

# LEJN EDUKAZZJONI TA' KWALITÀ GHAL KULHADD

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

**Dokument Konsultattiv 4  
It-Triq 'il Quddiem**



**Lejn Edukazzjoni  
ta' Kwalità  
għal Kulhadd**

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# II-Qafas tal-Kurrikulu Nazzjonali

## Dokument Konsultattiv 4

### It-Triq 'il Quddiem

*Dan id-dokument jgħor fil-qosor ir-rakkomandazzjonijiet li qed ikunu proposti fl-NCF u jeżamina l-implikazzjonijiet ta' dawn ir-rakkomandazzjonijiet. Jista' jkun hemm strategija effettiva għall-implimentazzjoni tal-NCF wara li r-rakkomandazzjonijiet ikunu diskussi u l-impatt sħiħ tal-implikazzjonijiet tagħhom ikunu mifhuma. Dan il-proċess ta' konsultazzjoni jeħtieġ jinkludi lill-imsieħba kollha b'mod li jimpenjahom professjonalment. Barra minn hekk, l-istrategiji ta' konsultazzjoni u implimentazzjoni jeħtieġ li jkunu bbażati fuq fehim sħiħ tal-proċess tal-immaniġġjar tal-bidla.*

*Dan id-dokument għaldaqstant se jippjana t-triq 'il quddiem billi jipprezenta:*

- *gabra fil-qosor tar-rakkomandazzjonijiet li qed ikunu proposti mill-NCF;*
- *l-implikazzjonijiet ta' dawn ir-rakkomandazzjonijiet għall-implimentazzjoni;*
- *l-ideat dwar l-immaniġġjar tal-bidla li jsejsu l-istrategiji ta' konsultazzjoni u implimentazzjoni li l-NCF jixtieq jippromwovi;*
- *l-istrategija għall-proċess ta' konsultazzjoni wara l-pubblikazzjoni tal-abbozz tal-NCF; u*
- *proposta taż-żmien assenjat għall-proċess ta' implimentazzjoni tal-NCF, wara konsultazzjoni u fehim mal-komunità edukattiva usa' dwar it-triq 'il quddiem.*





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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 jggarantixxi li t-tfal kollha jkollhom livell bażiku ta' taġġim kien introdott permezz tal-Att dwar l-Edukazzjoni tal-1988.

Fi dax-il sena wara kien ippubblