Appendiċi I:

Il-Bżonn ta' Politika Nazzjonali dwar il-Lingwa

Il-Kuntest

Il-Malti u l-Ingliż huma t-tnejn lingwi uffiċjali mnizzlin fil-Kostituzzjoni tagħna, filwaqt li l-Malti hu wkoll il-Lingwa Nazzjonali. It-tnejn jintgħallmu tul il-kors kollu tal-edukazzjoni obbligatorja. Madankollu, fi tmiem l-edukazzjoni sekondarja perċentwali tal-istudenti kollha għadhom s'issa ma jirnexx ilhomx jgħaddu l-eżamijiet tas-SEC f'dawn il-lingwi jew imqar jippruvaw jagħmluhom¹⁹. Hemm ukoll tħassib fuq il-profiċjenza kemm fil-Malti u kemm fl-Ingliż f'istituzzjonijiet ta' edukazzjoni postsekondarji u ogħla fejn hemm il-perċezzjoni li l-profiċjenza fiż-żewġ lingwi naqset mas-snin.

L-istatus 'inferjuri' li l-Malti kellu għal mijiet ta' snin sas-seklu 19 kellu l-vantaġġ li jippreserva u jipproteġi l-lingwa milli tinqered. Iżda l-prezz ta' din il-preservazzjoni kien li l-lingwa żviluppat f'għadd ristrett ta' reġistri u kuntesti. Dan il-wirt ta' pożizzjonar u limitazzjoni għadu jidher fil-mod kif il-Malti jintuża fl-iskejjel tagħna. Fil-fatt hemm varjetà ta' manjieri kif u meta jintużaw il-Malti u l-Ingliż. Fil-parti l-kbira tal-iskejjel il-Malti ġeneralment jintuża bħala medju ta' taġħlim, komunikazzjoni u interazzjoni soċjali, filwaqt li f'xi skejjel il-medju preferit hu l-Ingliż. Il-kotba tal-iskola, l-assessjar kontinwu u l-eżamijiet fil-parti l-kbira tas-sugġetti tal-kurrikulu huma bl-Ingliż. L-għalliema jhobbu jaqilbu mill-Malti għall-Ingliż b'mod komplementari waqt li jkun qed jispjegaw fil-klassi. Dan qed iwassal għas-sitwazzjoni li fiha l-parti kbira tat-termini tekniċi huma studjati bl-Ingliż, bir-riżultat li l-Malti la qed ikun żviluppat fi grad għoli u lanqas qed jintuża biex jiżviluppa reġistri ġodda fis-sugġetti jew oqsma differenti tat-taġħlim.

Għalkemm tul is-snin il-Malti twessa' fl-użu għal medda dejjem tikber ta' sitwazzjonijiet formali u informali, l-Ingliż jibqa' l-lingwa dominanti tal-ekonomija u l-passaport tagħna għall-komunikazzjoni mal-biċċa l-kbira tad-dinja. Madankollu, l-espożizzjoni għall-Ingliż u l-użu tiegħu nbidlu wkoll matul is-snin. Il-varjetà ta' Ingliż użat mill-parti l-kbira tal-adulti Maltin ikkristallizzat ruħha f'Malti-Ingliż postkolonjali dejjem aktar lokalizzat. Il-Malti-Ingliż għandu karatteristiċi distinti fir-rigward tal-grammatika, intonazzjoni u vokabularju, iżda ma jinkludix qlib minn kodiċi għal ieħor jew taħlit ta' kodiċijiet.

Fl-istess ħin Malta mhix barranija għall-implikazzjonijiet lingwistiċi tal-globalizzazzjoni. Forom dejjem aktar diversi ta' 'Ingliż' qed jolqtu b'mod sinifikanti l-aspettattivi u mgħibiet tal-komunikazzjoni taż-żgħażaġħ Maltin, l-aktar permezz tal-midja elettroniki kemm bħala spettaturi u kemm b'mod interattiv. Apparti mill-kważi-eġemonija tal-Ingliż Amerikan fiċ-ċinema, in-netwerking soċjali bl-SMS u elettroniku qed jiddefinixxu mill-ġdid id-distinzjoni

19 Ir-riċerka turi li dan hu parzjalment dovut għall-istrutturi skolastiċi tagħna li qabel ir-riformi reċenti tat-transizzjoni mill-primarja għas-sekondarja, kienet tifred l-istudenti tagħna kmieni wisq u spiss wisq. Dan irriżulta f'distribuzzjoni mhix ekwa ta' riżorsi u awtostima mħassra li wasslu għal ċikli rigressivi ta' *self-fulfilling prophecy* (Grima & Farrugia, 2006). Iżda tista' tkun ukoll parzjalment htija ta' nuqqas ta' bażi bilingwi xierqa fiċ-ċiklu tal-primarja tat-taġħlim fl-iskola.

bejn kodiċi formali u informali, bejn kitba u taħdit, u qed jissfidaw in-nozzjoni nnifisha ta' 'korrettezza' tal-komunikazzjoni. Id-drawwiet ta' qari qed jinbidlu b'mod sinifikanti billi l-qari bl-Ingliż qiegħed dejjem u dejjem aktar isir f'kontesti elettronici bħalma huma logħob, siti u blogs. Din id-demokratizzazzjoni tal-orijini tal-kontenut fetħet possibilitajiet godda u vasti ta' komunikazzjoni, iżda fl-istess ħin tagħmel aktar tqila l-kwistjoni ta' x'jiġifieri tkun 'litterat'.

Il-kwistjoni tal-Malti u l-Ingliż bħala midja ta' struzzjoni kienet indirizzata mill-NMC tal-1999. Dan kien qasam is-suġġetti f'zewġ settijiet u rrakkomanda li: (1) il-Malti, l-Istudji Soċjali, l-Istorja, ir-Reliġjon u l-PSD jkunu mgħallmin bil-Malti, filwaqt li (2) l-bqija jkunu mgħallmin bl-Ingliż. Il-Kunsill Nazzjonali tal-Ilsien tal-Malti jemmen li din ir-rakkomandazzjoni saħħet bla ma riedet l-idea li l-lingwa ta' prestigġju hija l-Ingliż (Dec 2009)²⁰. Barra minn hekk, l-NMC fl-1999 ħalla jsir taqlib ta' kodiċi għal skopijiet pedagogici. L-obbligu mnizzel mill-NMC li l-iskejjel kollha għandhom jifformulaw politika lingwistika u li din għandha tkun suġġett fil-Pjan ta' żvilupp tal-iskola ma kinitx segwita b'mod konsistenti mill-iskejjel kollha. Lanqas il-programmi kollha ta' konsolidament maħsubin għal studenti b'diffikultajiet fil-Malti u fl-Ingliż mill-NMC ma kienu implimentati fl-iskejjel kollha jew b'effettività ugwali.

20 *Il-Bilingwiżmu fl-Edukazzjoni ta' Pajjiżna: X'inhu l-aħjar għal uliedna?* Seminar organizzat b'mod konġunt mill-Kunsill Nazzjonali tal-Ilsien Malti u d-DQSE. 5 ta' Diċembru 2009.

Appendiċi II:

Is-Servizzi ta' Appoġġ u Inkluzjoni

A. Is-Servizzi ta' Appoġġ

Id-Dipartiment tas-Servizzi għall-Istudjanti fid-Direttorat għal Servizzi Edukattivi għandu u jikkoordina l-operazzjoni ta' għadd ta' servizzi li jiżguraw li l-ħtiġijiet tal-istudenti qed ikunu sodisfatti kif ukoll jiżgura aċċess għall-Kurrikulu Minimu Nazżjonali. L-iżvilupp ta' aspetti psikosoċjali tal-istudenti tul l-edukazzjoni formali kollha tagħhom jaqqa' taħt id-dominju tas-servizzi psikosoċjali fi ħdan l-istess dipartiment. L-għoti ta' servizzi jseħh f'livelli diversi, u l-aktar:

F'livell ċentrali permezz ta' servizzi miġburin fid-Dipartiment tas-Servizzi għall-Istudjanti

- L-istudenti għandhom aċċess għall-Communication and Technology Unit (ACTU) li permezz tiegħu jingħata appoġġ lil diversi msieħba, fosthom l-istudenti, l-għalliema, l-LSAs, il-ġenituri, il-professjonisti tas-saħħa, l-SMTs u oħrajn biex isibu mod li jkabbar il-komunikazzjoni jew ikun ta' alternattiva għall-istudenti b'diffikultajiet ta' komunikazzjoni serji, kif ukoll aċċess għat-teknoloġija, l-aktar biex ikun hemm aċċess għall-kurrikulu.
- It-tim tal-Autism Spectrum Support jgħin lil studenti b'diżordnijiet tal-*autism spectrum* u wkoll lill-ġenituri jew il-*carers* tagħhom, l-għalliema tal-klassijiet, u l-LSAs. It-tim jipprovdi appoġġ fid-dar u fl-iskola, u jagħti pariri fuq riżorsi skont il-ħtiġijiet individwali.
- L-għalliema peripatetiċi li jagħtu appoġġ b'servizz ta' intervent bikri jaħdmu speċifikament mat-tfal mit-twelid sakemm ikollhom ħames snin li jkollhom diffikultajiet ta' żvilupp, mediċi, psikoloġiċi, fiżiċi, ta' tagħlim u ta' xi xorta oħra. Huma jagħtu appoġġ lill-ġenituri jew il-*carers* fl-ippjanar u l-implimentazzjoni ta' programm edukattiv li hu strutturat skont il-ħtiġijiet individwali tat-tifel jew tifla.
- L-għalliema peripatetiċi għal studenti li jbatu minn vista difettuża joffru servizzi fl-iskejjel skont il-ħtiġijiet tal-każ speċifiku u esiġenzi oħrajn. F'kull każ jitqiesu l-ħiliet partikolari u l-ħtiġijiet ta' kull student, l-età tiegħu jew tagħha, l-opinjoni ta' professjonisti oħrajn, u x-xewqat u fehmiet kemm tal-ġenituri u kemm tat-tfal.
- L-għalliema peripatetiċi għal studenti li jbatu mis-smiġħ joffru servizzi fl-iskejjel. Safejn hu possibbli, dawn is-servizzi jipromwovu u jheggu l-inkluzjoni sħiħa tal-istudenti li jbatu mis-smiġħ, b'xi aġġustamenti skont il-ħtieġa.
- L-għalliema li jgħallmu fid-djar jagħtu appoġġ lill-istudenti ta' bejn il-ħames u s-sittax-il sena li, ħtija ta' mard jew kondizzjonijiet mediċi li jtulu, ma jistgħux jattendu l-iskola.
- Is-Servizzi għas-Sigurtà tat-Tfal (Child Safety Services) jipprovdu servizzi ta' intervent u prevenzjoni lill-istudenti, il-ġenituri u l-iskejjel għal tfal li jkunu ġew abbużati.

- Is-Servizz kontra abbuż minn sustanzi (Anti-Substance Abuse Service) jipprovdi għajnuna lill-iskejjel kull meta jkun hemm każijiet ta' abbuż allegat ta' sustanzi. Barra minn hekk, l-għalliema fis-servizz jagħtu informazzjoni fuq l-użu illegali u mhux addattat ta' sustanzi.
- Is-Servizz favur Imġiba Tajba u kontra l-ibbuljar (Good Behaviour and Anti-Bullying Service) jipprovdi għajnuna lill-iskejjel kull meta jkun hemm każijiet ta' allegazzjonijiet ta' buljar. Barra minn hekk, l-għalliema fis-servizz jgħinu biex ikun hemm sistemi ħolistiċi fl-iskejjel li jindirizzaw dawn il-bżonnijiet, u jagħtu wkoll l-informazzjoni u t-taħriġ meħtieġ.
- Is-Servizzi Psikoloġiċi fl-Iskejjel (School Psychological Services) jaħdmu għal ambjent psikoloġiku san li jiffacilita t-tagħlim u l-iżvilupp tat-tfal, u l-provediment ta' servizz terapewtiku effettiv skont kif u meta jkun meħtieġ.
- It-Taqsima ta' Ħidma Soċjali fl-Iskejjel taħdem biex jingħata servizz effettiv ta' ħidma soċjali lill-istudenti kollha li laħqu l-età ta' attendenza obbligatorja fl-iskola ħalli jgħinjom fit-tkabbir edukattiv u personali tagħhom, billi jopera fl-ambjent edukattiv, familjari u soċjali tal-istudenti.
- Il-Unit *Għozza* jagħti servizz ta' appoġġ u programm edukattiv lill-istudenti ta' età tal-iskola li jkun ħarġu tqal biex iwassalhom ħalli jadottaw atteggiament pożittiv lejn il-maternità filwaqt li jagħtihom il-ħiliet meħtieġa biex ikomplu fil-moġħdija tal-karriera tagħhom.
- Is-Servizzi tal-Mediċini fl-Edukazzjoni jipromwovu stil ta' ħajja u ambjent effiċjenti b'risq is-saħħa fis-sistema edukattiva u jirrispondu għall-ħtiġijiet mediċi tal-istudenti u ta' min jaħdem fl-iskejjel. L-impjegati fis-servizz jiffacilitaw ukoll il-prevenzjoni primarja u sekondarja tal-mard u d-diżabbiltà.

F'livell ta' kulleġġ permezz tas-servizzi mogħtija lill-għaxar kulleġġi fil-Gzejjer Maltin.

- Is-servizzi ta' gwida għall-karrieri jagħtu gwida kurrikulari, inklużi għażliet ta' suġġetti u għażla ta' korsijiet, u jiffacilitaw it-transizzjoni tal-istudenti mill-istituzzjonijiet edukattivi tal-Primarja għal tas-Sekondarja, minn tas-Sekondarja għal tal-post-sekondarju, u mill-post-sekondarju għal istituzzjonijiet edukattivi oħrajn u/jew għax-xogħol.
- Is-servizzi ta' *counselling* jipprovdu servizz għaddej il-ħin kollu li jwassal għall-iżvilupp ħolistiku tal-istudenti.
- Il-Koordinaturi tal-Inklużjoni (INCOs) jippartecipaw fl-iżvilupp u l-provediment ta' politika għal ħtiġijiet Edukattivi Speċjali (SEN) għall-kulleġġ f'kollaborazzjoni mal-SMT u l-Prinċipal tal-Kulleġġ. Huma jiżguraw l-implimentazzjoni effettiva u l-moniteragg ta' din il-politika u azzjonijiet relatati magħha biex jiżguraw aċċess ekwu għall-kurrikulu rilevanti fil-każ ta' studenti bi ħtiġijiet Edukattivi Individwali (IENs) kif ukoll billi jissorveljaw l-implimentazzjoni u l-evalwazzjoni tal-IEPs fost oħrajn.
- Twaqqfu *Nurture Groups* u *Learning Support Zones* u ċentri ta' appoġġ għat-tagħlim għal studenti b'diffikultajiet soċjali u emozzjonali, b'iffukar ċar għar-riintegrazzjoni kemm jista' jkun malajr ta' dawk li jużaw is-servizz.

F'livell tal-klassi tal-iskola

- Il-*Learning Support Assistants* (LSAs) f'livell ta' klassi jappoġġjaw u jikkollaboraw mal-għalliem tal-klassi u kollegi oħrajn u, taħt il-gwida tal-għalliema, jgħinu fl-edukazzjoni tal-istudenti kollha fil-klassi, l-aktar dawk bi ħtiġijiet edukattivi individwali biex ikun żgurat li jgawdu d-dritt kurrikulari individwali tagħhom u li l-ħtiġijiet ta' tagħlim tagħhom ikunu sodisfatti. L-LSAs ukoll għandhom funzjoni importanti fil-partecipazzjoni sħiħa, fost hwejjeġ oħra, fil-pjanijiet tal-MAPs, IEPs u Transizzjoni Individwali.

Fil-livell individwali

- L-istudenti li jkunu identifikati li jkollhom dikjarazzjoni ta' ħtiġijiet mill-iStatementing Moderating Panel huma eliġibbli għal IEP. Dan hu żviluppat għall-istudent b'diżabbiltà u jiddeskrivi l-modifiki u addattamenti għall-programm edukattiv tal-istudent u għas-servizzi meħtieġa biex ikun żgurat aċċess sħiħ għad-dritt edukattiv. Dan hu skont il-Politika ta' Edukazzjoni Inkluziva fir-rigward ta' studenti b'diżabbiltà (Ministeru tal-Edukazzjoni, 2000).
- L-arrangamenti speċjali għal eżamijiet għal studenti b'diffikultajiet fit-tagħlim isiru bl-appoġġ tas-Servizzi Psikoloġiċi għall-Iskejjel u s-Servizz għad-Diffikultajiet Speċifiċi fit-Tagħlim (SpLD) .

B. L-Inkluzjoni u l-NCF

Il-Filosofija tal-Inkluzjoni

Il-kunċetti ta' diversità u inkluzjoni evolwew mas-snin. Il-Kurrikulu Minimiu Nazzjonali (1999) ipprezenta l-inkluzjoni bħala waħda mill-karatteristiċi prinċipali tas-sistema skolastika f'Malta. F'dak id-dokument kienet l-aktar mifhuma bħala *mainstreaming*, fejn hu possibbli, tal-istudenti li jkollhom ħtiġijiet speċjali jew xi diżabbiltà, għall-benefiċċju edukattiv ħolistiku tal-istudenti involuti. Min-naħa l-oħra, id-diversità kienet l-aktar mifhuma f'termini ta' rikkezza u aċċettazzjoni ta' sfondi soċjali u kulturali differenti.

Il-paradigma prevalenti ta' inkluzjoni wasslet għal enfasi fuq l-identifikazzjoni ta' ħtiġijiet mill-iStatementing Moderating Panel u l-provvista ta' *facilitators*, illum imsejnin *Learning Support Assistants* (LSAs).

Ir-Rapport Spiteri (2005) fetaħ il-problema ta' din iż-żieda drammatika fin-numru ta' LSAs li ma kienx neċessarjament jirriżulta dejjem f'tagħlim aħjar għall-istudenti involuti. Dan esplo- ra kunċett usa' ta' inkluzjoni u l-implikazzjonijiet tagħha għall-iżvilupp tal-kurrikulu għal dawk kollha li jkunu qed jitgħallmu. Fil-każ tal-NCF propost, id-diversità qed tinftiehem bħala karatteristika prinċipali tal-kurrikulu għaliex hija karatteristika prinċipali ta' dawk stess li jkunu qed jitgħallmu.

Id-Diversità tal-Istudenti

Bħalissa aħna għandna sistema ta' żewġ binarji fir-rigward tal-politika tal-inklużjoni. Filwaqt li l-parti l-kbira ta' dawk li qed jitgħallmu jirċievu l-edukazzjoni tagħhom fi skejjel *mainstream*, numru żgħir tagħhom jattendu Ċentri ta' Riżorsi²¹ fejn il-ħtiġijiet edukattivi individwali tagħhom huma sodisfatti bl-aħjar mod f'dawn is-siti mgħammrin apposta.

Minbarra din ir-realtà, illum qed nagħrfu li t-totalità tal-istudenti ta' Malta hija tassew waħda diversa, u qed jiżdiedu l-isforzi biex ikunu esplorati sistemi pedagoġiċi li jirrispondu għad-differenzi, fosthom ta' sfond kulturali, ta' ħiliet, religjużi, lingwistiċi u soċjoekonomiċi. Jeħtieġ tinholoq kultura ta' klassi li bis-saħħa tagħha studenti, huma x'inhuma l-ħiliet, klassi u sfond kulturali jew lingwistiku tagħhom, jappertienu għaliha u huma appoġġjati biex jingħataw l-aħjar opportunitajiet biex jitgħallmu.

Fir-rigward ta' studenti minn sfondi soċjali żvantaġġjati, u f'kollaborazzjoni ma' msieħba importanti lokali u istituzzjonali fil-komunità, l-iskola għandha fuq kollox tfitteż li ttejjeb il-ħiliet tal-familji u tappoġġjahom, u komunità lokali għandha tipprovdi ambjent li jkun għani u stabbli kemm jista' jkun mill-aspett edukattiv. Fl-istess ħin, bl-għarfien li sforzi ta' din ix-xorta mhux se jkun biżżejjed għal uħud mit-tfal, hi għandha tfitteż li tiżviluppa strutturi u mekkaniżmi li jikkompensaw bil-għan li jimlew, bl-aħjar mod possibbli, il-vojt kritiku li jinholoq meta t-tfal ma jkollhomx ambjent edukattiv stimulant u stabbli fid-dar. Dan jista' jimplika li wieħed jindirizza ħtiġijiet bażiċi bħall-ikel u l-mistrieħ, jipprovdi ambjent li jrawwem u jindirizza l-immaniġġjar tal-imġiba, u juża mekkaniżmi ta' tagħlim alternattivi għal dawk tradizzjonali u li huma bbażati fuq ix-xogħol tad-dar.

Jeħtieġ tingħata attenzjoni ugwali lill-istudenti mogħnija b'talenti. Il-proċess tat-tagħlim jeħtieġ joffri sfida biżżejjed biex jimpenjahom u jgħinjom jiżviluppaw il-potenzjal massimu tagħhom. F'termini ta' tfassil ta' kurrikulu, dan jista' jsir billi jikkunsidraw prattiki effettivi fi tliet dimensjonijiet:

- **kontenut u padrunanza** li jinvolvu li jkollok studenti jesploraw u jifhmu l-medda sħiħa ta' ideat f'qasam ta' kontenut partikolari;
- **ħsieb f'livell ogħla** li jinvolvi analiżi, sinteżi u evalwazzjoni ta' kontenut u kunċetti f'ċertu fond, u l-applikazzjoni tagħhom b'modi differenti u f'kuntesti differenti; u
- użu ta' **kunċetti u temi usa'** biex wieħed jeżamina l-kontenut tal-kurrikulu minn lentijiet differenti, ngħidu aħna bidla, sistemi, setgħa, mudelli u/jew kawża u effett.

Realtà oħra f'livell lokali tinvolvi studenti li għandhom sfondi soċjali u kulturali diversi, fosthom studenti li huma wlied refuġjati u dawk li jfittxu ažil. Appoġġ lil dan il-grupp ta' studenti jinkludi aċċess għall-edukazzjoni u transizzjoni għad-dħul fl-iskejjel *mainstream*, l-ippjanar ta' programm edukattiv għall-istudenti skont il-ħtiġijiet individwali tagħhom u

21 Qabel it-tnedija tar-Riforma Speċjali tal-Iskejjel fl-2010, dawk li kienu qed jitgħallmu u kellhom ħtiġijiet edukattivi speċjali (SEN) kienu moqdi minn Skejjel Speċjali li oriġinarjament kienu differenzjati skont il-grad u t-tip ta' appoġġ li dawk li kienu qed jitgħallmu kienu jeħtieġu. Ir-Riforma ttrasformat l-Iskejjel Speċjali f'Ċentri ta' Riżorsi li għandhom jagħtu appoġġ lill-iskejjel *mainstream* u jipprovdu lil dawk li jkun qed jitgħallmu u għandhom ħtiġijiet edukattivi speċjali bl-esperjenza ta' transizzjoni minn skola għal oħra waqt li qed jikbru, b'mod analogu għal tagħlim fi skola *mainstream*.

skont il-*year group*, l-identifikazzjoni ta' strateġiji biex jingħelbu barrieri lingwistiċi, u wkoll appoġġ emozzjonali u psikoloġiku.

Id-Direttorat għal Servizzi Edukattivi għandu medda ta' servizzi maħsubin biex ikabbru kemm jista' jkun il-potenzjal fil-livelli kollha ta' ħiliet tal-istudenti. Informazzjoni dettaljata qed tingħata f'Taqsim A ta' dan l-Appendiċi.

II-Kollaborazzjoni bejn I-Għalliema u I-Learning Support Assistants

Ir-relazzjoni fuq il-post tax-xogħol bejn I-LSAs u I-għalliema tal-klassi tinvolvi li I-LSAs jikkollaboraw ma' u jappoġġaw I-għalliema biex:

- jgħinu fl-edukazzjoni ta' dawk kollha li jkunu qed jitgħallmu fil-klassi, b'mod partikolari ta' dawk li għandhom ħtiġijiet edukattivi speċjali biex id-dritt tagħhom għal kurrikulu individwali jkun żgurat u l-ħtiġijiet tat-tagħlim tagħhom ikunu sodisfatti;
- jiżviluppaw u jimplementaw Programm Edukattiv Individwali (IEP) billi jadattaw l-iskemi ta' xogħol *mainstream*, pjanijiet ta' lezzjonijiet, u riżorsi;
- jippreparaw u jiktbu d-dokument tal-IEP għal kull student b'dikjarazzjoni fil-klassi;
- jgħinu fil-preparazzjoni ta' materjal edukattiv u jagħtu sehem attiv fil-komponenti kollha tal-proċess edukattiv fil-klassi, taħt id-direzzjoni tal-għalliem tal-klassi; u
- jipparteċipaw fil-proċess ta' osservazzjoni, assessjar u dokumentazzjoni tal-operat u mgħiba ta' dawk li jkunu qed jitgħallmu.

Il-livell ta' kollaborazzjoni bejn LSAs u I-għalliem jiddependi wkoll fuq il-livell ta' appoġġ determinat mill-iStatementing Moderating Panel individwalment għal min ikun qed jitgħallem. Hemm erba' livelli ta' appoġġ:

1. **Appoġġ Shiħ fuq bażi ta' Attenzjoni Individwali:** L-LSA għandu jiddedika l-ħin kollu tiegħu biex jgħin lil dak li jkun qed jitgħallem.
2. **Appoġġ Shiħ:** L-istudent jeħtieġ l-appoġġ shiħ tal-LSA iżda mhux fuq il-bażi ta' attenzjoni individwali. L-LSA ikun preżenti fil-klassi tul il-ġurnata kollha u jista' jgħin aktar minn student wieħed (jew waħda) fl-istess klassi sakemm student wieħed biss ikun jeħtieġ appoġġ *full-time*.
3. **Appoġġ maqsum fl-istess Klassi:** L-istudent jeħtieġ l-appoġġ maqsum tal-LSA li jkun fil-klassi tul il-ġurnata kollha. Dan ix-xorta ta' appoġġ hu determinat mid-dikjarazzjoni tal-istudenti. Il- *Learning Support Assistant* jista' jagħti appoġġ li massimu ta' żewġ studenti fl-istess klassi.
4. **Appoġġ Maqsum:** (appoġġ għal nofstanhar) Dak li jkun qed jitgħallem ma jkunx jeħtieġ appoġġ tul il-ġurnata kollha. Dan ix-xorta ta' appoġġ hu determinat mid-dikjarazzjoni. L-LSA jista' jkun assenjat jew bir-responsabbiltà ta' sa tliet studenti li jkunu qed jitgħallmu u li jkunu fl-istess klassi u/jew sa żewġ studenti li jkunu jeħtieġu appoġġ maqsum iżda ma jkunux fl-istess klassi. F'dan l-aħħar każ hi rakkomandata l-ekwità.

Fi tmiem iċ-Ċiklu tal-Primarja r-relazzjoni bejn l-LSA, l-għalliem u l-istudent neċessarjament tgħaddi minn bidla. Dan kemm minħabba l-ħtiġijiet ta' żvilupp u soċjoemozzjonali li jinbidlu tal-istudent, u kemm minħabba r-realtà tat-tagħlim fi skola sekondarja li jinvolvi għadd ta' għalliema. Għaldaqstant, l-istudenti li jkollhom dikjarazzjoni tal-ħtiġijiet tagħhom, u jkunu se jgħaddu għal skola sekondarja, jgħaddu minn programm ta' transizzjoni u IEP li jiddeskrivi fid-dettall il-ħiliet u l-ħtiġijiet tal-istudent. L-iskola sekondarja mbagħad hija responsabbli għall-implimentazzjoni tar-rakkomandazzjonijiet kif imnizzlin fid-'dikjarazzjoni ta' ħtiġijiet'.

Is-sistema preżenti ta' appoġġ fi skejjel sekondarji għandha l-vantaġġi u l-iżvantaġġi tagħha.

Il-vantaġġi huma li LSAs:

- jappoġġjaw lill-istudenti identifikati u hekk ikunu jistgħu jagħtuhom l-attenzjoni sħiħa tagħhom;
- jżviluppaw relazzjoni ta' xogħol tajba mal-istudenti assenjati lilhom, u mal-familji tagħhom;
- jiddedikaw aktar ħin biex jippreparaw programmi individwalizzati, immoniterjati mill-għalliema tas-sugġett partikolari, għall-istudenti li ma jkunux jistgħu jsegwu l-kurrikulu tal-klassi;
- jikkoncentraw fuq il-ħolqien ta' riżorsi meħtieġa minn dak jew dawk l-istudenti li jkunu taħt il-kura tagħhom;
- jippreparaw skedi għal kull ġurnata li juru x-xorta ta' modifiki meħtieġa waqt id-diversi lezzjonijiet; u
- jaġġornaw regolarment il-fajls tal-istudenti.

L-iżvantaġġi huma li:

- meta l-istudenti jżviluppaw f'adulti żgħażaġħ huma ma jhossuhomx komdi li jkunu akkumpanjati l-ħin kollu u megħjuna mil-LSAs rispettivi tagħhom;
- l-istudenti spiss jirritaw ruħhom li jkunu ttimbrati minn sħabhom;
- l-ħiliet indipendenti jistgħu ma jkunux inkoraġġuti;
- jkunu żviluppanti ħiliet li jagħmluhom dipendenti u hekk ma jkunux qed jippreparaw lill-istudenti biex jiffaċċjaw l-isfidi li ġgħib magħha l-ħajja ta' wara l-edukazzjoni obbligatorja;
- l-istudenti jsibuha diffiċli jfendu għal rashom meta l-LSA ma jkunx l-iskola bil-konsegwenza li ma jipparteċipawx fil-lezzjonijiet;
- f'ċerti klassijiet, ngħidu aħna klassijiet ta' ħiliet Bażiċi, xi skejjel qed jispicċaw bi tliet jew erba' adulti fi klassi ta' tna-x-il student. Dan mhux aċċettabbli billi l-appoġġ ikun qed jiġi duplikat u l-LSAs ma jkunux qed jiġu utilizzati bl-aħjar mod possibbli;

- I-istudenti ma jkunux qed ikunu offruti l-opportunità li jaħdmu ma' adulti jew LSAs differenti billi jkunu qed jaħdmu dejjem mal-istess persuna (sentejn, ġieli aktar) u mbagħad isibuha iebša jaħdmu ma' adult jew LSA ieħor;
- I-LSAs qatt m'għandhom ħin jispeċjalizzaw f'suġġett prinċipali wieħed jew aktar (Malti, Ingliz u Matematika) billi jkollhom jappoġġjaw lill-istudenti fis-suġġetti kollha;
- xi drabi jkun hemm żewġ LSAs jew aktar fi klassi (klassijiet ta' Suġġetti b'Għażla jew ħiliet Bażiċi); u
- I-istudenti mhumiex qed ikunu inkoraġġuti jappoġġjaw lil sħabhom li jkunu qed jitgħallmu magħhom.

Biex ikunu indirizzati d-diffikultajiet identifikati fil-qagħda preżenti jeħtieġ li jkun hemm konsiderazzjoni mill-ġdid tal-appoġġ fl-iskejjel sekondarji. Qed ikun propost li LSAs jkunu 'marbuta' jew ma' għalliema ta' suġġetti jew ma' ambjenti jew klassijiet ta' suġġetti partikolari. M'hemm ebda mudell preskritt billi kull skola sekondarja għandha r-realtajiet tagħha. Hawn taħt qed ikunu ssuġġeriti żewġ mudelli li jagħtu lill-Kapijiet tal-Iskejjel il-libertà li jadottaw il-mudell l-aktar addattat għall-iskola tagħhom

Żewġ mudelli għall-iżvilupp tal-LSAs fl-iskejjel sekondarji

Mudell 1

L-LSA marbut ma' Settijiet

Dan il-mudell jista' jintuza f'dawk l-iskejjel sekondarji fejn hemm settijiet ta' suġġett tal-qofol mal-medda kollha tal-*year groups*. Dan ifisser li s-settijiet kollha fejn l-istudenti jkollhom dikjarazzjoni tal-ħtiġijiet tagħhom ikollhom fl-istess ħin suġġett identifikat. Huwa mmaterjali kemm ikun hemm settijiet għaliex l-LSA jista' primarjament ikun marbut mas-sett fejn l-istudenti jkollhom dikjarazzjoni ta' ħtiġijiet.

F'settijiet fejn ikun hemm studenti li jkollhom dikjarazzjoni ta' ħtiġijiet, l-LSA responsabbli għall-appoġġ fl-ambitu ta' dak is-sett jipprepara r-rizorsi meħtieġa għal dak jew dawk li jkunu qed jitgħallmu, u skeda tal-ġurnata komuni għal dawk kollha li jkunu qed jitgħallmu. (Wara din tingħata lil-LSA responsabbli mill-ħtiġijiet ta' taġħlim tal-istudenti f'suġġetti oħrajn)

Fil-każ tal-bqija tas-suġġetti, l-LSAs ikunu marbuta ma' studenti 'identifikati', kif inhu l-każ tax-xenarju bħalissa, responsabbli għall-IEPs u għall-aġġornar tal-fajl tal-istudent. L-LSAs għandhom joffru appoġġ sa massimu ta' 18-il lezzjoni, billi ħames lezzjonijiet fil-ġimgħa jkunu identifikati bħala perjodu ta' preparazzjoni għal-LSAs (preferibbilment waqt suġġetti fejn l-istudenti ma jeħtiġux appoġġ).

Xenarju

Skeda ta' Lezzjonijiet tal-Iskola	37 (35 lezzjoni + 2 Lezzjonijiet ta' Attivitajiet Wara Nofsinhar)
Form	1
Klassijiet	5
Studenti b'dikjarazzjoni ta' htigijiet	14 (2 li minnhom jirċievu appoġġ 1-ma'-1)
Assistenti li jagħtu Appoġġ fit-Tagħlim	8
Settijiet għall-Malti, Ingliz, Matematika	6 (is-6 settijiet għal sugġett partikolari jkollhom skeda ta' ħinijiet simultanja)

Klassifikazzjoni skont il-mudell prezenti:

LSA	Student/i	Lezzjonijiet
1	A + B + C (Klassi 1.1)	37
2	D (Klassi 1.2) + L (Klassi 1.5)	37
3	E* (Klassi 1.2)	37
4	F + G (Klassi 1.3)	37
5	H (Klassi 1.3)	37
6	I + J (Klassi 1.4)	37
7	K* (Klassi 1.4)	37
8	M + N (Klassi 1.5)	37

** appoġġ individwali*

Klassifikazzjoni skont mudell 1:

LSA	Malti, Inġliż, Matematika	Suġġetti Oħrajn	Fin għall-Preparazzjoni
1	Sett 1 x 14 lezzjonijiet	x18 lezzjonijiet ma' studenti A, B, C	x 5 lezzjonijiet
2	Sett 2 x 14 lezzjonijiet	x18 lezzjonijiet ma' studenti D, L	x 5 lezzjonijiet
4	Sett 3 x 14 lezzjonijiet	x18 lezzjonijiet ma' studenti F, G	x 5 lezzjonijiet
5	Sett 4 x 14 lezzjonijiet	x18 lezzjonijiet ma' student H	x 5 lezzjonijiet
6	Sett 5 x 14 lezzjonijiet	x18 lezzjonijiet ma' studenti I, J	x 5 lezzjonijiet
8	Sett 6 x 14 lezzjonijiet	x18 lezzjonijiet ma' studenti M, N	x 5 lezzjonijiet
3	Ġurnata Shiġa ma' student E		
7	Ġurnata Shiġa ma' student K		

Vantaġġi

- L-LSAs ikunu qed jaħdmu mal-istess grupp b'filiet xorta fit-tliet suġġetti ewlenin, u hekk ikunilhom eħfef biex jippreparaw riżorsi u skedi għal kull ġurnata. Meta jkun possibbli li LSA jkun marbut ma' sett fejn ebda wieħed mill-istudenti ma jkollu 'dikjarazzjoni ta' ħtiġijiet', l-LSA ma jkunx jeħtieġu jipprepara skedi għal kull ġurnata.
- L-LSAs qegħdin fil-klassi biex jappoġġjaw lill-istudenti billi jkunu marbuta mas-sett.
- Il-filiet indipendenti tal-istudenti huma inkoraġġuti permezz tar-realizzazzjoni li, l-aktar fil-każ tas-suġġetti prinċipali, l-LSA jkun aktar marbut mas-sett milli mal-persuna partikolari li tkun qed titgħallem.
- L-istudenti jidraw jaħdmu ma' adulti differenti. *'Set' LSA ma jkunx l-istess wieħed assenjat mal-istudent.*

Dan il-mudell jista' jkun applikat fuq bażi regolari kull sena u f'kull *year group* fl-iskejjel sekondarji mal-medda tal-forms kollha. Meta n-numru ta' LSAs ma jkunx biżżejjed biex jappoġġja grupp sħiħ, allura l-Kap tal-Iskola jista' jassenja LSAs lill-aktar sett jew settijiet vulnerabbli, jew lil dawk is-settijiet li jattendu għalihom l-istudenti u jkollhom dikjarazzjoni

ta' htigijiet. Dan hu mudell flessibbli hafna li jaghti cans lill-Kapijiet tal-Iskejjel biex juzawh skont ir-realtajiet tal-iskola.

Mudell 2

L-LSAs marbuta mal-għalliema

F'dan il-mudell l-LSA jkun assenjat ma' għalliem ta' suġġett prinċipali partikolari. Dan jista' jsir mal-medda kollha tal-iskola jew ma' *year groups* partikolari, skont in-numru ta' LSAs disponibbli (preferibbilment Inġliż, Matematika u Malti, u suġġett wieħed ieħor).

L-istess LSAs imbagħad isiru *Key LSAs* għall-istudenti li jkollhom dikjarazzjoni ta' htigijiet. Kull LSA jkun responsabbli minn tnejn jew tliet persuni li jkunu qed jitgħallmu, kif inhu l-każ bħalissa.

F'dan ix-xenarju, kull LSA jkun assenjat ma' għalliem ta' suġġett ta' dawk is-suġġetti identifikati.

L-LSAs għandhom jaġixxu wkoll ta' *Key LSAs* meta ma jkunux qed jaħdmu mal-għalliem tas-suġġett, billi jagħtu appoġġ lil tnejn jew tlieta li jkunu qed jitgħallmu meta u skont kif ikun meħtieġ.

L-għalliem tas-suġġett u l-LSA jaħdmu bħala tim u jaqsmu bejniethom it-tagħlim u l-appoġġ ma' dawk kollha li jkunu qed jitgħallmu fil-klassi. L-LSA jipprepara riżorsi u skedi tal-ġurnata ta' kuljum, li wara jiddaħħlu fil-Fajl tal-Istudent.

Il-Key LSAs jeħtigilhom jiżguraw li l-Fajls tal-Istudenti jkunu aġġornati u li r-rakkomandazzjoni tal-IEP jkunu qed jiġu implimentati u segwiti.

Xenarju

Orarju tal-iskola	37 (35 lezzjonijiet + 2 Lezzjonijiet ta' Attivitajiet waranofsinar)
Għalliema tal-Inġliż	4
Għalliema tal-Malti	4
Għalliema tal-Matematika	4
Għalliema tal-ICT (Għażla tal-iskola)	2
Għalliema tad-D&T (Għażla tal-iskola)	4
Klassijiet	15
Studenti b'dikjarazzjoni ta' htigijiet	36 (1 fuq bażi 1-ma'-1)
Learning Support Assistants	18

Klassifikazzjoni skont Mudell 2:

L-LSA	L-Għalliem	Studenti għal suġġetti oħrajn li mhumiex Matematika, Malti, Inġliż, ICT u D&T	Fin għal Preparazzjoni
1	Għalliem tal-Matematika 1 x 20 lezzjoni	A + B x 12 lezzjonijiet	5 lezzjonijiet
2	Għalliem tal-Matematika 2 x 20 lezzjoni	C + D x 12 lezzjonijiet	5 lezzjonijiet
3	Għalliem tal-Matematika 3 x 25 lezzjoni	E + F x 7 lezzjonijiet	5 lezzjonijiet
4	Għalliem tal-Matematika 4 x 25 lezzjoni	G + H x 7 lezzjonijiet	5 lezzjonijiet
5	Għalliem tal-Malti 1 x 20 lezzjoni	I + J x 12-il lezzjoni	5 lezzjonijiet
6	Għalliem tal-Malti 2 x 20 lezzjoni	K + L x 12-il lezzjoni	5 lezzjonijiet
7	Għalliem tal-Malti 3 x 20 lezzjoni	M + N x 12-il lezzjoni	5 lezzjonijiet
8	Għalliem tal-Malti 4 x 12-il lezzjoni	O + P x 20 lezzjoni	5 lezzjonijiet
9	Għalliem tal-Inġliż 1 x 25 lezzjoni	Q + R x 7 lezzjonijiet	5 lezzjonijiet
10	Għalliem tal-Inġliż 2 x 25 lezzjoni	S + T x 7 lezzjonijiet	5 lezzjonijiet
11	Għalliem tal-3 x 20 lezzjonijiet	U + V x 12-il lezzjoni	5 lezzjonijiet
12	Għalliem tal-Inġliż 4 x 20 lezzjoni	W + X x 12-il lezzjonijiet	5 lezzjonijiet
13	Għalliem tal-ICT 1 x 15-il lezzjoni	Y + Z x 17-il lezzjoni	5 lezzjonijiet
14	Għalliem tad-D&T 1 x 16-il lezzjoni	AA + BB x 16-il lezzjoni	5 lezzjonijiet
15	Għalliem tad-D&T 2 x 16-il lezzjoni	CC + DD x 16-il lezzjoni	5 lezzjonijiet
16	Għalliema tal-D&T 3 x 14-il lezzjoni	EE + FF x 18-il lezzjoni	5 lezzjonijiet
17	Għalliema tad-D&T 4 x 12-il lezzjoni	GG + HH x 20 lezzjoni	5 lezzjonijiet

In-numru ta' suġġetti li tagħżel kull skola partikolari biex tagħti appoġġ fihom, minbarra l-Malti, l-Ingliż u l-Matematika, jiddependi min-numru ta' LSAs disponibbli. Is-suġġetti magħżula jiddependu wkoll mill-iskola, li trid tqis il-preferenzi edukattivi ta' dawk li jkunu qed jitgħallmu.

F'xenarju fejn ikun hemm LSAs żejda, dawn jistgħu jkunu assenjati għall-Klassijiet ta' Litteriżmu u Numeriżmu biex ikunu jistgħu jagħtu appoġġ lill-istudenti li jkollhom ħtieġa ta' appoġġ intensiv fin-numeriżmu u fil-litteriżmu, taħt il-gwida tal-għalliema tal-klassijiet. Huma jistgħu jsegwu programmi suġġeriti ta' qari u ta' numeriżmu fuq bażi individwali jew ta' tnejn tnejn. Dawn is-sessjonijiet ikunu identifikati waqt il-laqgħa tal-IEP bi ftehim sħiħ mal-ġenituri, billi dan ikun ifisser li t-tfal ma jidhrlux għal xi suġġett jew għal ċerti suġġetti.

LSAs żejda jistgħu jkunu wkoll assenjati għal klassijiet ta' appoġġ meta jkun hemm każijiet ta' problemi ta' mgħiba jew problemi ta' SEBD, taħt il-gwida tal-għalliema tal-*Learning Support Zone* (jekk ikun hemm LSZ) jew ta' speċjalisti tal-SEBD li jkunu qed jgħinu lill-iskola.

Jistgħu jkunu addetti wkoll ma' għalliema fejn it-tmexxija tal-klassi taf tkun diffiċli jew fil-każ ta' għalliema li jgħallmu suġġetti oħrajn mhux appoġġjati fi klassijiet vulnerabbli.

Vantaġġi

- L-għalliem u l-LSA jaħdmu id f'id biex jiżguraw li dawk kollha li jkunu qed jitgħallmu jingħataw fil-fatt id-dritt edukattiv tagħhom;
- L-għalliema jkollhom bżonn biss li jaqsmu l-iskemi ta' xogħol, tbassir, pjanijiet ta' lezzjonijiet u riżorsi ma' LSA wieħed;
- L-għalliema jingħataw għajjnuna meta jaddottaw strateġiji li jtejbu t-tagħlim differenzjat;
- L-għalliema jkollhom l-appoġġ tal-LSA meta jippreparaw ir-riżorsi;
- L-LSA jsaħħaħ l-għerf tiegħu (jew tagħha) tas-suġġett partikolari fil-livelli kollha;
- L-LSA għandu jipprepara skeda għal kull ġurnata għal kull klassi meta jkun meħtieġ (f'dawk il-klassijiet fejn ikun hemm l-istudenti li jkollhom 'dikjarazzjoni ta' ħtiġijiet');
- L-LSA għandu jipprepara riżorsi li jintużaw, jew li jistgħu jintużaw, f'livelli differenti;
- L-LSA se jkun jgħin fl-edukazzjoni tat-tfal kollha fil-klassi, b'mod partikolari tfal bi ħtiġijiet edukattivi speċjali, biex id-dritt kurrikulari individwali jkun żgurat u l-ħtiġijiet ta' tagħlim tagħhom ikunu sodisfatti;
- *Key LSA* jappoġġja tnejn jew tliet persuni identifikati li jkunu qed jitgħallmu, preferibbilment fi klassi waħda, iżomm il-fajl tagħhom aġġornat u jiżgura li, jekk ikun meħtieġ, jingħatalhom appoġġ f'suġġetti oħrajn li ma jkunux qed ikunu ttrattati mil-LSAs tas-suġġett;
- Ikunu żviluppanti l-ħiliet indipendenti ta' dawk li jkunu qed jitgħallmu;

- L-istudenti ma jkollhomx l-LSA 'tagħhom' il-ħin kollu, iżda jkun hemm jappoġġjawhom oħrajn differenti; u
- L-istudenti jitgħallmu jaħdmu ma' adulti differenti.

Għall-bqija tal-lezzjonijiet, l-LSA jkun assenjat ma' dawk il-klassijiet fejn ikun hemm l-istudenti li jkollhom dikjarazzjoni ta' ħtiġijiet, u jaqdi l-ħtiġijiet kollha tal-IEP tal-istudenti u jzomm aġġornati l-fajls tal-istudent jew studenti. L-LSA jkollu l-istudenti li jrid jaqdi kif stipulat fiċ-ċirkolari HRD/46/2009²² jew xi ċirkolari oħra li tidhol flokha.

Vantaġġi

- L-għalliema jaħdmu ma' LSA wieħed u ma jkollhomx għalfejn jaqsmu l-iskemi tax-xogħol u t-tbassir ma' numru ta' LSAs;
- Il-ħidma f'tim titjeb;
- L-LSAs għandhom isiru aktar profiċjenti fis-suġġett prinċipali li jkunu qed jappoġġjaw;
- L-LSAs għandu jkollhom aktar ħin biex jaħdmu fuq suġġetti oħrajn billi jkollhom jaħdmu fuq suġġett prinċipali wieħed biss;
- L-LSAs għandhom jaġixxu ta' Key LSAs waqt suġġetti sussidjarji; u
- L-istudenti jaddattaw lilhom infushom biex jaħdmu ma' adulti differenti, u hekk jevitaw id-dipendenza.

Fil-każ taż-żewġ mudelli hu mill-aktar importanti li:

- qabel l-implimentazzjoni jsiru diskussjonijiet bejn l-għalliema;
- jsiru laqgħat tal-ġenituri biex il-ġenituri tal-istudenti li jkollhom dikjarazzjoni ta' ħtiġijiet jingħataw pariri fuq il-bidliet u r-raġunijiet għaliex ikunu saru;
- l-IEPs għandhom jirriflettu b'attenzjoni l-ħtiġijiet ta' dawk li jkunu qed jitgħallmu;
- jingħata appoġġ lil-INCOs li jkunu qed jitharrġu billi huma, meta jkun imisshom, jagħtu l-appoġġ tagħhom fir-rizorsi umani involuti; u

l-SMTs jistgħu jużaw kull mudell jew mudelli skont il-ħtiġijiet tal-iskola tagħhom.

Il-Kapijiet tal-Iskejjel jistgħu jadottaw kull wieħed miż-żewġ mudelli, jadottawhom it-tnejn fl-istess żmien, jew iżommu x-xenarju preżenti għal ċerti *year groups* u jużaw wieħed mill-mudelli proposti mal-*year groups* li jifdal. Alternattivament, il-Kap jista' jiddeciedi li ebda wieħed minn dawn il-mudelli ma jista' jaħdem f'iskola tiegħu u jagħzel li jzomm is-sistema preżenti.

22 http://www.Edukazzjoni.gov.mt/edu/letter_circulars/lc_2009pdf/hrd/HRD46.pdf

TOWARDS A QUALITY EDUCATION FOR ALL

The National Curriculum Framework 2011

Consultation Document 2 Rationale and Components



**Towards a
Quality Education
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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 2

Rationale and Components

This document provides a detailed introduction to the theoretical background against which the proposals of the National Curriculum Framework (NCF) were conceptualised. By presenting an overview of seminal reports and documents which highlight the local policy context together with recent EU policy directions, this document introduces the reader to the rationale which motivated the review of the existing curriculum. The first section concludes with a summary of the main tenets of the NCF summarising the major changes and challenges envisaged by the framework.

The second section of this document presents the aims and general principles upon which the NCF is developed and which can be achieved and realised through the proposed learning areas and cross-curricular themes.

The third and final section of this document invites the reader to reflect upon the implications which the proposed organisation of the curricular learning areas has for effective pedagogy, practice and evaluation procedures.

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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

Background and Rationale

Introduction

In Malta we have much to be proud of in our education system. Our concern for all learners, the strength of our communities and our desire to develop a society of lifelong learners are strengths of our education system. Yet society is changing nationally and internationally. We need to recognise these changes in education and look towards new scenarios to ensure that the young people in Malta are prepared to cope with whatever the future might hold.

The Recommendation of the European Parliament and of the Council of 18th December 2006 on key competences for lifelong learning recognises the role of education in preparing citizens to cope with and adapt to changes:

As globalisation continues to confront the European Union with new challenges, each citizen will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Education has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes (p. 5) (2006/962/EC)

In Malta we need a curriculum that prepares students not only for today but also for a demanding and more socially active society of the future. This National Curriculum Framework (NCF) calls for greater responsibility at all levels as educators together with other stakeholders engage to create the *essential education programme* for all children to succeed. It emphasises that education is everybody's business. In the face of new competitive challenges Malta will thrive economically only if our education system is willing and able to change. The intent of this NCF is to make a powerful case for reviewing, overhauling, updating and injecting new life into our curriculum – formal, informal and non-formal. It aims both to provoke and to challenge our thinking, whilst providing insight and inspiration into the various challenges that await us. It presents a focus on content and process, on programme structure, on the role of technology, on globalisation and sustainability, and on the need to develop the habits of mind required for the 21st century. It is our strong belief that together we can all make the difference that will go towards creating meaning for present and future generations.

This document is one in a series of four documents designed to engage all stakeholders in the process of change. The challenge that permeates all four documents is *"What is the purpose of education in a democracy in the 21st century? What must we do differently to leave a lasting impact on students so that they can ultimately lead more engaging lives and have a lasting impact on making this a better world to live in?"* The NCF promotes new ways of thinking and reflecting upon effective learning and teaching. This document:

- outlines the **goals of the review**,
- reflects on our **starting points for change**;
- **challenges myths** that still shape our thoughts, policies and practice; and
- presents the **main tenets** of the NCF.

The Goals of the Review

For all Children to Succeed (2005) is the policy document that spearheaded the Education (Amendment) Act of 2006. Its vision is also a major goal of this review. The primary concern, always and without exception, must be the children and young people whom teachers pledge to serve as they receive their warrant.

The contention of this document is that to prepare our young people for life in the 21st century we need to review and update our curriculum and the way it is managed and, where necessary, create new forms of working and interacting in schools, between schools and colleges and other entities. Our responsibility is to prepare learners for their world and their future. The NCF presented in this document deliberately attempts to move away from a prescriptive curriculum to a framework. In so doing, a certain amount of flexibility is advocated thus encouraging stakeholders to have a greater say in determining the content to suit the needs of the learners.

Moving beyond the ideas in these documents will involve different groups seeking answers to key questions, tackling different tasks, and undertaking different initiatives to explore how ideas might be made real in classrooms across Malta. What do we keep? What do we review? What do we eliminate? What do we create? Interestingly but ironically enough we will find some answers in our past. In Latin, the word curriculum means “a path to run in small steps”. Whilst as adults at this stage we may negotiate the paths along which students and adults should walk, we need to realise that students will, in the end, determine how they will, or if they can, take steps in the path with each class, each group, each teacher, and each day. For this reason the NCF challenges us to constantly review the steps we thread; to monitor and review the decisions we take; to engage with our students and take account of their stories, of their needs and to place their voice at the centre of our discourse. This will help us transform the way we engage with the curriculum and the ways we engage with others. As we turn our schools, colleges and organisations into communities of learning we will be on our way to creating the essential education for our changing world. However, we need to be very aware that solutions of the past and realities of the present alone do not add up to the transformation needed for our future.

The challenge is to match the needs of learners in a world that is changing with great rapidity. In order to meet this challenge, the local community needs to accept and actively promote the importance of learning throughout life – a process which acknowledges that everyone can become a successful learner along their own path. The challenge is not merely to endorse the importance of learning but to create opportunities for all those who come in contact with the school to leave an impact on learning - to turn schools into communities of learning. This is the debate that this NCF encourages. A positive attitude towards learning implies that we can all learn from one other, that we can create a climate where diversity of opinion is respected. Learning is about expanding our perspectives, updating our approaches, moving beyond our comfort zones, challenging set modes of thinking and doing. It is critical that the NCF allows educators to become active inquirers, developers of innovation and explorers of new directions.

Starting Points for Change

Malta is no stranger to change and our education system is a picture still in the making. In this section we recognise the importance of starting from where we are and we offer an overview of the path we have taken since 1988. We acknowledge all the work that has gone before, the documents, the initiatives, and the commitment to create curricula that have been central to current reforms.

Our local policy context

The 1988 Education Act introduced a number of innovative ideas including: “the right of the State to establish a National Minimum Curriculum of studies for all schools” (Part I section 7) introducing the concept of compliance with the National Minimum Curriculum (NMC). Over time this involved kindergarten, primary, secondary and post-secondary levels. Following criticism of the political nature of a national curriculum in a democratic context, alternatives were proposed (Wain, 1991). These initiatives led to a better understanding of what is meant by a national curriculum and the way in which it should be drawn up and discussed.

The process of reviewing and strengthening the NMC was set in motion in 1995 with the publication of *Tomorrow’s Schools: developing effective learning cultures* (Wain, Attard, Bezzina, Camilleri, Darmanin, Farrugia, Psaila, Sammut, Sultana, Zammit, 1995). This process continued with the 1998 publication of the draft NMC and later with the formulation of the final document *Creating the Future Together* (Ministry of Education, 1999) after a nationwide consultation process.

The process of reviewing a national curriculum has been defined as “*the Will to Be ... and the Courage to Do*”¹. This statement is still relevant today. Reviewing a curriculum framework is not a neutral process. The framework presented to schools ought to reflect current needs, challenges, opportunities and realities, but it should also create space for the educators of the future to adapt the curriculum to their contemporary challenges, in a continuous process of review. This is the first framework that is being proposed since Malta joined the EU in 2004. Thus, EU targets and other documentation related to education and training issued by the European Commission need to be reflected in the NCF in order to ensure the educational entitlement of learners in both the local and the wider European context.

The policy document *For All Children To Succeed* (Ministry of Education, 2005) set out the initial landscape for the setting up of the Directorate for Quality and Standards in Education (DQSE) and the Directorate for Educational Services (DES), as well as different models for the College set up in Malta and Gozo. The document proposed that the ownership of curriculum design, management and implementation fall within the remit of the DQSE. This policy document acted as a precursor to amendments to the Educational Act that were discussed in parliament in 2006.

The Education (Amendment) Act (2006) heralded a different orientation to reform, especially school reform. Innovation has been brought about through the college network system and the still evolving relationship between Directorates and colleges. This review stems from

1 This expression was originally used in *Tomorrow’s Schools: Developing Effective Learning Cultures* pg 51.

Part II of the Education (Amendment) Act, 2006 which focuses on the constitution and functions of the Directorates of Education; it essentially puts the onus on the Directorate for Quality and Standards for:

- updating the National Curriculum;
- its implementation (taking into consideration issues such as syllabus design, assessment and training needs);
- quality assurance mechanisms; and
- reviewing the implementation process at regular intervals.

The process of reviewing and updating the National Curriculum was launched in March 2008 and completed in July 2010. It 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 an invitation for feedback from curriculum experts from the Ministry of Education in New Zealand and Learning and Teaching Scotland. A draft NCF document is being presented in April 2011 for a national consultation process after which it will be refined, finalised and adopted as the NCF.

Entitlement and quality education were key principles in *Tomorrow's Schools* (1995) and *Creating the Future Together* (1999).

What are considered to be the basic requirements of a quality education – one that is meaningful, worthwhile, responsive to individuals and social needs – and does each and every student, without fail get those requirements, regulated as these are by the principle of entitlement? (Wain et al., 1995, p.8).

The underlying philosophy has been 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.

...One main characteristic is that it places the needs of the learner before anything else. It is the child who is at the centre of all the vision, the planning and the provision. Equally interwoven in its aims and provision is the celebration of diversity. (Vella, 1999, p.9).

The publication of the 1999 NMC opened the gateway to further educational reform in Malta. The year 2003 saw the start of in-depth analysis and discussion on key areas, each presenting challenges to be addressed in this review of the NCF. These areas included:

- **Inclusive and Special Education:** Spiteri, Borg, Callus, Cauchi, and Sciberras (2005) recommended that mainstream education was to become all inclusive with relevant syllabi addressing the needs of all students.
 - The challenges include how to ensure that learning support in mainstream schools is provided by adequately trained personnel and the syllabi within the framework of the national curriculum might best be adapted to meet individual students' needs.

- **Absenteeism:** Clark, Borg, Calleja, Chircop and Portelli (2005) analysed the situation of absenteeism in Malta and provided a variety of recommendations to address the issue of absentees in a country where human resource capacity is a top priority for the development of the national agenda.
 - The challenge includes how to review the current curriculum in relation to students' needs thus making it more appealing. This would impact on their motivation regarding school attendance.
- **Early Childhood Education and Care:** Sollars, Attard, Borg, and Craus (2006) concluded that *"a curriculum specifically designed for early years, linking theory and practice is absent"* (p. 9) and that *"practitioners do not have any clear documentation about the content and planning of their work or how such material can be translated to their daily practice"* (p. 9).
 - The challenges include how to acknowledge early years as a distinct phase and to develop a purposely-designed curriculum as a firm foundation for primary and secondary curricula.
- **Career Guidance:** Debono, Camilleri, Galea and Gravina (2007) proposed a national policy focusing on career guidance to ensure smooth transitions from one educational phase to another and to the world of work, focusing on the individual's needs and labour market demands.
 - The challenges include the setting up of a framework of services and operation in the area of career guidance that would also have implications on the curriculum.
- **Smart Learning: Malta's National eLearning Strategy 2008-2010:** technology ought to support teachers in adapting to different learning styles in order to address specific learning needs, thus personalising learning.
 - The challenges include how to encourage more student-centred pedagogies promoting autonomous learning. A fundamental shift is required in the relationship between the teacher and the student. From one where the teacher provides and organises most of the content, knowledge and skills, this relationship needs to become one where the teacher guides, challenges, and monitors activities and where students are actively participating and taking responsibility for their learning and working towards becoming autonomous, technologically proficient learners
- **Religious Education:** The teaching of Catholic education is guaranteed in primary and secondary schools².
 - The challenge includes how, in the increasingly multi-cultural context of our local schools, to cater for students who do not wish to receive an education in the Catholic Religion.
- **Physical Education:** Physical Education needs to be given its due importance in schools at all levels. Between 2008 and 2009, the National Audit Office (NAO) carried out an audit

2 The 1989 Agreement between the Holy See and the Republic of Malta regarding *Teaching and Education in the Catholic Religion in State Schools*.

in State primary and secondary schools with a view to collecting information about the status of Physical Education and Sport (NAO, 2010)

- The challenges include the need to consider how to implement fully the recommendations from this report namely to place greater emphasis on the quality of Physical Education and structured activities; to improve facilities and equipment and to ensure that the recommended time for Physical Education in primary schools is fully utilised.
- **For all Children to Succeed (2005):** In this policy document, state colleges were proposed implementing the concept of decentralisation through the concept of networking of schools. Colleges were tasked with ensuring that all students received their educational entitlement in a full, continuous and smooth process of education from an early age to the end of compulsory education in the perspective of lifelong learning and inspired by the highest human values. They were to ensure that the NCF was translated into an appropriate curriculum implemented in all its schools, with the best methodologies, including an extensive use of information and communication technology as a pedagogical tool.
 - The challenges include how to realise these aspirations in flexible ways. The concept of flexibility is promoted throughout the NCF. It implies opportunities for colleges and schools to individually address the range of needs of students. This implies changes in pedagogy. Flexibility can also be achieved through adjustments which can be made to timetables, choice of subjects, subjects organised in modules and the number of lessons allocated to certain subjects/areas. However, a further challenge is that the amount of flexibility is seriously limited by the number of subjects and the content for each subject which students have traditionally been expected to follow in the local context. Inevitably, working within a flexible framework requires a rationalisation of the range and depth of content in all subjects, with a direct impact on syllabus design, learning and teaching and the format of examinations.
- **Transition from Primary to Secondary Schools in Malta (2007):** In spite of the positive results obtained by high achievers, the Junior Lyceum and the Common Entrance examinations have excluded many students from a quality education and labelled them as failures at an early age. This result has had long-term implications with students leaving the schooling experience with low self-esteem and no certification. Moreover, segregation has become an accepted reality within the State education system.
 - The challenge is how to enhance transition and raise achievement for all learners. With the termination of these examinations from 2011, this NCF proposes an infrastructure for a curriculum which facilitates the transition from the Primary to the Secondary years, primarily addressed through the identification of levels of achievement expressed as learning outcomes and organised into a progression and through collaborative partnerships that facilitate transition.
- **Vocational Education:** Technical and vocational education has a long and varied tradition in the Maltese educational system. Sultana (1992) identified several factors which contributed to the failure of vocational education at the secondary level in

Malta: for example, the difficulty of attracting status from both industry and education; the lack of a technical culture which embraces an alternative form of schooling; the inappropriate award structure for students who pioneer the new system; the lack of material resources to equip the schools for the new system, and the inadequacy of human resources to provide the expertise to enable the system to succeed. In their report *MATSEC: Strengthening a National Examination System*, Grima, Camilleri, Chircop, Mallia & Ventura (2005, p.94) suggested the introduction of certification for vocational subjects which require the same rigorous preparation that exists for the traditional subjects.

- The challenge is to redress the absence of a vocational education component by incorporating it within the secondary curriculum rather than as a separate route in the education system and providing recognized certification at the end of the process which facilitates progression to different options in post-secondary education. A pilot project is being implemented in a number State, Church and Independent schools in September 2011.

The proposed NCF draws upon previous documentation in the light of changes in society, the setting up of colleges in the state sector, the on-going transition reform and to face the challenges set for education in Malta. In the next section of this document we look at recent EU policy documents.

Recent EU policy context

The first two aims of the '*Key Competences for Lifelong Learning — A European Reference Framework*' (included in the annex of the Recommendations) (2006/962/EC) suggest that:

"... the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society" need to be developed "by the end of initial education and training to a level that equips [learners] for adult life and which form a basis for further learning and working life." (European Commission, 2006, p. 4)

The *European Reference Framework* sets out the following eight key competences:

1. Communication in the mother tongue (p. 4).
2. Communication in foreign languages (p. 5)
3. Mathematical competence and basic competences in science and technology (p. 6).
4. Digital competence (p. 7).
5. Learning to learn (p. 8).
6. Social and civic competences (p. 9).
7. Sense of initiative and entrepreneurship (p. 11).
8. Cultural awareness and expression (p. 12).

Furthermore, the *European Reference Framework* lists the following themes which are embedded in the eight key competences, namely: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-making and constructive management of feelings. These competences will form a key underpinning element of the NCF.

More recently, the *Council Conclusions on a Strategic Framework for European Cooperation in Education and Training (ET 2020)* (European Commission, 2009) recommended that:

in the period up to 2020, the primary goal of European cooperation should be to support the further development of education and training systems in the Member States which are aimed at ensuring: (a) the personal, social and professional fulfilment of all citizens; (b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and intercultural dialogue (p. 2)

In this *Strategic Framework for European Cooperation* (European Commission, 2009):

lifelong learning [is] regarded as a fundamental principle underpinning the entire framework, which is designed to cover learning in all contexts - whether formal, non-formal or informal - and at all levels: from early childhood education and schools through to higher education, vocational education and training and adult learning" (p. 3)

The more recent document *Europe 2020 – A strategy for smart sustainable and inclusive growth* (COM (2010) 2020) is the follow up to the *Lisbon Strategy for Growth and Jobs* (Memo 06/478/12th Dec 2006) (European Commission, 2006) to help Europe emerge from the financial and economic crisis and prepare its economy for the next decade. Two of the targets are having less than 10% of early school leavers and 40% of the younger generation in possession of a tertiary degree³. The proposed NCF aims to provide recommendations that pave the way for the education system in Malta to reach these targets.

Challenging Myths

The NCF sets out to challenge particular myths that still shape our thoughts, policies and practices with respect to education. One of the myths challenged is related to the role of the teacher. For far too long the richness and complexity of the work teachers do has been undervalued. The teacher has been revered as a knowledge-delivery mechanism, preparing students for high-stakes examinations. Effective teachers are not only knowledgeable in their subjects but also resourceful across multiple subject areas and skilful at integrating them. They are spontaneous, alert to the teachable moments, and able to play out the fruits of that spontaneity and plan the next steps incrementally as the lessons unfold. Such teachers believe in the varied capabilities of their students, constantly challenging them, creating opportunities and setting higher expectations over time. They value their students as individuals and as social beings. Good teachers understand their students and reflect upon, modify and adapt their teaching, thus improving their strategies in a dynamic manner.

A second myth is that teachers should think alike and, as a result, do the same thing. The NCF does convey general direction and comfort, but it only comes to life in schools and

³ The European Council of the 25/26 March agreed to "improv[e] education levels, in particular by aiming to reduce school drop-out rates and by increasing the share of the population having completed tertiary or equivalent education; taking into account the Commission's proposal, the European Council will set the numerical rates of these targets in June 2010.

classrooms through localised application of individual ideas by teachers who are grounded in particular contexts and provoke reflection, innovation and improvement. Such teachers do make a difference.

A third myth challenged by NCF relates to the emphasis on examinations. Assessment should reflect what matters in learning. Within the NCF our assessment system must change to reflect this position.

These changes in the role of the teacher are consistent with the devolution of increased authority to the school site. The NCF envisages uniqueness through the diversity of ways that colleges and their respective schools tackle potentially similar issues or the way they implement national policies. This has major implications to the way college-based practices are assessed, monitored and supported.

The critical development that will help us turn the NCF into reality is the cultivation of habits of mind (Costa & Kallick, 2000, 2009) or habits of thought as John Dewey (1933) called them. Shifting our mental models about what we teach, how we teach, how students learn and how we assess students' learning growth will take some getting used to. Such changes require open-mindedness, flexibility, patience and courage. The NCF champions the national educational paradigm shift and creates the structures and mechanisms that encourage us to change our mindset and then form new habits and routines as we review and possibly abandon old ones.

Main Tenets of the NCF

In the light of historical developments, existing documentation and challenges faced by the local educational community, the NCF assumes:

- a paradigm shift away from a prescriptive curriculum towards a framework which allows for some degree of internal flexibility;
- a move away from stand alone subjects to learning areas that form the entitlement of all learners;
- the continuous development of all practitioners, and ongoing support to enable them to interpret the framework and adapt it to meet the needs of their learners; and
- that all stakeholders in the State, Church and Independent sectors take responsibility for the proposed changes.

Hence, the NCF promotes:

- a clear focus on improving the quality of education and raising the level of student achievement;
- a readiness to depart from traditional curriculum structures and practices that may restrict learning;

- guidelines which allow for some a greater of choice to suit the interests and capabilities of individual learners within nationally accepted parameters;
- flexible learning programmes providing diverse and integrated learning experiences that cater for a wide spectrum of learners;
- learning programmes that focus on understanding and emphasise the process of learning and the active co-construction of meaning rather than the mere acquisition of content;
- learning programmes that empower teachers to implement innovative teaching/ learning strategies especially through the use of eLearning;
- a move away from an exclusively subject-based approach that favours fragmentation and compartmentalisation of knowledge to a more cross-curricular, thematic, interdisciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another;
- an assessment policy that values and assesses both the processes and the products of learning;
- initial teacher education and further opportunities for training and support in the use of pedagogies that are inclusive in nature and cater for diversity;
- professional development that is congruent with the availability of opportunities within the extended reality of the EU; and
- the development of the school as a learning community of reflective practitioners.

Conclusion

The first section of this document introduced the reader to the background and rationale underpinning the NCF review process. It highlighted the goals of the review and the initial considerations ahead of the changes and modifications to be proposed. The section concluded with a summary of the main tenets of the NCF.

In the subsequent section, the general principles and aims upon which the NCF is formulated are presented together with a proposal for grouping traditionally separate subjects into eight key learning areas and five cross-curricular themes to facilitate the realisation of the curriculum framework.

Section 2

Principles, Aims and Learning Areas

The NCF has seven components:

- General Principles
- Aims of Education
- Learning Areas
- Effective Learning and Teaching
- Assessment and Evaluation
- Parental and community involvement
- Support Structures

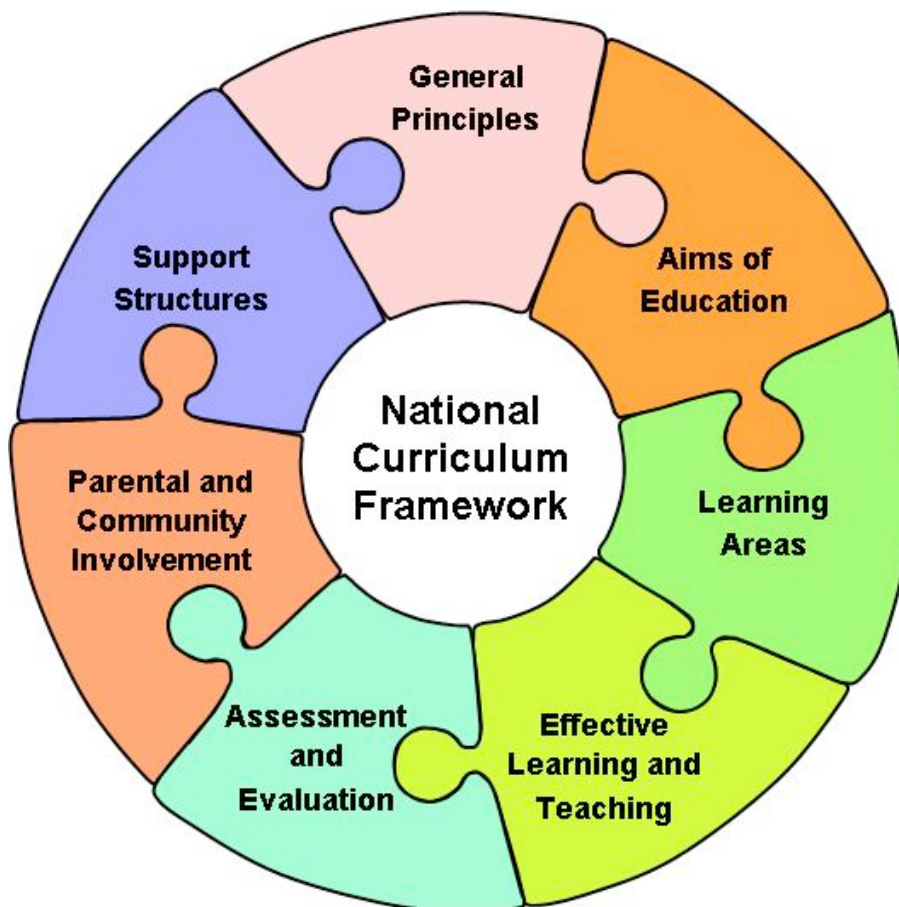


Figure 2.1: Major interdependent components of the National Curriculum Framework

This section of the document focuses on the three components which establish the theoretical framework.

General Principles

Six **General Principles** form the foundation of the NCF. These principles are derived from the values expressed in *Tomorrow's Schools* (1995) and *Creating the Future Together* (1999) and, affirmed in the *Transition from Primary to Secondary Schools in Malta: A Review* (2007) document as well as in national and EU directives.

Principle 1: Entitlement

Within and beyond the educational community, there appears to be consensus that every child is entitled to a quality education experience. Therefore all learners need to be supported to achieve personal excellence. In this respect, the NCF promotes for every learner the development of:

- fundamental values and attitudes;
- a holistic education relevant for life;
- analytical, critical and creative thinking;
- the ability to communicate in the context of bilingualism and multilingualism;
- contemporary learning approaches, including eLearning;
- individual and collective progress, success and achievement;
- smooth transitions within the system and diverse pathways for further learning; and
- the support of families and the wider community.

Principle 2: Diversity

The NCF acknowledges Malta's growing cultural diversity, and values the history and traditions of its people. It recognizes the heterogeneous nature of the community of learners, thereby acknowledging and respecting individual differences of age, gender, beliefs, personal development, socio-cultural background and geographical location. Learners' identities, their language competence, intellectual abilities, aptitudes, interests and talents are recognized and supported accordingly through appropriate learning and teaching approaches. The NCF affirms that all children can learn, grow and experience success by:

- respecting diversity in all its forms;
- promoting an inclusive environment; and
- recommending policies and practices that address the individual and specific needs of the learners and learning community.

Principle 3: Continuum of Achievement

The NCF embraces a developmental approach to education. This implies that within and across all learning areas/subjects, the curriculum meets the needs of learners according to their stage of development. In this respect the NCF:

- promotes the development of early childhood, primary and secondary education curricula as a seamless process in order to ensure continuity in the educational paths followed by learners; and
- steers the designing of curricula towards the identification of learning outcomes to reflect progressive development and achievement.

Principle 4: Learner-Centred Learning

The NCF promotes the development of a learner-centred approach to learning and teaching which requires:

- active and personalised learning;
- relevant, meaningful and purposeful engagement on the part of the learners;
- negotiation among learners and teachers; and
- the development of knowledge, skills and attitudes which promote self-directed and lifelong learning.

Principle 5: Quality Assurance

Quality education for all can be realised through a system of ongoing self-evaluation, monitoring and review within schools complemented by an external review system that together foster school improvement. In this respect, the NCF:

- provides direction to schools and colleges about key areas of the curriculum and aspects of school life;
- facilitates the effective implementation of the curriculum;
- demands and supports high-quality educational leadership at school, college and systems level;
- encourages the adaptation of the curriculum according to the particular contexts and needs of schools and colleges; and
- promotes reflective practice, mentoring and professional development for teachers, and self-evaluation and external reviews at school level.

Principle 6: Teacher Support

The NCF advocates the effective and efficient use of resources within and across schools and colleges. In this respect, the NCF requires that:

- stimulating and supportive environments and resources are available and accessible for all;
- continuous professional development programmes are organised for all practitioners within schools and colleges;
- on-going professional development support is available to schools and colleges to address national and strategic issues; and
- appropriate internal structures are available to provide support to meet the needs of learners, teachers, school administrators, families and other stakeholders in schools and colleges.

Aims of Education

In conformity with the principles outlined above, the **Aims** of education set out below prepare all children to become lifelong learners, confident, successful, creative, connected and engaged in the community and the world around them. Their education should enable them to acquire the knowledge, skills, values and attitudes that make them capable of sustaining their life chances in the changing world of work, and to become actively engaged citizens. Figure 2.2 presents a more detailed description of the aims of education proposed by the NCF setting out the desired characteristics of Malta's young people as actively engaged citizens and lifelong learners.

The National Curriculum Framework aims at developing ...

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

This will require the development of:

- personal and social skills
- moral and spiritual development
- literacy, numeracy and digital literacies
- bilingualism and multilingualism
- science and technology competence
- critical and innovative thinking
- aesthetic appreciation and creative expression

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

This will require capacity-building to achieve gainful employment and sustain:

- the ability to communicate effectively and confidently
- competence in using new information and communication technologies
- the ability to train, re-train and develop new skills
- economic stability and independence
- innovation and entrepreneurship
- the ability to readily embrace mobility and exchange
- a systems view of reality that facilitates their engagement in the promotion of sustainable development
- active involvement in sustainable development issues

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

They will need to:

- respect diversity and value difference
- respect and promote Maltese culture and heritage
- develop intercultural competence and appreciate their heritage within the Mediterranean, European and global contexts
- work towards strengthening social cohesion and ensuring social justice
- uphold social justice and democratic principles

Figure 2.2: *The Educational Aims of the National Curriculum Framework*

Aim 1: Learners who are capable of successfully developing their full potential as life-long learners

This requires the development of:

- ***Personal and social skills***

In the early years, children build their well-being and self-esteem, developing a positive self-identity and a sense of independence and autonomy, gaining confidence in themselves and their achievements. They need to learn to become risk-takers and develop individual strategies which help them to cope with new challenges. As they become independent and learn to take care of themselves, young children need to learn how to deal with their feelings, recognise and label emotions, and learn to be comfortable with themselves. They also need to start to develop social competences, learning how to live and grow with others.

As they move through the Primary years, children need to develop respect and value for each other, developing a sense of community and resolving conflicts. They should start to understand the emotions which others are experiencing and see different perspectives, developing empathy, respect and acceptance of different points of view. They need to learn to collaborate with peers and adults with diverse backgrounds and needs.

During the secondary years young people need to continue to develop their social and personal skills to ensure that they leave school equipped to handle an ever-changing social reality. The fundamental values of family, respect, inclusion, social justice, solidarity, democracy, commitment, care, love and responsibility should be strengthened.

- ***Moral and spiritual development***

In the early years, as they develop social competences, young children develop a moral identity and sense of right and wrong, distinguishing between what is acceptable or unacceptable. They will experience and adopt values depending on how they are treated and how they see others being treated. As they move through the Primary years, they need to develop an awareness of the more abstract concepts of fairness, a sense of justice and non-preferential treatment.

The Secondary years experience should help young people to strengthen and enhance their moral and spiritual development. Through formal, non-formal and informal learning, individual, group or classroom experiences and through personal reflection, they need to develop the various skills that lead to moral and spiritual growth. After passing through a period of doubt and questioning of values that normally occurs in the middle of the secondary years with the physical and emotional changes of the teenage years, young people will generally mature and acquire the moral and spiritual growth that will serve them when they leave the sheltered world of school.

- ***Literacy, numeracy and digital literacy***

During the Early Years, children gain familiarity with symbols and patterns and their use in everyday settings, including on computers and other electronic devices. These literacy,

numeracy and digital literacy skills form the foundations for further learning in the Primary years. Through programmes which build on their initial skills, children should become proficient in speaking, listening, reading and writing in both Maltese and English. They need to develop essential numeracy skills and key numeric competences that include the understanding of concepts, principles, and applications to support them in daily life and allow them to develop higher order thinking and function as autonomous adults.

Availability of and accessibility to different kinds of information, including through different media and the internet, enables learners to engage with and make sense of the world around them and encourages them towards communication and collaboration. Becoming digitally literate involves developing understanding of data sources and manipulation of data; information communication & presentation; programmed control; and social, ethical & personal aspects of the connected world.

As young people move through the secondary years, they need to further develop a range of competences in literacy, numeracy and digital literacy, to enable them to think and solve problems and communicate their ideas, promoting skills for conducting research as well as representing and communicating ideas and locating, storing and retrieving information.

- ***Bilingualism and multilingualism***

In the Early Years, children become aware of different language systems, notably their first and second languages. In the Primary years, whilst their first language is respected, promoted and strengthened, they begin their journey of second language learning. This is a direct reflection of growing up in Maltese society rather than necessarily being an immediate need. However, it is imperative that children are exposed to the two official languages of the country in meaningful ways which serve to promote learning and understanding of the world 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 are driven by principles which are appropriate for the age group. During this years awareness of foreign languages is desirable with the aim of becoming open to other languages and cultures.

Being multilingual implies being able to communicate in speech and in writing in at least three languages. At the secondary level young people start learning a third language with a possibility of opting to study a fourth language. The EU's recommendation of learning one's mother tongue plus two others has been a reality for a long time in our educational system, which supports multilingualism.

- ***Science and technology competence***

Early years experiences offer children the opportunity to engage with and understand the world around them. Through inquiry, children develop their curiosity about natural phenomena, leading them to question what they see and feel.

In the Primary years, developing scientific and technological competence requires an inquiry-based approach to learning. Challenging activities, environments and resources give children the chance to explore diverse sources of information. As they study science and technology they need to come to grips with conceptual change and to deepen their

knowledge and understanding of scientific and technological processes. Science and technology are also part and parcel of the key competences that need to be developed during the Secondary years. The aim is to ensure that learners experience a broad scientific education that will prepare them for a society where science and technology increasingly play a leading role.

- ***Critical and innovative thinking***

'Imagination is the capacity for original thought; creativity is applied imagination' (Robinson & Aronica, 2009). 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 skills that underpin critical thinking such as identifying, labelling, sorting, grouping, sequencing, classifying, categorising, and matching.

During the Primary years children's imagination and inquisitiveness need to be developed as a means of investigating problems and using their imagination to explore possible solutions. They need to experience different media and materials which allow them to develop their own ideas and experiment with alternative ways of thinking, problem-solving and self-expression. They need to learn to focus on systematic ways of addressing problems by collecting, testing and analyzing information and applying their results in different situations. They need to thus develop a range of critical skills, including labelling/identifying, recognition, sorting, hypothesizing, predicting, comparing, sequencing, grouping. They should also develop positive dispositions including enthusiasm & motivation, curiosity, questioning, concentration, perseverance, imagination, and the ability to accept alternative suggestions/criticism.

During their secondary education young people's problem-solving and enquiry skills will be developed and extended through practical work and through exploring ideas. The skills of investigation, designing and making, testing and reporting are all important in this context. Young people should develop the critical skills of exploring a particular issue from various perspectives and be able to assess whether a particular source of information is trustworthy or not. They are expected to be creative and innovative, to express their ideas and to allow their imagination to run freely within set parameters.

- ***Aesthetic appreciation and creative expression***

The skills and dispositions involved in aesthetic appreciation and expression should underpin and enrich learning from the Early Years, through the Primary and Secondary years and across curriculum areas. Young people's skills are enhanced especially through the study of art, music, dance, drama and literature.

Through exploring a range of different media as part of their learning, children develop their personal expression and ideas. These experiences provide them with opportunities to be imaginative and creative, to experience inspiration and enjoyment, and to appreciate, evaluate and respond to local and foreign values and culture. They can develop skills in communication, presentation and interpretation of others' ideas. Actively engaging in creative and imaginative expression helps them to explore, appreciate and communicate feelings and develop their personal aesthetic dimension, thus supporting the development

of their personality. They can also begin to develop an understanding of the creative process and the development of aesthetic standards and values in society, so that by the time they leave school they are able to participate effectively in the cultural life of their community.

Aim 2: Learners who are capable of sustaining their chances in the world of work

This requires:

- ***The ability to communicate effectively and confidently***

Successful personal and social development requires children to express themselves in comprehensible and meaningful ways. Of all the means available to them, language is the one which best facilitates communication. As children engage with and gain experiences in using both oral and printed language, including symbols and images, their abilities to think, understand, express themselves and extend social relations are strengthened. The overall objectives of learning in the Early Years and Primary years should be to help children appreciate the functions and purposes of language⁴ and to make them capable of using different forms of language and media to communicate effectively and confidently. They need to interact and engage with many types of media: oral, visual and written text; gain flexibility and control in their use of language and media; learn how to assert themselves and get things done; and start to become aware of the subtle influence which language and media in all their forms have on society.

As they move into the Secondary years, young people need to continue to develop their confidence and skills in verbal, non-verbal, written, visual, physical, technical and emotional/ expressive communication. They need to learn to use and apply their communication skills in a variety of contexts to respond and interact with situations as they occur, including the different learning areas and everyday life situations.

- ***Competence in using new information and communication technologies***

In the Early Years and into the Primary years, emphasis is given to the acquisition of basic ICT skills including issues related to safety and use. As they move through the Primary years and into the Secondary years young people need to learn how to use a variety of communication technologies to access and share information resources; to assess the reliability of information resources; and to critically analyse the information obtained. They need to be able to use the information they find to reach an informed opinion and develop attitudes that are reflected in the choices/decisions they make.

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

Throughout the Early, Primary and Secondary years, learning and teaching strategies need to enable children to be receptive to their own strengths and weaknesses, providing them with an ability to improve and adapt intelligently to changing realities and contexts. As they

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

grow and mature, young people need to 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 associated skills.

- ***Economic stability and independence***

Children's initial understanding of the value of co-operation and collaboration from the Early Years should be further strengthened at Primary level. Children learn to take initiative and to become independent thinkers and participants in team-working. Through their experiences, they need to 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.

As they move through the Secondary years, young people need to know how to use personal, national and global resources in order to maximise their economic value. They need to develop a socially responsible economic ethic that prioritises approaches which promote the common good.

- ***Innovation and entrepreneurship***

Throughout the Early and primary years children need to be encouraged to value the processes that lead to creating and implementing new ideas. Through risk-taking, planning, perseverance and the use of their imagination, children will understand and develop the ability to think critically and create and value new products that help them and others adapt to changes in society. As they develop self-belief and the ability to be useful and productive for one's self, one's group of friends, class and school, they will also develop the positive attitudes they need to contribute towards the common good as mature citizens. In the secondary years 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***

Throughout the primary and secondary years, exchanges with young people from other schools, colleges, sectors, towns and countries can promote and encourage mobility. Such activities prepare children for the social, cultural, and economic changes that they will experience during their lifetime. When they leave school, young people need to be prepared to respond to emergent needs of the workforce and to be ready to change profession/employment. They need to show flexibility, knowing how to evaluate the local and foreign resources required for personal development; to adapt plans to include travelling abroad to train and/or specialise in a particular field of expertise; to appreciate the value of cross fertilization of ideas, methods, techniques and approaches; and to 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***

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 should learn to understand that all actions may have long-lasting effects on communities and societies. Through experiencing interdisciplinary themes, learners can come to appreciate that reality is the sum effect of various component realities. They need to 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. They need to be sensitive to the needs of other members of society, particularly the marginalised and disadvantaged individuals or groups; to develop a realisation of the impact of personal decisions and actions at the local level on community and global levels and vice versa; and to approach problem-solving by looking for links and promoting partnerships and synergies on the basis of dialogue, negotiation and conflict resolution.

- ***Active involvement in sustainable development issues***

Responsible citizenship results in active citizenship. Young children need to build a sense of community through the inculcation of the value and belief systems most prevalent in their schools and home. Through their school experiences, including cross-curricular learning, they need to become aware of a range of plausible solutions and take action to improve their immediate environment. They should also become aware of national and regional issues and develop informed opinions about them. As they grow towards adulthood, young people should become committed to improvements in the quality of life at a personal, communal, national and global level. They need to develop critical thinking and reflective skills to evaluate current policies and practices, and suggest alternative sustainable behaviours. They also need to understand their own personal – not just the authorities’ – responsibility towards the adoption of sustainable development, and develop into empowered citizens who are active participants in decision-making.

Aim 3: Learners who are engaged citizens in constantly changing local, regional and global realities

They need to:

- ***Respect diversity and value difference***

In their earliest years, children discover similarities and differences around them through their experience of different cultures and languages. In this way they begin to understand and value diversity. The inclusive school should cater for every child irrespective of gender, religion, race, ability and beliefs, but should also set as one of its aims the promotion of the potential of each learner through individualised attention and support. The school ethos and practices, in the primary and secondary years, will transmit this value to all learners, who will achieve the aim specifically through the learning areas, through cross-curricular themes such as multicultural education and education for sustainable development, and through alternative curricula, depending on the aptitudes and abilities of the student population.

- ***Respect and promote Maltese culture and heritage***

During the Early Years and Primary years children should explore and experience the wealth of their cultural and national heritage through visits, exhibitions and other first-hand opportunities. Inquiry-based and active learning and viewing artefacts in context, as well as the study of documents and multi-media texts, enable pupils to form a solid understanding of who they are and where they come from. Children should actively engage in projects that assist in the conservation of their regional and national heritage.

In the later years of the Primary cycle and into the Secondary cycle, young people should continue to experience Malta's national culture and heritage, helping them to appreciate their own national identity and to strengthen their capacity as responsible citizens. Children should also be encouraged to explore different cultures and ways of life through their language programmes and a foreign language awareness programme. In particular they need to learn to make skilful use of the Maltese language. Through the Expressive arts (art, music, dance and drama), combined with environmental studies, history, and geography, young people need to develop understanding of the importance of our culture and the arts for our national identity and of Malta's place in Europe and in the World.

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

Children and young people need to strengthen their ability to appreciate social, cultural, national and geographical realities by acquiring historical and geographical knowledge relating to the different learning areas and developing attitudes and skills which promote intercultural understanding. The Mediterranean and European dimensions are of particular importance to Maltese children. Participation in e-twinning, Comenius and other projects among schools both 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 contribute to a more socially-cohesive society. At a class, year and school level, children need to engage in collaborative learning strategies that promote practices which are socially inclusive. Multicultural schools, a strong civic sense and non-discrimination in schools are the seedbed of social cohesion. Young people need to learn how to engage in dialogue and reach consensus with the common good in view. Voluntary work schemes should be offered and Principles of Mediation could be part of the Personal, Social and Health Education programme. Developing respect for diversity and valuing difference will help young people as adult citizens to build a stable and healthy society where every individual feels valued, respected and equal.

- ***Uphold social justice and democratic principles***

During the Early years, children need to develop a sense of fairness and justice in their play and everyday lives. As they move into the Primary years, they need to learn more about social justice and democracy and develop their understanding of individual rights and responsibilities as they actively engage in discussions, debates and straightforward governance practices. Cross-curricular links will reinforce the development of this crucial aspect of learning. As they move into the Secondary years, Citizenship Education together with initiatives which embrace democratic practices in schools are the most obvious ways to pursue this aim. An inclusive approach will of itself promote social justice for all. Young people need to develop their understanding of social justice and democratic principles and assume greater responsibility for these as part of the life of the school. 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

One of the main purposes of the NCF is to identify what is to be learnt in the Early, Primary and Secondary years. The current system of partitioning the primary and the secondary curricula into independent single subjects presents learners with a fragmented view of knowledge which is not conducive to holistic education. The NCF proposes an alternative perspective of curricular content which conceptualises learning as occurring through meaningful and challenging experiences, drawing upon learners' prior knowledge, interests and dispositions. This can be best achieved through merging various subjects into learning areas to contribute to the acquisition of a body of relevant, purposeful and connected knowledge and skills that engage and motivate learners. This does not imply the elimination of traditional subject content but the establishment of links between and across subjects to reinforce learning.

Discrete learning areas are not proposed for the Early Years, where the emphasis is on the development of skills and positive dispositions towards learning which will be developed and extended in later years. Learning areas are introduced in the primary years and extended into the secondary years, where learners also choose a number of optional subjects according to their interest.

Learning in the Early Years (Figure 2.3) and the eight learning areas proposed in the NCF as the entitlements for each young person (Figure 2.4) have been derived from the aims outlined in Figure 2.2. It is also worth noting that similar learning areas are identified in national curricular documentation from other countries, such as Scotland (2004, 2006, 2007, 2008) and New Zealand (2007) as well as in EU directives.

The learning areas are set out in a way which ensures that a broad-based and well-balanced curriculum can address and achieve the aims outlined above. Learning experiences in each area should serve to 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).

Once the broad outline of the NCF is agreed, subsequent guidance will be developed by curriculum experts and content area specialists to provide more detailed and comprehensive descriptions of each learning area and the respective learning outcomes, at Early, primary and secondary years. These documents will in turn be translated into syllabi and programmes of study which can be used directly in all learning and teaching contexts. Within each learning area, for primary and secondary schools these curriculum documents will identify the mandatory core curriculum as well as the flexible components that allow for different learning programmes to match the individual needs of learners.

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 2.3).

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.

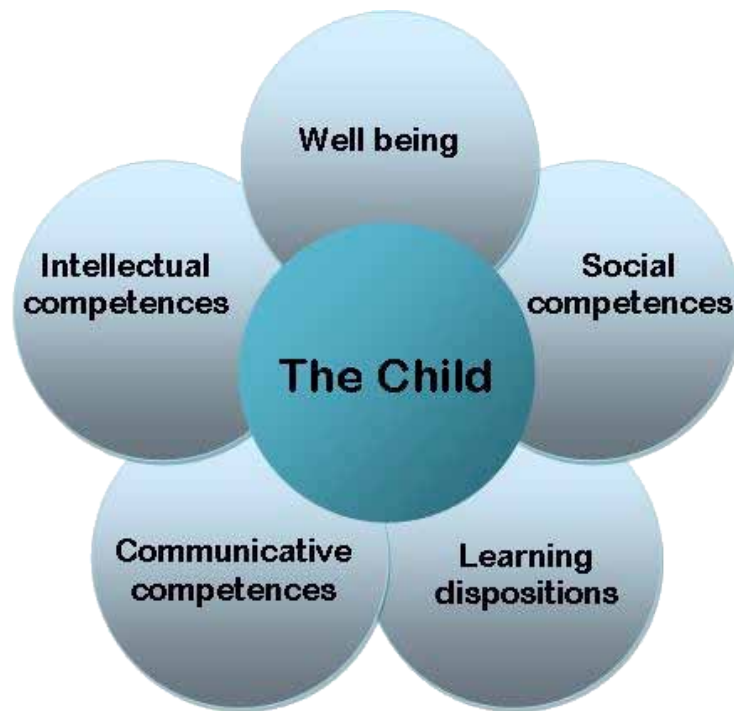


Figure 2.3: *Competences in Early Childhood Education*

Early Years competences

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 skills⁵ 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

5 '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 to 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; allows 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.

Learning Areas for the Primary and Secondary Years

The NCF presents a brief description of each learning area outlining the essential knowledge, skills and attitudes which learners are expected to acquire. Many of the descriptions are adapted from *Key Competences for Lifelong Learning: European Reference Framework (2006/962/EC)*.

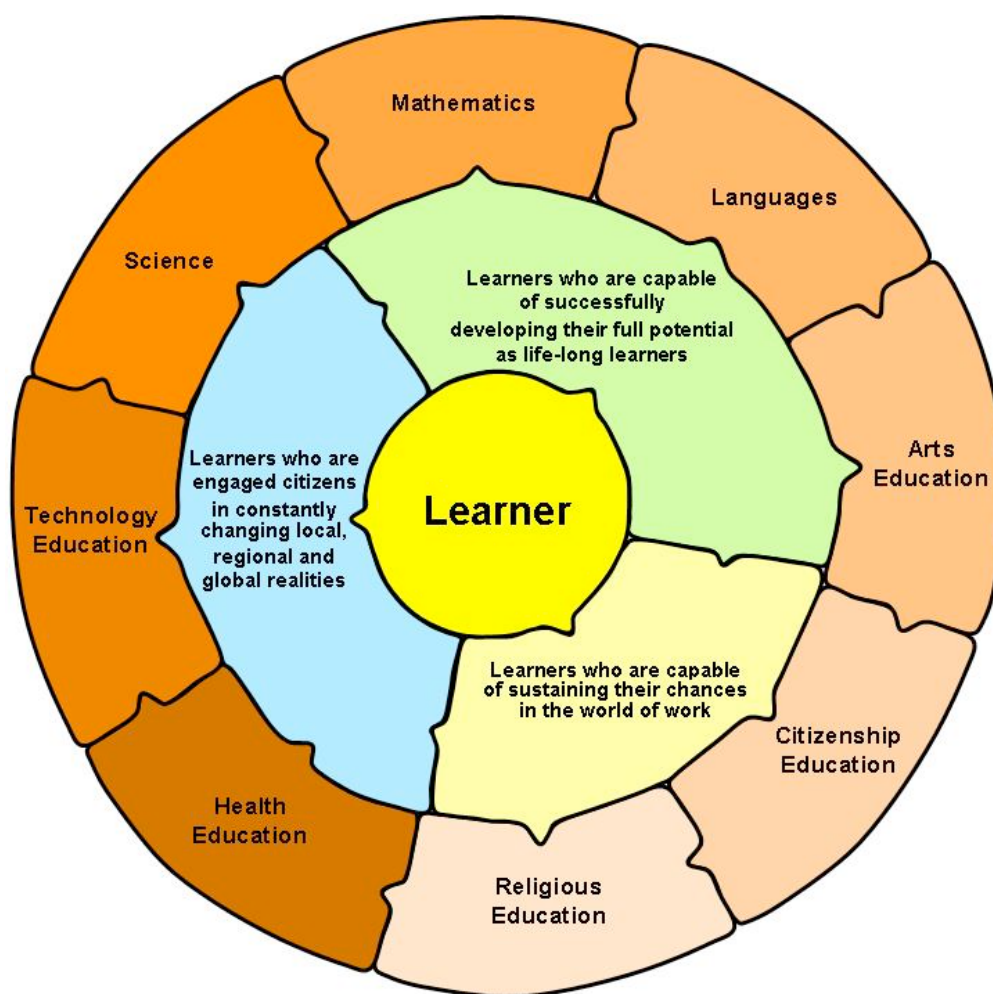


Figure 2.4: *The learning areas*

Languages

Communication in languages is the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing). This linguistic fluency and competence is expected in both the mother tongue (L1) and the second language (L2), which in the Maltese context generally refer to Maltese and English respectively, and to a somewhat lesser extent to foreign language(s). Learning Maltese, English and other languages enables learners to develop an awareness of the nature of language and language learning, widening their personal, social and cultural understanding. Learning a language enhances young people's cognitive and affective development, nourishing confidence in their own abilities and thus helping them to take responsibility of their own learning. As they develop communicative competence they also improve learning skills of a more general application including memorisation, pursuit of knowledge, analysis, drawing of inferences and self-evaluation. As young people use language for different purposes and in different contexts, they develop an awareness and understanding of the culture/s of the people who speak the target language and learn to respect cultural diversity, prepare themselves for the world of work and further education in Malta and abroad.

Developing language skills enables children and young people to:

- use questioning, information, critical thinking, decision-making and memory to organize thoughts, ideas, feelings, and knowledge;
- communicate with others and respond to how others communicate;
- formulate, express and present their arguments, feelings and ideas in a persuasive manner; and
- appreciate and enjoy the literary heritage of the languages they learn.

Through learning languages, children and young people develop:

- a positive attitude towards communication;
- a disposition towards critical and constructive dialogue; and
- an appreciation of aesthetic qualities and a willingness to strive for them.

Learners should be able to interact linguistically in appropriate and creative ways within a broad range of societal and cultural contexts. They need to be able to select appropriate genres, distinguishing between and using different types of texts, and searching for, collecting and processing information from a range of texts including situations and events, printed materials, literary texts and ICT. A positive attitude towards communication promotes an appreciation of cultural diversity, and an interest and curiosity in languages and intercultural communication.

The learning and teaching of the **second language** (generally English, which is one of the two official languages in Malta), reinforces the acquisition of the most important international language of communication. English language learning further provides access to the knowledge and culture of most of the world. Whilst Maltese and English are core languages in this learning area, the introduction to foreign languages through a language awareness programme is being proposed in the later years of the primary cycle⁶. Given the political, geographical and historical context of the Maltese Islands and the EU's emphasis on language learning, multilingualism (developing individuals who are proficient in more than two languages) assumes a greater importance.

The learning and teaching 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. In addition to the compulsory languages (Maltese and English), learners choose one foreign language

6 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 need to be given the opportunity to study at least one other language (L3) in an informal and semi-formal manner during the final Primary years. The current trends in language learning at this level point to an approach that is dialogic and interactive, wherein pupils are exposed to learn the language and the culture through carefully selected language activities.

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. The acquisition of multilingualism, which is directly related to one's opportunities in the world of work, is encouraged in the secondary years.

Mathematics

The ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations is important for all learners. Through mathematics, learners acquire a sound knowledge of numbers, measures and structures, basic operations and basic mathematical presentations, an understanding of mathematical terms and concepts, and an awareness of the questions to which mathematics can offer answers.

Learners develop skills to apply basic principles and processes in everyday contexts and to follow and assess chains of arguments, thinking, manipulating, reporting and presenting results. They learn to reason mathematically, understand mathematical proof and communicate in mathematical language, with the use of appropriate resources. As they learn, they should develop a positive attitude based on a respect for truth and a willingness to look for explanations and assess their validity.

As they become more fluent in Mathematics, their studies increasingly provide young people with opportunities to deepen their mathematical knowledge and reasoning, to come more formally into contact with abstract and logical reasoning, and to better appreciate and apply the communication possibilities that the mathematics medium offers. They will come to appreciate and use a range of approaches to the use of number, measurement, data handling, space and shapes and use logical and creative mathematical thinking and modelling to investigate problems and propose solutions.

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

Science

Competence in science is the ability to use a body of knowledge and methods to explain the natural world, in order to identify questions and draw evidence-based conclusions. All learners need to acquire knowledge of fundamental scientific concepts, principles and methods, the impact of science on everyday life, the benefits and risks of certain applications of science, as well as some of its limitations. Competence in science also involves an understanding of the changes caused by human activity and the responsibility of individual citizens. Consideration of ethical, economic, social and moral issues contributes to a deeper understanding of science and its links to everyday life. This dimension should help young people to integrate knowledge from different learning areas and understand that science does not have a solution to all problem situations⁷.

7 A vision for Science Education is being developed concurrently with this document.

Early learning in science involves children in finding things out for themselves by observing, exploring and investigating their environment. As they do so, they develop a sense of wonder about the world, acquiring understanding of simple scientific concepts and the vocabulary to communicate their findings. They start to learn how scientists work and develop a sense of themselves as “young scientists”.

Through their study of science, learners also acquire inquiry and critical thinking skills which enable them to ask appropriate questions, devise methods for answering them, obtain and interpret evidence and communicate the conclusions and reasoning that led to them. As their understanding of science develops, young people will learn to use their observations to explain concepts, principles and theories, and use their skills to elaborate on explanations using appropriate scientific language and techniques such as tables, charts and mathematical methods. They will learn to use their imagination to explore creative solutions to the scientific problems they encounter. They will also discover how our understanding of scientific theories, principles and information has been built up through history in biological, chemical, physical and environmental contexts. They will link science to daily living and the local environment and develop an interest in ethical issues and a respect for safety and sustainability. Further studies in Science provide students with a variety of opportunities in the world of work.

Technology Education

The area of Technology Education includes Design and Technology and Digital Literacy. In Design and Technology learners combine practical and technological skills with creative thinking to make useful products. In Digital Literacy they learn how to use digital information and communication technologies. Design and Technology education primarily concerns ‘design and make’ tasks, where learners work through a creative process. They typically generate, develop and communicate ideas for chosen products; plan how to put their ideas into practice; select appropriate tools, techniques, and materials; explore the qualities of materials; shape and combine materials and components; apply safety procedures; critically examine what they are doing; and on the basis of feedback, plan to improve their work. Their exploration of materials will include Resistant Materials, Electronics and Graphic Products as proposed by the subject review committee commissioned by the DQSE (2010).

The ‘design and make’ process, in Design and Technology empowers learners, as they progress through the different cycles, to intervene creatively in the manufactured world, manage resources in an entrepreneurial manner and integrate knowledge across domains. The values of consumers and manufacturers together with the values and judgements of the designer come into play in the decision-making process of ‘design and make’. In addition, Design and Technology provides learners with opportunities to focus on health and safety, and environmental issues. The exploration of values, judgements and decisions enables learners to join the technological debate and become active citizens in the community.

In digital literacy learners acquire skills in the confident and critical use of Information Society Technology for communication, work and leisure. They acquire basic skills in ICT organised around four major overlapping strands: data sources and manipulation; information communication & presentation; programmed control; and social, ethical & personal aspects. They will discover and use digital data sources, and learn to organise, manipulate and interrogate data. They will learn to communicate and present information

using multimedia presentations; send emails and attachments; use VOIP and video-conferencing, and chat to collaborate with others. They may use collaborative authoring tools and program devices to respond to input using a simplified iconic interface. They will also explore social and ethical dimensions of digital technologies and learn to practice netiquette and online safety measures.

Further studies in this area can potentially pave the way for opportunities in ICT-related careers.

Health Education

The area of Health Education includes Physical Education and Sport, Personal, Social and Health Education including aspects of Home Economics. The learning experiences that take place during health education activities aim at equipping learners with the necessary knowledge, attitudes and skills which they will need to maintain, promote and enhance physical, emotional, psychological and social well-being throughout their school life and as lifelong learners. Educators are encouraged to collaborate with parents and the wider community to ensure meaningful and long-lasting experiences in order to inculcate a deep understanding of 'self', 'other' and the impact of choices and actions upon individuals, communities and the environment. Health Education lays the vital foundation for dispositions necessary for lifelong learning. As they move through the Primary and Secondary years, commitment to social communities and environmental issues also forms part of young people's development.

Learning in this area involves understanding key concepts; analysing information, behaviours and influences on health; and communicating information, skills and attitudes which promote a healthy lifestyle. Learners demonstrate and apply positive attitudes and behaviours that maintain and enhance healthy living.

Health Education deals with two aspects:

Through **Physical Education and Sports** children develop physical skills and agility through experiences incorporating indoor and outdoor games, athletics, gymnastics, rhythmic movement and dance. These activities encourage children to:

- participate enthusiastically in activities that develop important physical skills in an enjoyable way, encouraging social interaction and promoting the self-awareness, reflective behaviour and consequential thinking which contribute to emotional and social intelligence;
- learn the skills and rules of collaborative play, sportsmanship, leadership and competitiveness;
- develop skills in teamwork and experience the benefits of working together;
- 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.

Through **Personal, Social and Health Education** children and young people are encouraged to learn about the importance of good health and general well-being. This is done in order to bring about an early awareness of the benefits of developing:

- a positive and resilient approach to life;
- a healthy body and active lifestyle; and
- a basic understanding of what personal and social responsibility is all about and how one's choices and actions may impact positively and/or negatively on the wellbeing of ourselves, others, communities and environment.

Learners also develop the attitudes and the skills for health within the following key areas: Physical Health; Emotional and Psychological Health, and Social and Environmental Health. The sub-strands include aspects of: physical activity and fitness, sport, food and nutrition, growth, body care and safety, sexual health, emotional, personal and social development, and healthy and sustainable communities and environments.

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 Education 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 like the rest of the European continent. Deeper knowledge of the different religious traditions should provide a valid contribution to the social and civic formation of the young people.

In the Maltese context religious education is currently understood as Catholic Religious Education (CRE). The development of CRE is the responsibility of the RE office of the Maltese Episcopal Conference (Martin de Agar, 2000). CRE leads learners to read, understand, interpret and communicate the Religious Language; connect to, respond to, and express their Spiritual Dimension; comprehend, analyse, and evaluate the Word of God as it finds expression in the Sacred Scriptures and in the Sacred Tradition of the Roman Catholic Church; and engage with and form a Personal Catholic Worldview that enables them to analyse and evaluate personal, local and global issues and apply the Christian message to different situations.

The parents of children and young people have the right to decide that their child does not follow Catholic Religious Education. For young people opting out of Catholic Religious Education, it is recommended that the Religious Education learning area will consist of an Ethical Education programme, which is preferred over a Comparative Religious Education programme. It is anticipated that following the endorsement of the NCF, this will be one of the programmes to be developed following discussion with stakeholders. The development of the Ethical Education programme will be the responsibility of the Education Directorates.

Learning in Religious Education challenges all children and young people to move beyond knowledge. RE seeks to educate young people 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. It should be a process of self-discovery, developing the moral, spiritual, and religious dimensions and contributing towards children's capacity to value, appreciate, perceive and interpret the world they live in. Learning in this area nurtures and enhances a sense of spiritual self. Children and young people develop their own identity and understand better their cultural identity. 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. It is important that every cycle of the RE programme is sensitive to the diverse ways in which human beings throughout history have given expression to the spiritual dimension of humanity.

The aim of CRE is to initiate children into a profound and life-long search for truth and the value of life and existence through a Catholic perspective. It is about discovering their own uniqueness, in the context of a community that is rich in experiences. 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. Young people will learn to express and better understand the fundamental questions which have always been asked by humanity and begin to critically question society and find their place in it.

Citizenship Education

Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship and civil rights... It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. An awareness of the aims, values and policies of social and political movements should also be developed as well as knowledge of EU structures, objectives and values, and the diversity and cultural identities in Europe (2006/962/EC).

Citizenship Education includes History, Geography, Social Studies, Environmental Studies and aspects from Personal, Social and Health Education and Home Economics. This area allows for the introduction of entrepreneurship and the development of citizenship. Through their studies in this area learners acquire skills in enjoying rights and exercising responsibilities in various communities; dealing with conflict and controversy; making informed choices and decisions, and taking action, individually or collectively to promote a just and sustainable society whose policies are based on justice, equity and a respect for the community of life.

Through their study of historical, geographical, environmental and social concepts, learners will develop the basic concepts of chronology, empathy, cause and effect, change and continuity. Through active learning and investigative and fact-finding experiences, they gain an understanding of the interrelationships between people, their cultures, contexts and land use. Through exploring and investigating their immediate past and present, they develop observation and recording skills and gain understanding of the importance of collecting evidence. They learn to collate, examine and test data in an attempt to draw simple conclusions from it.

As they develop their learning in this area, young people will learn to employ citizenship skills, showing responsibility towards their environment and their world and understanding the impact of enterprise and industry on the local and global community. They will gradually acquire positive attitudes and a respect for human rights; learn to adopt sustainable lifestyles; and develop a sense of belonging within their locality, country, European and international community and a willingness to participate in democratic decision-making at all levels to

improve the quality of their lives.

Arts Education

Arts education includes Art, Music, Dance and Drama. This area provides opportunities for learners to be creative and imaginative, to experience enjoyment and inspiration, 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.

Learning in this area involves the development of artistic and creative skills, technical and practical knowledge through the performing and the visual arts, and music. Through the particular techniques of each art medium learners develop personal expression and ideas; appreciation and evaluation of both local and foreign art and culture; and communication, performance and interpretation skills. These skills are all transferable to other areas of learning. Appreciating, responding to and actively engaging in creative and imaginative expression supports the development of one's personality. Children learn to explore and appreciate feelings, communicate them through different media, and develop their personal aesthetic dimension.

Arts Education allows children and young people to acquire a range of skills necessary for creative expression. In drama and dance they learn communicative and theatrical skills; in music they develop musical ability, appreciation and expression; and through art and design activities they learn to appreciate and construct visual imagery, respond to the feelings they evoke, and make artefacts. They also experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation. Through this area they begin to develop an understanding of the creative process and the development of aesthetic standards and values, appreciating the Arts within local and international cultural settings.

Cross-curricular themes

The following cross-curricular themes have been identified as essential for the education of all students and for achieving the aims of education: **eLearning** (MEYE & MIT&I 2008); **Education for Sustainable Development** (United Nations, 2004; UNESCO, 2006); **Intercultural Education** (2006/962/EC); **Education for Entrepreneurship** (2006/962/EC) and **Creativity & Innovation** (2006/962/EC).

eLearning

Waller and Wilson (2001) define eLearning as the effective learning process created by combining digitally delivered content with (learning) support and services. This definition is a practical one that highlights the interaction required for learning to occur. Through technologies and digital content, eLearning in primary and secondary schools ought to enhance the teaching and learning processes, the interaction among peers, and interactions between students and teachers.

eLearning in the primary and secondary schools is driven by the need for increased access to learning which can be facilitated through:

- a shift to constructivist education philosophies;
- a move from teacher to student-centred learning activities;
- accessing both local and global resources;
- making full use of the potential of technologies to enable children to show and create knowledge; and
- an increased complexity of tasks and use of multi-modal information.

Education for Sustainable Development

Education for Sustainable Development (ESD) is a process enabling learners to develop the knowledge, skills, attitudes and values required to become active participants, individually and collectively, in decision-making processes, both at local and global levels that will improve the quality of life of present and future generations. ESD promotes a system based approach and an integrated knowledge base that invites learners to develop a holistic view of their surroundings, i.e. an interaction of aesthetic, environmental, economic, political, technological, cultural and societal perspectives. Through ESD, the learner's environment (within and outside the school) becomes a fundamental teaching resource that is locally relevant and culturally sensitive. Learning experiences are structured around the identification and resolution of environmental issues that equip and empower learners with problem solving and decision making skills that are indispensable in the context of lifelong learning. ESD is about learning that:

- re-orientates education to address sustainable development;
- respects, values and preserves past achievements;
- values the Earth's resources and its peoples;
- strives towards a world in which all humans have access to sufficient food and water, a healthy and productive life, basic education, and a safer and just environment;
- assesses, cares for and restores the state of our planet; and
- develops citizens who exercise their rights and responsibilities locally, nationally and globally. (United Nations, 2004; UNESCO, 2006)

Intercultural Education

Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all. It provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society which enable them to respect, understand and show solidarity among individuals, ethnic, social, cultural and religious groups and nations (UNESCO, 2006).

Intercultural Education promotes an inclusive educational culture and respect for diversity, allowing individuals to function across cultural divides, and offering a platform for children and communities to assert their culture and individuality with confidence.

Intercultural Education challenges various educational processes, such as decision-making

within the school, languages of instruction, methodologies used, student interactions and learning resources. Intercultural Education ensures the inclusion of multiple perspectives and voices within the learning environment, provides spaces for learning about the languages, histories, traditions and cultures of non-dominant groups in a society, encourages team work and cooperative learning in multicultural contexts, combines traditional and local knowledge and know-how with advanced science and technology, and values the practice of multilingualism. In doing so it encourages an understanding of global issues and the need for living together with different cultures and values.

Education for Entrepreneurship

“Sense of initiative and entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and society, but also in the work place in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.” (2006/962/EC, p. 11).

Entrepreneurship allows children to develop skills for life. It enables young people to handle uncertainty, respond to change and be creative. A distinction can be made between soft entrepreneurial skills which include social skills and entrepreneurial attitudes on the one hand, and hard entrepreneurial skills which focus more on developing business skills such as drafting a business plan.

The embedding of elements of entrepreneurial behaviour (curiosity, autonomy, creativity, initiative and team spirit) can be strengthened through the integration of entrepreneurship programmes, projects and activities in the established curriculum for schools both at primary and secondary level.

Creativity and Innovation

Creativity and Innovation are two aspects which need to be fully explored as they impact our personal lives, our workplaces and our communities. They are agents for change and contribute to the economic prosperity of society in general and to the well-being of the individual in particular.

Every learner has talents and our goal is to move away from the traditional meaning of creativity as an expression of artistic genius and nurture the right environment to discover such talents and to cultivate them. A whole-school approach can potentially promote a climate conducive to creativity which constitutes a vital source of flexibility, adaptability and the capacity to innovate. Creativity and Innovation is about developing:

- affective communication
- lateral thinking
- originality
- emotional development
- problem-solving
- leadership
- questioning
- intuition
- fostering entrepreneurial mindsets
- openness to cultural diversity
- self-expression

Curriculum planning should take into account cross-curricular themes thus providing connecting strands interwoven with the learning areas (see Figure 2.5). This gives learning areas coherence, relevance and stability providing a holistic learning experience by highlighting common objectives, content and pedagogies. Integration is effectively achieved through the specific planning choices once the individual curriculum documents are planned for each learning area. Such cross-curricular themes should, where possible, permeate every facet of the curriculum through a whole-school approach. Curriculum developers and teachers also need to keep these cross-curricular themes in mind when they prepare syllabi, schemes of work and lessons within each learning area.

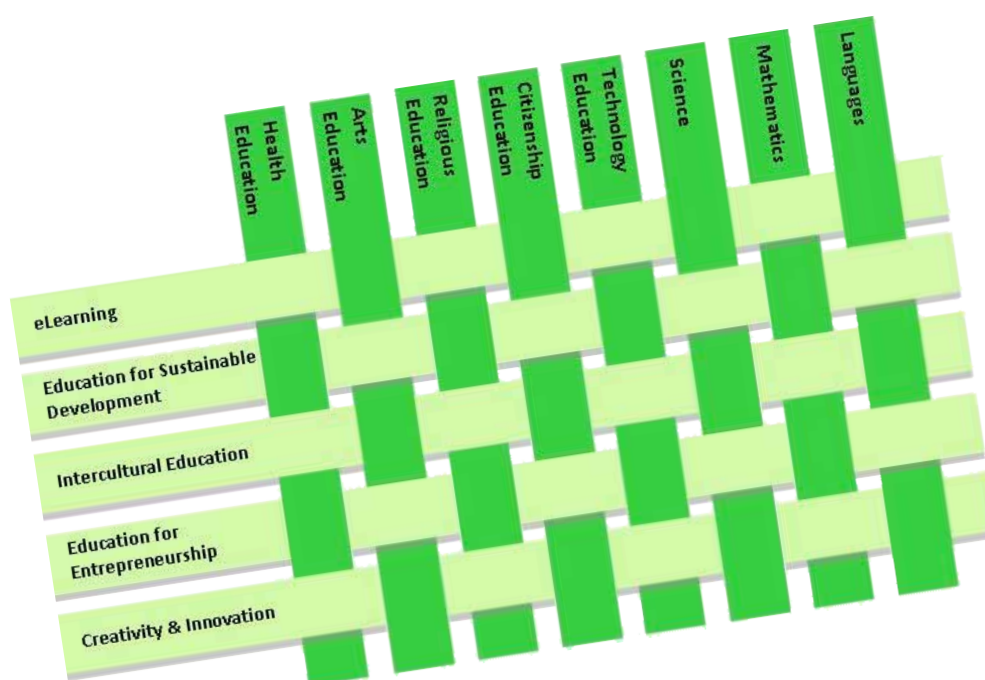


Figure 2.5: *The integration of whole school cross-curricular themes*

Conclusion

Section 2 highlighted three of the seven components which constitute the NCF. The general principles and aims incorporate the theoretical foundation of the framework whilst the learning areas and cross-curricular themes present a proposal of how the content can be meaningfully organised and presented to learners in a manner which makes learning relevant.

The successful realization of the theoretical foundation of the NCF can be achieved by taking into consideration another four crucial components, namely: effective learning and teaching; evaluation and assessment, parental and community involvement as well as support structures. Section 3 of this document considers recommendations for each of these components towards enabling colleges and schools to implement the curriculum framework.

Section 3

Pedagogy, Practice and Evaluation

Section 2 of this Document focused on the first three components of the NCF: the general principles, the aims of education and the learning areas. This section focuses on the remaining four components which are required for the successful implementation of the framework, namely effective learning and teaching; assessment and evaluation, parental and community involvement and support structures.

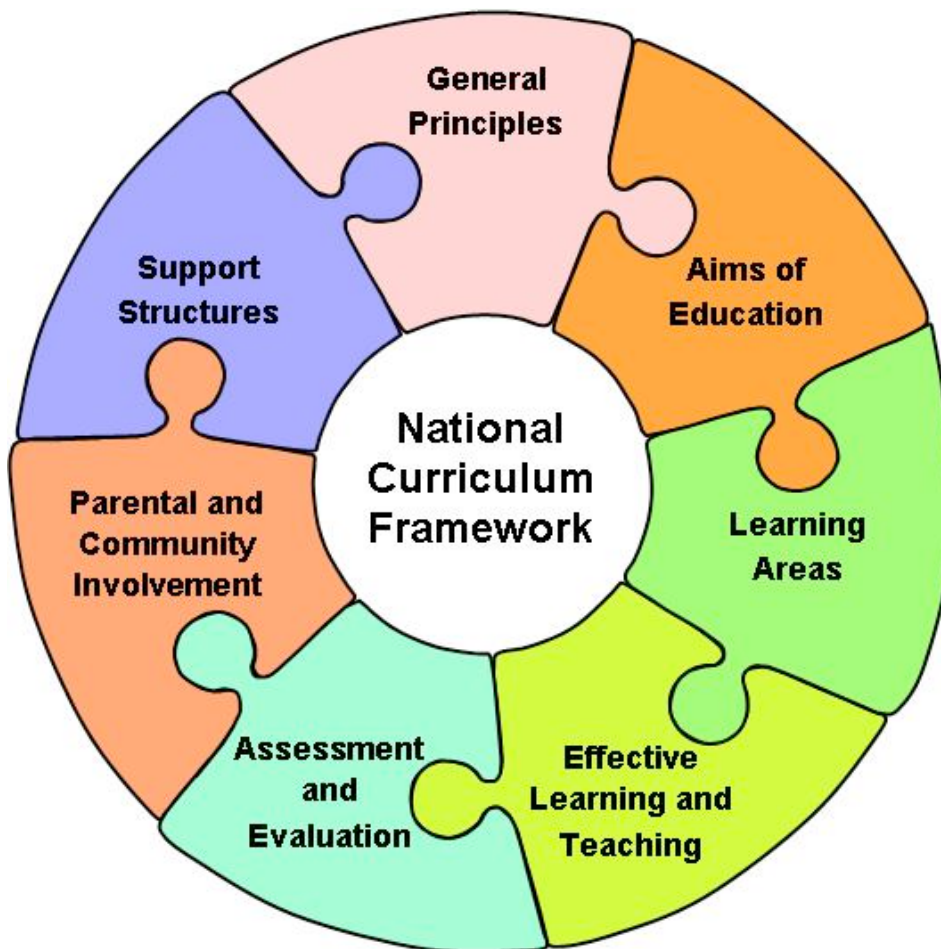


Figure 2.1: Major interdependent components of the National Curriculum Framework

Effective Learning and Teaching

Learning processes and effective pedagogies

The success of the curriculum proposals set out in the previous section will be directly dependent on the quality of learning and teaching in classrooms and other settings where learning takes place.

Current theories of learning are based on the constructivist perspective which combines cognitive and social constructivist approaches for effective learning and teaching. One of the main features of constructivist learning is that it is an active process during which individual learners construct their own meaning. It is most effective when learners are actively engaged in authentic, contextualised tasks. Social constructivism holds that learning is enhanced through co-operative and collaborative learning which promote the development of critical thinking and problem-solving skills.

The current understanding of learning ... is characterised as ... "constructive" as learners actively construct their knowledge and skills; "self-regulated" with people actively using strategies to learn; "situated" as best understood in context rather than abstracted from environment; and "collaborative", not a solo activity. (de Corte, 2010).

Teaching is most effective when learners are provided with opportunities to make sense of new knowledge in a context which allows them to interact with the teacher and other learners to discuss and negotiate their understanding. In this view, a teacher-dominated pedagogy, which relegates learners to a passive role, emphasizes memorization and limits interactions between learners, is unlikely to promote effective learning.

The process of learning needs to be challenging and engaging for all learners, including the lowest and highest achievers, and to help them develop their maximum potential as lifelong learners. Learning programmes need to be competence-based rather than knowledge-based, emphasising the process of learning over the mere acquisition of content, particularly in the context of a society where knowledge is readily accessible. In terms of curriculum design this could be achieved by considering three dimensions:

- **content and mastery** which involves having students explore and understand the whole breadth of ideas in a particular content area;
- **higher order thinking** which involves analysis, synthesis and evaluation of content and concepts in some depth, and applying them in different ways and in different contexts; and
- use of **overarching concepts and themes** to examine curriculum content through different lenses, for example change, systems, power, patterns and/or cause and effect.

Learning programmes that are not over-laden with inert knowledge can allow teachers to experiment with various teaching/learning strategies. Effective learning takes place when the teacher:

- elicits the learners' prior knowledge, builds on it or modifies it, and guides learners to an understanding of new knowledge;
- offers support to learners by scaffolding, that is, by using appropriate strategies to help individual learners progress;
- promotes deep learning by emphasising understanding and application of knowledge instead of surface learning with its emphasis on memory and recall of information;

- supports learners to become independent problem-solvers;
- organizes group tasks which help learners exchange ideas, co-construct knowledge and work collaboratively;
- uses a variety of learning experiences to provide learners with opportunities to practise and apply their skills; and
- provides timely feedback to learners based on a range of relevant evidence, that learners can then use themselves to improve their learning and increase their understanding.

Learning environments

Since children develop holistically and because learning and development do not occur in a sequential, linear fashion, Early Years practitioners and Primary and Secondary teachers are encouraged to set up learning environments which appeal to children's interests, are relevant to their day-to-day experiences and can be explored in innovative and challenging ways. Direct, hands-on experiences encourage interaction, engagement and involvement which in turn lead to improved understanding, recall and the development of mental representations. This approach supports children and young people as they move from concrete, tangible experiences to symbolic and abstract notions. As children develop their learning, dynamic learning environments provide a context for dealing with issues in depth and from multiple perspectives. Thorough and detailed observations, analysis, investigations, exploration and experimentation through projects, topics and themes fit in with children's and young people's curiosity and desire to discover the 'what', 'why' and 'how' of the world around them.

Setting up interactive learning environments which appeal to children and young people requires careful planning on the part of practitioners in order to ensure the promotion of the whole range of skills, attitudes, knowledge and values which children can acquire through well-thought and presented activities. Also important is the recognition and promotion of learner-initiated activity and enquiry. Such activity should be encouraged as it acknowledges learning as an on-going process where all involved make valid contributions.

Progression and differentiation in learning

Principles of diversity and inclusion underpin the NCF, which emphasises student-centred learning and focuses on teaching methods that show learners how to learn. This approach implies that at all stages, learners of all aptitudes and competences should experience success as well as a level of challenge, and obtain the necessary support to sustain their effort. They need flexible learning programmes providing diverse learning experiences that cater for a wide spectrum of learners and allow for different rates of progression as children and young people work through their school years. Appropriate use of ICT-based technologies can further support student-centred learning.

Different approaches are needed to address different learning needs. The professional teacher's role is to select suitable strategies that actively engage learners, motivating them to own and internalise their learning experiences. With the focus increasingly on the learner, and with more mixed-ability classes in schools, differentiated approaches are becoming

more important and teachers need to adopt strategies that build on pupils' previous learning and help them progress.

The proposed secondary years curriculum has a number of characteristics intended to facilitate the grouping of students in a way that promotes differentiated 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.

Transitions

While in the first two years of the primary cycle, the curriculum builds upon the foundations laid during the early years, in the later primary years it links closely with the secondary years to ensure a smooth transition. With the termination of the Junior Lyceum and the Common Entrance examinations from 2011, the NCF proposes a curriculum which facilitates the transition from the Primary to the Secondary years, in the context of the growing partnership between primary and secondary schools that is facilitated by the Colleges in the state sector and non-state schools with primary and secondary education provision. This is done through the reorganisation of subjects into learning areas and the progression of levels of achievement expressed as learning outcomes.

The NCF is proposing that:

- the transition from primary to secondary school should be smooth and offer progression in a way which supports learners as they learn to take more responsibility for their own learning;
- learning in the secondary years should consolidate and build on the learning experiences of primary education and prepare learners for the wider challenges they will have to face beyond compulsory education;
- the present system of two years in the junior secondary cycle followed by three years in the senior secondary cycle be retained for the State sector, although other schools are free to consider other alternatives.

The secondary years are an important period for personal development and learners should strive to have a strong platform for later learning and for successful transition to qualifications at the right level for them. 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 the Malta Qualifications Council (MQC).

The NCF seeks to redress the absence of a vocational education component by incorporating it within the secondary curriculum rather than as a separate route in the education system

and providing recognized certification at the end of the process which facilitates the transition to different options in post-secondary education.

Issues related to the language of instruction

The NCF recognises the need for clear direction on the language of instruction and assessment⁸ as part of a revamped National Language Policy. Such a policy is a complex matter which needs to address:

- *entitlement issues* – all students need to become proficient in Maltese and English and preferably in another language for their full social, cultural and economic integration;
- *cultural issues* – the rightful place of Maltese as an expression of our national identity; the preference for English as the first language of a minority of our population; the diverse nationalities of students in schools; overcoming prejudices or perceptions related to other languages and cultures;
- *implementation issues* – the use of language/s in different learning areas; language of assessment; the 1999 NMC recommendation that schools develop their own language policy according to their own needs;
- *professional issues* – teachers who are proficient in both English and Maltese; the development of resources in Maltese; the development of Maltese for specific purposes; the need to heighten interest in and access resources for other languages; and
- *economic issues* – the need to have proficiency in English for competitiveness in a globalised economic environment; the importance of foreign languages for the fostering of international relations.

Diversity of students

While the NCF embraces diversity and requires that this can be promoted through an inclusive environment, it acknowledges that these obligations present challenges for the development of an appropriate curriculum and a classroom culture whereby all students are accepted and supported in achieving their full potential.

The NCF acknowledges that every learner has diverse needs to be understood and addressed. In this context, the curriculum should address the needs of:

- learners with special educational needs⁹ for whom the curriculum should be written in a way that allows the teachers to appreciate how every student can access the same curriculum in every learning area and allows for the assessment of a continuum of ability;
- learners with severe disabilities for whom the curriculum should offer an education based on a continuum of abilities expressed in terms of developmental phases;

8 Refer to Appendix I

9 The reference to special educational needs here refers to the internationally recognised 18% of the school population who at some time in their school career may have a temporary or permanent barrier to their learning

- learners from disadvantaged social backgrounds for whom the school, in collaboration with key local and institutional stakeholders in the community, needs to up-skill and support families and the local community to provide an environment that is educationally rich and stable;
- learners from diverse social, cultural and linguistic backgrounds including children of refugees and asylum seekers for whom the curriculum should include access to an educational programme which is embedded within an emotionally and psychologically supportive environment that respects their individual circumstances; and
- gifted and talented learners for whom the process of learning needs to be sufficiently challenging to engage and motivate them to develop their talents.

The NCF recognises that a high quality education requires a supportive infrastructure that provides the conditions and opportunities for all learners to achieve their full potential and for teachers and administrators to implement the curriculum effectively. This infrastructure requires on-going support for teachers, including professional development, student services and human resources. In particular, the curriculum needs to be written in such a way that it allows teachers to appreciate how every student can access the same curriculum in every subject. Levels of achievement for each learning area need to be identified to enable students to work at different paces according to their different needs and challenges. 'Inclusive objectives' will be needed to divide the main objectives into more manageable steps of progression, since all students have the right to achieve all they are capable of and teachers need support to understand how this can be done.

To deliver an appropriate curriculum of this kind, teachers will need resources that are available and accessible for all schools, possibly through an intranet system. The work of Learning Support Assistants (LSAs) will need to be reviewed especially at the secondary education level, where the NCF recommends alternative models for the deployment of LSAs (Appendix II). Finally, current student services, including the psycho-social services will need to be maintained and strengthened centrally as well as at the college, school, class and individual levels. The Directorate for Educational Services has a range of services intended to maximise the potential of all students.

Assessment and Evaluation

Assessment and Learning

Assessment in pre-school and school settings makes an essential contribution to learning and progress at all levels. It should be seen as an integral part of the learning and teaching process, providing students and their parents with continuous, timely and qualitative feedback about children's progress, giving teachers information about their practice, and providing schools and colleges with information about their curriculum planning, learning and teaching. Assessment **for** learning (assessment for formative purposes) is a process carried out as learning is taking place. Learners and their teachers use the outcomes to find what learners know and are able to do in relation to planned learning. They use the information and evidence gathered to make decisions about how to focus and improve future learning. Assessment **of** learning (assessment for summative purposes) is usually

carried out at the end of a unit or periodically at the end of a module, mid-year or at the end of the year. Information and judgments about learning are pulled together in a summary form for purposes of reporting to parents and sharing information with other teachers in the next class or school. If learners are fully aware of what is expected of them (the learning intentions) and the success criteria against which their learning will be evaluated, they will then develop the self-evaluation skills which will help them become self-directed learners..

Well-designed and appropriately implemented, the classroom assessment process can:

- support learners to use self-assessment to gauge their learning, identify their strengths, their learning needs and their next steps;
- encourage learners to support one another's learning through peer assessment;
- help teachers to understand children's learning better, use evidence to monitor learners' progress, reflect on their practice and adapt or match their teaching to their learners' needs;
- help teachers plan for the learning of individuals and groups and ensure that all children receive appropriate attention;
- support parents to share their children's learning experiences, interpret assessment information and follow their children's educational development.

Assessment in Early Years settings

Assessment in the Early Years is a means of finding out what children are interested in as well as finding ways of recording and documenting their progress. For assessment to be effective and meaningful for young children, documenting narrative, illustrated 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.

Assessment in the Primary years

Throughout the Primary years, formative approaches to assessment should continue to support learning, helping both teachers and the learners themselves to reflect on each child's learning and plan for further learning. Formative approaches also help teachers to evaluate practice, to reflect on the learning of individuals and groups of pupils, and to record and report on each child's overall performance in a consistent way. 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. It can also be shared with parents and colleagues and provide information about how well the school is helping pupils reach expected levels of achievement. For children experiencing

learning difficulties in the core areas of literacy, numeracy and digital literacy, the NCF considers the checklists developed for Years 1, 2 and 3 as part of the *National Policy and Strategy for the Attainment of Core Competences in Primary Education (2009)* as useful diagnostic tools for ensuring the necessary support throughout the primary years. Students following individual learning programmes may be assessed using alternative forms of assessment. Particular care should be taken to ensure that the approaches adopted pay attention to building children's confidence and self esteem and that individual learning programmes do not become isolated learning programmes. These issues should be considered in the assessment policy.

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 assessments are compulsory for children attending State schools, schools in the Church and Independent sectors may also participate. These methods of assessment will be used to record the achievement of pupils at the end of the primary education years and provide important information to receiving secondary schools about the learning of individual pupils.

Assessment in the Secondary years

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, including skills in self-evaluation. Teacher assessment is also useful in assessing skills and attitudes that cannot readily be assessed 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 is 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 needs to monitor standards across the different colleges.

Evaluation: Quality Assurance Mechanisms

The NCF recommends that schools are encouraged and supported to constantly develop their capacity to be communities of reflexive practice through:

- the process of school development planning, that has inbuilt mechanisms for self-evaluation;
- mentoring;
- the Performance Management and Professional Development Plan (PMPDP); and
- external reviews carried out by the Quality Assurance Department within the Directorate for Quality and Standards in Education.

Prior to the 2006 amendments of the Education Act, there were already important quality assurance tools available to schools and the State to ensure that all learners got their educational entitlement. These were:

- School Development Plans (SDPs), which were introduced in 1996 and which became mandatory with the publication of the 1999 NMC;
- the Performance Management Profile (PMP) used by all teaching and administrative staff in State schools which identifies the professional's role in implementing the schools' SDP. Several schools in the Church and Independent sectors also use performance management structures; and
- regular classroom visits by the subject Education Officers, which had both a supportive and a monitoring role.

Ensuring consistently high standards in learning and teaching begins within the schools themselves. Schools need to be encouraged and supported to constantly develop their capacity to be communities of reflexive practice, that is to:

- plan purposefully for learning and teaching according to shared beliefs, criteria and targets;
- implement these plans critically and flexibly;
- set standards based on the assessment and review of practice and improvement;
- review their own planning and the school's development planning according to this feedback, keeping in mind the possibility of reviewing their shared beliefs, criteria and targets.

In the evolving model of quality assurance, schools continue to be supported in their capacity to develop and implement School Development Plans (SDP) that have inbuilt mechanisms for self-evaluation. This self-evaluation component focuses on the extent to which projected actions have been carried out and the extent to which planned improvements have been

achieved. The SDP builds upon progress to date and incorporates other priorities and realities that must be addressed.

Two important tools available to State schools in support of their efforts to be communities of reflexive practice are mentoring and the Performance Management and Professional Development Plan (PMPDP). The structures for mentoring were made possible through the 2006 amendments to the Education Act, and mean that teachers can be professionally supported at critical points in their career, starting from their induction into the profession, at school or college level according to need. The PMPDP is a development of the PMP, and is intended as a tool that documents teachers' ongoing efforts at sustaining and improving their professional practice in line with their lifelong learning needs and their contribution to the School Development Plan.

The internal quality assurance measures that have been described are complemented by external measures aimed at ensuring support and external validation as well as accountability. These focus on the effectiveness of leadership, teaching and learning in fulfilling the educational entitlement of learners, in terms of the school's own Development Plan. External reviews are not normative: they do not measure schools against some ideal school. The evaluation assesses the school's performance and efforts against its own assessment of its needs. Recommendations for further improvement are meant to inform the school's self-evaluation process and affect its development planning.

National monitoring of achievement

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, PISA¹⁰, PIRLS¹¹, TIMSS¹² and other surveys. Assessment at the national level using agreed standards is essential for ensuring that the students' entitlement for a quality education is being respected.

10 PISA: Programme for International Student Achievement. It is an internationally standardised assessment that was jointly developed by participating economies and administered to 15-year-olds in schools. PISA assesses how far students near the end of compulsory education have acquired some of the knowledge and skills that are essential for full participation in society. In all cycles, the domains of reading, mathematical and scientific literacy are covered not merely in terms of mastery of the school curriculum, but in terms of important knowledge and skills needed in adult life. In the PISA 2003 cycle, an additional domain of problem solving was introduced to continue the examination of cross-curriculum competencies.

11 PIRLS: Progress in International Reading Literacy Study is a five-year cycle of assessment that measures trends in children's reading literacy achievement and policy and practices related to literacy. The international population for PIRLS includes students in the grade that represents four years of schooling, providing that the mean age at the time of testing is at least 9.5 years.

12 TIMSS: Trends in International Mathematics and Science Study is a four year cycle of assessment. It measures trends in student achievement in mathematics and science. It is administered to students at the fourth and eighth grades.

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 Educational Assessment Unit (EAU) within the DQSE is 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 of the national benchmark at the end of the primary years.
- The introduction of external monitoring in all learning areas using samples of schools and students over a cycle of five years.¹³.
- The relative weighting of the coursework and 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.
- At the end of the secondary years, besides the Secondary School Certificate and Profile¹⁴, 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 Levels 2 and 3 of the Malta Qualifications Framework (MQF). The BTEC qualification in the vocational subjects is comparable to the same MQF levels.
- 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 et al., 2005).

Parental¹⁵ and community involvement

Learning should be contextualised within the surrounding community, the borders of which extend beyond the immediate environs of the school. Formal educational structures should

13 Details about this recommendation are available in the document, *Transition from Primary to Secondary* (2008).

14 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).

15 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.

be sensitive and responsive to the realities and opportunities of the learners' environment. Additionally the community (parents, businesses/industries, local councils) – within which learners interact – should acknowledge its major role of investing in and promoting a high quality education. This section discusses first the role of parenting and then the role of the community in schooling.

Schools and Parents

Research shows that parental interaction with schooling is one of the most important factors for learners' successful educational development (Desmond & Elfert, 2008; UNESCO Institute of Lifelong Learning, 2008; Bastiani, 2002; Williams, Williams & Ullman, 2002; Hornby, 2000). Since the introduction of school councils in the 1988 Education Act, parental involvement has grown in importance and in the variety of forms it takes. Currently, four types of parental interaction exist locally:

- *Home-school links:* These links include the parents' attendance at school ceremonies and functions. The links are mediated through notes, circulars and correspondence or communication notebooks, as supported by digital technology. It also includes face-to-face interaction during parents' days and meetings to discuss, the selection of subject options or SEC Paper A/B examinations. Coordination of home and school strategies to improve behaviour, homework and scholastic performance are all examples of interactive links.
- *Parental participation:* Participation includes assistance in events as requested by the school. Services such as Library or Classroom Assistants, in Reading Groups or in the organization of school events or outings are all examples of parental participation.
- *Parental involvement:* With involvement, parents take a lead in the decision-making processes of the school because they can influence the agenda of what needs to be done. Service in Parent Teacher Associations, School Councils, School Board of Governors, and local, national or international parent associations are all examples of parental involvement.
- *Parental lifelong learning:* In parental lifelong learning, parents recognize that the school can be a site and/or an opportunity for their personal growth. Parental presence can be either reactive, such as attending talks or educational activities organized by the school, or it can be more proactive. Examples of the latter include the training of parents to review their life goals through the Lifelong Learning Portfolio (Spiteri & Galea 2007), and the training of Parent Leaders to empower other parents within the school and local community (Mayo 2007) and IT courses for parents in schools.

Home-School Links, Parental Participation and Involvement as well as *Parental Lifelong Learning* are different entry-points for parents who are encouraged to consider more and more diverse forms of parental interaction with schools. The four categories are important for parents, their children and schools to ensure the most holistic educational development of all the stakeholders concerned.

The NCF recommends the development of a national policy to be developed by the Directorates with other stakeholders to formalise the different forms of participation and strengthen

parents' active involvement in their own and their children's educational development.

Schools and the Community

The relationship between the schools and the community has four dimensions:

a) The local community is a useful resource for the school to contextualise learning. This can be done through, for example:

- visits to sites of national relevance;
- school hosting persons or organisations related to curricular learning;
- orienting the school curriculum to include site visits, participation in events and contribution of personalities.

b) The school can be a locus for lifelong learning for the community. This is being achieved through evening classes and through programmes of parental support to learning and parental empowerment courses. As the resources available to schools are significantly enhanced through the current extensive school building and upgrading programme in schools, the potential for greater service to the community has significantly improved.

c) The community can assist schools to prepare learners for the world of work. Work orientation experiences have been introduced by many secondary schools, exposing learners to the real work environment whilst also giving a taste of the work ethic and entrepreneurship in context. Such programmes ought to be an intrinsic part of secondary schooling in all schools.

d) Schools respond to societal demands through specific curricular foci and ad hoc educational experiences. Debate within civil society suggests the need for education in specific content areas to bring about a particular culture change in contexts that are in urgent need of improvement. Typical examples include care for the environment, sexual health awareness and the need for physical fitness.

In effect, the NCF recommends that:

- schools establish strong ties with the various members, groups and agencies within the community as this will help extend learning within the community and bring learning into the school(s); and
- colleges establish partnerships with the business sector and explore different forms of engagement that can be of benefit to students and educators alike.

Support Structures

The NCF recognises that a high quality education requires a supportive infrastructure that provides the conditions and opportunities for all learners to develop their full potential and for teachers and administrators to implement the curriculum effectively. This infrastructure requires on-going student services, human resources, professional development, mentoring

and support for teachers and strong educational leadership.

Student services

Although teachers primarily rely on their own experience and expertise, the commitment in favour of diversity and inclusion promoted by this NCF requires the availability and accessibility of additional services in the students' interests. These services range along a continuum from the personal/pastoral to the curricular. For example, the support of a school counsellor may be more of a personal nature, whilst the support of a specific learning difficulties support teacher may be more of a curricular nature¹⁶. The following underlying principles govern the delivery of the services:

- all services start from the reality of the learner incorporating a personal/pastoral component;
- all services need to address the implications of the particular service on the learner's educational entitlement and development;
- such services need to be given in the context of diversity, implying that they address the learner's current/actual level of competence with a view to subsequent progress and achievement;
- the services facilitate teachers' access to appropriate information, skills and complementary provision enabling them to address a learner's educational entitlement effectively; and
- services that require temporary withdrawal from the classroom are effective to the extent that they lead to the reintegration of the learner into the mainstream class, and the up-skilling of classroom teachers to ensure the sustainability of such reintegration¹⁷.

Human resources

Over the years a number of teachers have been enrolled to support the learners' curricular needs in particular areas in various schools. This provision came to be known as the peripatetic service. The developments suggested by the NCF necessitate a review of this service with the aim of supporting the curriculum at its various levels of implementation.

The NCF is setting a clear direction as to the responsibilities of staff for the teaching of specific learning areas is to be carried out. The framework stipulates that Primary School teachers will be responsible for the teaching of Maltese, English, Religion, Mathematics, Science, Technology, Citizenship, and Health Education including Physical Education. Cross curricular themes will be embedded in the different lessons rather than appearing as discrete subjects on the timetable. Within this scenario, four levels of support are envisaged:

16 A detailed list of services provided is included in Appendix II

17 Behaviour management services which incorporate Nurture Groups and Learning Support Zones are provisions which aim at reintegrating the learner and up-skilling the classroom teacher.

- Curricular Support teachers whose aim is to support classroom teachers in the teaching of Science, Technology, Physical Education and I.T.. These teachers will ensure that learning is effective by assisting the classroom teachers in the planning of, and where necessary, delivery of lessons. They will also provide suggestions and educational resources aimed at improving the quality of teaching in these subject areas. These subject specialist teachers will work together with College Principals, Education Officers and Heads of Department and will be assigned to specific primary schools.
- The teaching of art, music, dance and drama, Personal Social & Health Education (PSHE) and the awareness programmes in foreign languages, necessitates specific skills that not all teachers may possess. Consequently the teaching of these areas will be taken over by Subject Specialist teachers who have the necessary skills, attitudes and knowledge to focus on these areas and who will replace the classroom teacher for these specific lessons. These teachers will also be assigned to specific primary schools usually by college.
- Cross-curricular themes require planning sessions as well as regular monitoring and evaluation of classroom practice. This type of support will be offered at a college and national level, depending on the theme. Examples include Education for Sustainable Development (including EkoSkola) and support teachers at the eLearning Centre.
- Schools need to be supported in the implementation of specific policies through a whole school approach. This can be achieved by a team of teachers, functioning at a national and college level, who visit schools on a regular basis to support the school in its policy development and implementation. Moreover, these teachers will help schools in the development of educational material and in the running of professional development programmes. Examples include literacy and numeracy support teachers.

In both the Primary and Secondary years, the support of the Heads of Department and the Education Officers is to be maintained and strengthened.

On-going professional development

The ongoing professional development of teachers to update their knowledge and skills-base should be viewed as indispensable for the continued effectiveness of the profession. Teaching professionals ought to develop their professional and pedagogical work with learners on the basis of contemporary perspectives on research, theory, content knowledge and teaching practices and on their understanding of the learners. They should consider themselves as critical and reflective professionals who engage with contemporary theory and practice. Professional development occurs in a variety of ways including:

- induction courses;
- mentoring and peer observation;
- school professional development;
- in-service training;

- short term courses;
- certificate/diploma/degree/post graduate courses;
- formal and informal dialogue with colleagues and peers;
- professional learning networks including local and international professional associations; and
- personal initiatives where educators engage with professional material and relevant, recent publications or even through attendance and presentations at workshops and conferences.

Mentoring

Mentoring supports professionals at various stages of their career. Newly qualified teachers and others facing new roles, challenges and responsibilities benefit greatly from structured support by more experienced and specifically trained peers. Mentoring is also beneficial when a practitioner is experiencing challenges that require professional support. The mentor's principal role is to help an individual to reflect purposefully on his/her professional practice in order to improve it.

Over the past few years, various initiatives across sectors have been taken in order to support teachers during their induction years. These will be further developed through the setting-up of a mentoring structure to be provided at college and school levels. The necessary up-skilling for national service provision and eventual quality assurance will be provided by the Directorate of Quality and Standards in Education (DQSE).

Legal and psycho-social services for teachers

Since 2007 State school teachers have been able to avail themselves of psycho-social and legal services provided free of charge by the Directorate of Educational Services (DES). These services have proved popular, and especially in the psycho-social area the great demand has led to moves to increase the service further. Some Independent schools have also developed pastoral care teams that support teachers in the psycho-social sphere. The NCF reinforces such structures of support.

Leadership of key practitioners

Everyone appreciates the value, necessity and importance of leadership. However, agreement is more tenuous when people begin to discuss what it is. There are hundreds of definitions of leadership each having a different theory about its source, process and outcome. Leadership can be described as the influence, the process of persuasion or example by which individuals or teams induce a group or the organisation to pursue identified objectives. Leadership can therefore be summarised as the performance of actions that enable participants in a community to release potential within a trusting environment, inquire into practice, create stories, understand and evaluate them and create meaning.

Defining leadership incorporates 'purpose', 'direction', 'individuals', 'groups', 'culture and values', 'shared strategic vision', 'priorities', and 'planning change'. The emerging view of

leadership is a constructivist one where leadership is recognised as a reciprocal process that enables participants in an educational community to construct meanings, leading towards a shared purpose of schooling. Learning and leading are intertwined because these concepts arise from understandings of what it is to be human. To be human is to learn and to learn is to construct meaning and knowledge.

In a context where change is a permanent process the best organisations are those that find a way not only to cope with change but to use it as a driving force for excellence. Lashway (2006) describes learning organisations as surfers: whilst they cannot control the wave they are riding, they continually adapt to it, using its energies to get them where they want to go. In this process, vision is crucial. Organisations may never arrive at where they think they are heading but having a vision keeps them focused as the journey unfolds. In the local context, organising State schools into college networks can develop into effective entities which support innovation and development.

Networks promote the dissemination of good practices, enhance the professional development of teachers, support capacity building in schools, mediate centralised and decentralised structures, and assist in the process of re-structuring and re-culturing educational organisations and systems (Hopkins, 2003, p.154)

The NCF encourages a leadership model that promotes distributed forms of leadership. In such a context, whilst school leaders 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 can be created within the college network system and in other sectors to allow educators to engage in critical discourse, to address curricular matters and improve the quality of learning and teaching. This model of leadership is applicable in different ways in the Early Years, Primary and Secondary years.

Support for Curriculum Development and Implementation

The DQSE, in liaison with colleges, schools and the Faculty of Education has a key role in the further development and implementation of the NCF which includes the development of:

- learning areas;
- respective learning outcomes framework which involves the re-writing of the current syllabi;
- corresponding level descriptors;
- learning strategies that embrace diversity;
- assessment procedures that ensure individual progression of learning; and
- summative assessment pegged to national levels of achievement.

Decisions related to the curriculum, pedagogy, choice of learning and teaching materials, equipment and resources should become more and more the outcomes of collaboration between DQSE curriculum development staff, Senior Management Teams (SMTs) and teachers within schools. The DQSE supports colleges and schools in the development of both tailor-made and in-house courses which address specific needs, as well as training that addresses national educational priorities. The DQSE is also responsible for moderation and monitoring of school-based assessment and the development and/or monitoring of summative assessment in colleges and schools.

Conclusion

This document presented the theoretical considerations together with the seven components of the NCF to provide readers with detailed information about the conceptualisation and implications for change envisaged as a result of the proposals and recommendations.

The seven components of the NCF cannot be considered in isolation but each component has a distinct and unique contribution towards the development and implementation of a seamless curriculum and a coherent framework which spans learners' experiences from the early years through to the end of secondary school.

The subsequent document presents a proposal for the interpretation of the framework at each of the three education cycles experienced by children in Malta, namely the Early, Primary and Secondary years.

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Appendix I:

Need for a National Language Policy

The Context

Maltese and English are both official languages enshrined in our Constitution while Maltese is also the National Language. Both are taught throughout the whole course of compulsory education. Nonetheless, at the end of secondary education a percentage of the student cohort still does not manage to pass the SEC examinations in these languages or even attempt sitting for them¹⁸. There are also concerns over the proficiency of both Maltese and English in further and higher education institutions, where the perception is that proficiency in both languages has decreased over the years.

The 'inferior' status that Maltese had for hundreds of years until the 19th century had the advantage of preserving and protecting the language from extinction. But the price for this preservation was that the language developed in a restricted number of registers and contexts. This legacy of positioning and limitation is still evident in the way Maltese is used in our schools. There are, indeed, a variety of ways in which Maltese and English are employed. In most schools Maltese is mainly used as the medium of instruction, communication and social interaction, whilst in some schools the preferred medium is English. Textbooks, continuous assessment and examinations in most of the subjects of the curriculum are in English. Teachers tend to switch from Maltese to English in a complementary way during explanations in class. This is leading to a situation where most technical terms are learnt in English with the result that Maltese is neither being developed to a high degree nor is it being used to develop new registers in the different subjects/learning areas.

Although over the years Maltese has expanded its usage to an increasing range of formal and informal situations, English remains the dominant language of the economy and our passport to communication with most of the world. However, the exposure to and use of English has changed as well over the years. The variety of English used by most Maltese adults has crystallized into a post-colonial, increasingly localised 'Maltese-English'. Maltese-English has distinct characteristics with respect to grammar, intonation and vocabulary, but does not include code-switching or code-mixing.

At the same time, Malta is not immune to the linguistic implications of globalization. Increasingly diverse forms of 'English' are significantly impacting the communication expectations and behaviours of Maltese young people, mainly through both spectator and interactive electronic media. Apart from the near-hegemony of American-English in cinema, SMS and electronic social networking are redefining the distinction between formal and informal code, between writing and speaking, and are challenging the very notion

18 Research shows that this is partly due to our schooling structures that prior to the recent transition reforms from primary to secondary, differentiated our students too early and too often. This resulted in an inequitable distribution of resources and impaired self-esteem that led to regressive cycles of self-fulfilling prophesy (Grima & Farrugia, 2006). But it may also be partly due to a lack of a proper bilingual grounding in the primary cycle of schooling.

of 'correctness' in communication. Reading habits are changing significantly as more and more reading in English is taking place in electronic contexts such as games, sites and blogs. This democratization of authorship has opened up vast new communication possibilities, but at the same time sharpens the issues of what it means to be 'literate'.

The issue of Maltese and English as media of instruction was addressed by the 1999 NMC. It had divided the subjects in two sets and recommended that: (1) Maltese, Social Studies, History, Religion and PSD be taught in Maltese, while (2) the rest be taught in English. *Il-Kunsill Nazzjonali tal-Ilsien tal-Malti* believes that this recommendation has unintentionally reinforced the idea that the language of prestige is English (Dec 2009)¹⁹. Furthermore, the 1999 NMC allowed code switching for pedagogical purposes. The obligation laid down by the NMC that all schools should formulate a language policy and that this should be an item of the School Development Plan has not been followed consistently by all schools. Neither have the consolidation programmes envisaged for students with difficulties in Maltese and English by the NMC been implemented in all schools or with equal effectiveness.

19 *Il-bilingwiżmu fl-edukazzjoni ta' pajjiżna. X'inhu l-aħjar għal uliedna*. Seminar jointly organised by the Kunsill Nazzjonali tal-Ilsien Malti & DQSE. 5th December 2009.

Appendix II:

Support Services and Inclusion

A. Support Services

The Student Services Department within the Directorate for Educational Services hosts and co-ordinates the operation of a number of services which ensure that student needs are being met as well as ensure access to the National Minimum Curriculum. The development of psycho-social aspects of students throughout their formal education, fall within the realm of the psycho- social services within this same department. Service provision can be identified at various levels mainly:

At central level by services hosted within the Student Services Department

- Students have access to Communication and Technology Unit (ACTU) whereby support is provided to various stakeholders including student, teachers, LSAs , parents, health professionals, SMTs and others to find an augmentative or alternative mode of communication for students with severe communication difficulties as well as access to technology especially in relation to accessing the curriculum.
- The Autism Spectrum Support team supports students with autism spectrum disorders as well as their parents/carers, class teachers, LSAs. The team provides support at home and at school and advice on resources according to individual needs.
- The support peripatetic teachers in the early intervention service work specifically with children from birth to five years of age who experience developmental, medical, psychological, physical, learning and other difficulties. They support parents/carers in the planning and implementation of an education programme that is structured according to the child's individual needs.
- The peripatetic teachers for visually impaired students offer services in mainstream schools depending on the requirements of the specific case and other exigencies. The particular abilities and needs of each student, his/her age, the opinions of other professionals and the wishes and views of both parents and students are taken into consideration.
- The peripatetic teachers for hearing impaired students offer services in mainstream schools. To the extent possible, such services promote and advocate for full inclusion of hearing impaired students with some adjustments as necessary.
- The home tuition teachers support students between the ages of 5 and 16 years who due to long term illness or medical conditions cannot attend school.
- Child safety services provide intervention and prevention services to students, parents and schools for children who experienced abuse.

- The anti-substance abuse service provides assistance to schools whenever cases of alleged substance abuse occur. In addition staff provide information on the use of illegal and inappropriate use of substances.
- The good behaviour and anti bullying service provides assistance to schools whenever cases of alleged bullying occur. In addition, staff works towards a whole-school approach to address these issues, and also provide relevant information and training.
- The School Psychological Services work for the provision of a healthy psychological environment that facilitates the learning and development of children and the provision of an effective therapeutic service as and when required.
- The School Social Work section works for the provision of an effective social work service to all students of compulsory school attendance age in support of their education and personal growth, working within the students' educational, family and social environment.
- The Unit *Għozza* provides a support service and an educational programme to school-aged pregnant students, leading them to adopt a positive attitude towards motherhood while empowering them to pursue their career path.
- The Education Medication services promote an efficient health-promoting lifestyle and environment in the educational system and respond to student and staff medical needs in educational institutions. Staff also facilitate primary and secondary prevention of disease and disability.

At College level by services provided to the ten colleges on the Maltese Islands.

- The career guidance service provides curricular guidance including subject options and choice of courses and facilitates transition of students from primary to secondary, from secondary to post-secondary, from post-secondary educational institutions to other educational institutions and/or work.
- The counselling service provides on-going service leading to the holistic development of students.
- The Inclusion Co-ordinators participate in the development of a college-wide Special Educational Needs (SEN) policy and provision in collaboration with the SMT and College Principal. They ensure the effective implementation and monitoring of this policy and related action in order to ensure equitable access to a relevant curriculum for students with Individual Educational Needs (IENs) as well as overseeing implementation and review of IEPs amongst others.
- Nurture groups, and learning support zones and centres have been set up to support students with social and emotional difficulties, with a clear focus for the reintegration of service users as quickly as possible.

At classroom level

- Learning Support Assistants support and collaborate with the class teacher and other colleagues and who under the teachers' guidance assist in the education of all pupils in class especially those with individual educational needs so that their individual curricular entitlement is ensured and their learning needs are catered for. LSAs also have an important role in participating fully in MAPs, IEPs and Individual Transition plans amongst others.

At individual level

- Students who are identified as having a statement of needs from the Statementing Moderating Panel are eligible for an IEP. This is developed for the student with a disability and describes the modifications and adaptations for a student's educational programme and services necessary to ensure full access to the educational entitlement. This is in accordance with the Inclusive Education Policy regarding students with a disability (Ministry of Education, 2000).
- Special examination arrangements for students with learning difficulties. This is supported by the School Psychological Services and the Specific Learning Difficulties Service.

B. Inclusion and the NCF

Philosophy of Inclusion

The concepts of diversity and inclusion have evolved over the years. The National Minimum Curriculum (1999) presented inclusion as one of the core characteristics of schooling in Malta. In that document it was mainly understood as the mainstreaming, where possible, of learners with special needs and disabilities, for the holistic educational benefit of all the learners involved. On the other hand diversity was mainly understood in terms of the richness and acceptance of different social and culture backgrounds.

The prevalent paradigm of inclusion led to an emphasis on the identification of needs by the Statementing Moderating Panel and the provision of facilitators, now called Learning Support Assistants (LSAs).

The Spiteri Report (2005) problematised this dramatic increase in the numbers of LSAs that was not necessarily always resulting in better learning and teaching for the students concerned. It explored a wider concept of inclusion and its implications for curriculum development for all learners. With the proposed NCF, diversity is being understood as a core characteristic of the curriculum because it is a core characteristic of the learners themselves.

Diversity of students

We currently have a two-track approach with regard to the policy of inclusion. Whilst most of the learners are receiving their education in mainstream schools, a small number of

learners attend Resource Centres²⁰ where their individual educational needs are best met in these purposely equipped sites.

Beyond this reality, today we are recognising that Malta's student cohort is a truly diverse one, and efforts are increasing to explore pedagogical approaches which are responsive to differences including cultural, ability, religious, linguistic and socio-economic background. A classroom culture needs to be created whereby students regardless of ability, class, cultural or linguistic background belong and are supported to be given the best opportunities to learn.

With regard to students from disadvantaged social backgrounds and in collaboration with key local and institutional stakeholders in the community, the school should primarily seek to up-skill and support families and the local community to provide an environment that is as educationally rich and stable as possible. Concurrently, in the knowledge that such efforts will be less than satisfactory for some of the children, it should seek to develop compensatory structures and mechanisms that aim at filling, in the best way possible, the critical lacunae which arise when the child does not have an educationally stimulating and stable environment at home. This may imply addressing basic needs such as food and rest, providing a nurturing environment to address behaviour management, and employing alternative learning mechanisms from the traditional one that relies on homework.

Equal attention needs to be given to gifted and talented students. The process of learning needs to be challenging enough to engage them and help them develop their maximum potential. In terms of curriculum design this could be achieved by considering effective practices in three dimensions:

- **content and mastery** which involves having students move as rapidly as they effectively can through a particular content area;
- **higher level processing** which features in-depth examination of the content related to the subject, and
- use of **overarching concepts and themes** whereby students examine the subject content through the lenses of change, systems, power, patterns and/or cause and effect.

Another reality at a local level involves students who have diverse social and cultural backgrounds including students of refugees and asylum seekers. Support to this group of students includes access to education and transition for entry into mainstream schools, planning the educational programme for students according to the individual needs and year group, identifying strategies to overcome language barriers as well as emotional and psychological support.

The Directorate for Educational Services has a range of services intended to maximise the potential in all ability levels of the students. Detailed information is given in Section A of this Appendix.

20 Prior to the Special School Reform launched in 2010, learners with special educational needs (SEN) were served by Special Schools, which were originally differentiated according to the degree and type of support the learners required. The Reform transformed the Special Schools into Resource Centres, which will provide support to mainstream schools and provide SEN learners with the experience of transitioning from one school to another as they grow up, in a manner analogous to mainstream schooling.

Collaboration between Teachers with Learning Support Assistants

The working relationship of LSAs with the class teacher involves collaborating with and supporting the class teacher in:

- assisting in the education of all learners in class, in particular with learners with special educational needs so that their individual curricular entitlement is ensured and their learning needs are catered for;
- developing and implementing an Individual Educational Programme (IEP) by adapting the mainstream schemes of work, lesson plans and resources;
- preparing and writing the IEP document of every student with a statement in class;
- assisting in the preparation of educational materials and playing an active part in all the components of the instructional and educational process in class under the direction of the class teacher; and
- participating in the observation, assessment and documentation process of the performance and behaviour of included learners.

The level of collaboration between LSAs and the teacher also depends on the level of support determined by the Statementing Moderating Panel for the individual learner. There are four levels of support:

1. **Full-Time Support on a one-to-one basis:** The LSA should dedicate all her/his time to support that particular learner.
2. **Full-Time Support:** The learner requires the full support of the LSA but not on a one-to-one basis. The LSA is present in the classroom throughout the whole day and can support more than one student in the same class provided that only one of the students is in need of full time support.
3. **Shared in the Same Class:** The student requires the shared support of the LSA who is in the classroom throughout the whole day. This type of support is determined by the students' statement. The Learning Support Assistant can support a maximum of two students in the same class.
4. **Shared Support:** (half day support) The learner does not require support throughout the whole day. This type of support is determined by the statement. The LSA may either be assigned responsibility of up to three learners who are in the same class and/or support up to two learners who require shared support but are not in the same class. In the latter case equity is recommended.

At the end of the primary years, the relationship between the LSA, the teacher and the learner necessarily undergoes a change. This is both because of the learner's changing developmental and socio-emotional needs, as well as because of the teaching reality in secondary schooling which involves multiple teachers. Therefore, learners with a statement of needs moving on to secondary undergo a transition programme and an IEP, describing

in detail the abilities and needs of the learner. The secondary school is then responsible for the implementation of the recommendations as stated in the 'statement of needs'.

The present system of support in secondary schools has its advantages and disadvantages. The advantages are that LSAs:

- support the identified learners enabling them to give undivided attention to the learner/s;
- develop a good working relationship with their assigned learners and their family;
- devote more time to prepare individualised programmes, monitored by the subject teachers, for the learners who are not able to follow the class curriculum;
- concentrate on the creation of resources needed by the learner/s under their care;
- prepare daily schedules denoting the type of modifications needed during the various lessons; and
- regularly update students' files.

The disadvantages are that:

- as learners develop into young adults, they feel uncomfortable being constantly accompanied and assisted by their respective LSA;
- learners often resent the labelling being given to them by peers;
- independent skills needed may not be encouraged;
- dependant skills develop, thus not preparing the learners to face the challenges life brings after compulsory education;
- learners find difficulty coping on their own when the LSA is not at school and consequently they do not participate during lessons;
- in certain classes, for example, Basic Skills classes, schools are ending up having three or four adults in class with twelve learners. This is unacceptable since support is being duplicated and LSAs are not utilised in the best possible manner;
- learners are not being offered the opportunity to learn to work with different adults/LSAs as they are always working with the same LSA (2 years, sometimes more) and then find it hard to work with another adult/LSA;
- LSAs never have time to specialise in one or more core subjects (Maltese, English and Mathematics) as they have to support the learners in all subjects;
- sometimes there are two or more LSAs in class (Options or Basic skills classes); and

- peers are not being encouraged to support fellow learners.

In order to address the difficulties identified in the present situation, support in secondary schools needs to be re-thought. It is proposed that LSAs be 'attached' to either subject teachers or subjects or particular classes/settings. There is no prescribed model as each secondary school has its own realities. Two models are being suggested below allowing Heads of School the freedom to adopt the model best suited to their school.

Two models for the deployment of LSAs in secondary schools

Model 1

LSA attached to Sets

This model can be used in those secondary schools where there is core subject setting across particular year groups. This means that all the sets in which there are learners with a statement of needs, will have the identified subject at the same time. It is immaterial how many sets there will be because the LSA can primarily be attached to the set where there are learners with a statement of needs.

In sets where there will be learners with a statement of needs, the LSA responsible for support within that set, will prepare the necessary resources needed for the learner/learners and a common daily schedule for the learners. (This will later be given to the LSA responsible for the learning needs of the learners in other subjects)

For the rest of the subjects, the LSAs will be attached to 'identified' learners as in the present scenario, responsible for the IEPs and the updating of the student's file. LSAs will offer support in a maximum of 18 lessons as five lessons a week will be identified as preparation periods for LSAs (preferably during subjects where learners do not need support).

Scenario

School Timetable	37 (35 lessons + 2 Afternoon Activity lessons)
Form	1
Classes	5
Students with a statement of needs	14 (2 of whom receiving 1-to-1 support)
Learning Support Assistants	8
Sets for Maltese, English, Maths	6 (all 6 sets for a particular subject timetabled simultaneously)

Classification as per present model:

LSA	Student/s	Lessons
1	A + B + C (Class 1.1)	37
2	D (Class 1.2) + L (Class 1.5)	37
3	E* (Class 1.2)	37
4	F + G (Class 1.3)	37
5	H (Class 1.3)	37
6	I + J (Class 1.4)	37
7	K* (Class 1.4)	37
8	M + N (Class 1.5)	37

* 1-to-1 support

Classification as per model 1:

LSA	Maltese, English, Maths	Other Subjects	Time for Preparation
1	Set 1 x 14 lessons	x18 lessons with students A, B, C	x 5 lessons
2	Set 2 x 14 lessons	x18 lessons with students D, L	x 5 lessons
4	Set 3 x 14 lessons	x18 lessons with students F, G	x 5 lessons
5	Set 4 x 14 lessons	x18 lessons with student H	x 5 lessons
6	Set 5 x 14 lessons	x18 lessons with students I, J	x 5 lessons
8	Set 6 x 14 lessons	x18 lessons with students M, N	x 5 lessons
3	Whole Day with student E		
7	Whole Day with student K		

Advantages

- LSAs will be working with the same ability group in all three core subjects, making it easier for him/her to prepare resources and daily schedules. When availability permits that an LSA is attached to a set where there are no learners 'with a statements of needs' the LSA will not need to prepare daily schedules.
- LSAs are in class to support all learners as they will be attached to the set.
- Learners' independent skills are encouraged through realisation that especially for the core subjects the LSA is more attached to the set rather than a particular learner.
- Learners will get used to working with different adults. *'Set' LSA will not be the same one attached to the learner.*

This model can be applied on a regular basis every year and with every year group in the secondary schools implementing setting for different subjects across the forms. When the number of LSAs is not enough to support the whole cohort, then Heads of School can assign LSAs to the most vulnerable set/s or those sets attended by learners with a statement of needs. It is a very flexible model enabling Heads of Schools to use it according to the realities of the school.

Model 2

LSAs attached to teachers

In this model an LSA will be attached to a particular core subject teacher. This can be done across the whole school or in particular year groups, depending on the number of LSAs available (preferably English, Maths and Maltese plus one other subject/s).

The same LSAs will then become Key LSAs for learners with a statement of needs. Each LSA will be responsible for two to three learners as at present.

In this scenario, each LSA will be attached to the subject teacher of the identified subjects.

The LSAs will also act as Key LSAs when not working with the subject teacher, supporting two to three learners in other subjects when and if needed.

The subject teacher and LSA will work as a team, between them teaching and supporting ALL the learners in class. The LSA will prepare resources and Daily schedules which will then be entered in the Student's File

Key LSAs will need to make sure that the Students' Files are updated and that the IEP recommendations are being implemented and adhered to.

Scenario

School Timetable	37 (35 lessons + 2 Afternoon Activity lessons)
Teachers of English	4
Teachers of Maltese	4
Teachers of Maths	4
Teachers of ICT (School's choice)	2
Teachers of D&T (School's choice)	4
Classes	15
Students with a statement of needs	36 (1 on a 1-to-1 basis)
Learning Support Assistants	18

Classification as per model 2:

LSA	Teacher	Students for subjects other than Maths, Maltese, English, ICT and D&T	Time for Preparation
1	Teacher of Maths 1 x 20 lessons	A + B x 12 lessons	5 lessons
2	Teacher of Maths 2 x 20 lessons	C + D x 12 lessons	5 lessons
3	Teacher of Maths 3 x 25 lessons	E + F x 7 lessons	5 lessons
4	Teacher of Maths 4 x 25 lessons	G + H x 7 lessons	5 lessons
5	Teacher of Maltese 1 x 20 lessons	I + J x 12 lessons	5 lessons
6	Teacher of Maltese 2 x 20 lessons	K + L x 12 lessons	5 lessons
7	Teacher of Maltese 3 x 20 lessons	M + N x 12 lessons	5 lessons
8	Teacher of Maltese 4 x 12 lessons	O + P x 20 lessons	5 lessons
9	Teacher of English 1 x 25 lessons	Q + R x 7 lessons	5 lessons
10	Teacher of English 2 x 25 lessons	S + T x 7 lessons	5 lessons
11	Teacher of English 3 x 20 lessons	U + V x 12 lessons	5 lessons
12	Teacher of English 4 x 20 lessons	W + X x 12 lessons	5 lessons
13	Teacher of ICT 1 x 15 lessons	Y + Z x 17 lessons	5 lessons
14	Teacher of D&T 1 x 16 lessons	AA + BB x 16 lessons	5 lessons
15	Teacher of D&T 2 x 16 lessons	CC + DD x 16 lessons	5 lessons
16	Teachers of D&T 3 x 14 lessons	EE + FF x 18 lessons	5 lessons
17	Teachers of D&T 4 x 12 lessons	GG + HH x 20 lessons	5 lessons
18 ²¹			

21 LSA will be attached to the student requiring 1-to-1 support and will be engaged with him/her for 37 lessons a week.

The number of subjects that each particular school chooses to support, besides Maltese, English and Maths, depends on the number of LSAs available. The subjects chosen also depend on the school keeping in mind the educational preferences of their learners.

In a scenario where there are 'extra' LSA/s, these can be deployed to Literacy and Numeracy classes, so that they can support learners in need of intense numeracy and literacy support under the guidance of class teachers. They can follow suggested reading and numeracy programmes on individual/pair basis. These sessions will be identified during the IEP meeting with full agreement with the parents as this will mean withdrawal from certain subject/s.

The 'extra' LSA/s can also be deployed to support classes where there are behavioural issues/ SEBD issues, under the guidance of Learning Support Zone staff (if LSZ is available) or SEBD specialists supporting the school.

They can also be attached to teachers where classroom management can be difficult or with teachers who teach other unsupported subjects in vulnerable classes.

Advantages

- Teacher and LSA work together as a team ensuring that all learners are getting their educational entitlement;
- Teachers will only need to share their schemes of work, forecasts, lesson plans and resources with one LSA;
- Teachers will have support when adopting strategies enhancing differentiated teaching;
- Teachers will have the support of the LSA when preparing resources;
- LSA will strengthen his/her knowledge of that particular subject at all levels;
- LSA will prepare one daily schedule per class when needed (in those classes where there are learners with a 'statement of needs');
- LSA will prepare resources which will/can be used at different levels;
- LSA will be assisting in the education of all pupils in class, in particular pupils with special educational needs so that their individual curricular entitlement is ensured and their learning needs are catered for;
- Key LSA will support two to three identified learners, preferably in one class, keeping their file updated and ensuring that if needed, support is given in other subjects not being catered for by subject LSAs;
- Learners' independent skills are developed;

- Learners will not have 'their' LSA all the time, but different ones will be supporting them; and
- Learners will learn to work with different adults.

For the rest of the lessons, the LSA will be attached to those classes where there are learners with a statement of needs catering for all the learners IEP needs and keeping the Students' file updated. The LSA will have learners to cater for as is stipulated according to circular HRD/46/2009²² or any other superseding that circular.

Advantages

- The teachers will work with one LSA and not have to share schemes of work and forecasts with a number of LSAs;
- Teamwork is enhanced;
- LSAs will become more proficient in the core subject they will be supporting;
- LSAs will have more time to work on other subjects as they will only have one core subject to cater for;
- LSAs will act as Key LSAs during subsidiary subjects; and
- Learners will adapt themselves to working with different adults, thus avoiding dependency.

In both models it is of utmost importance that:

- Staff discussions are held prior to implementation;
- Parental meetings are held to advise the parents of learners with a statement about the changes and reasons behind such a move;
- IEPs must carefully reflect the learners' needs;
- Trainee INCO support is provided as they will in turn support all human resources involved; and
- SMTs can use any model/models according to the requirements of their school.

Heads of Schools can adopt either model, adopt both simultaneously, or retain the present scenario for certain year groups and use one of the proposed models with the remaining year groups. Alternatively, the Head may decide that neither of these models can work in his/her school and opt to retain the current system.

22 http://www.education.gov.mt/edu/letter_circulars/lc_2009pdf/hrd/HRD46.pdf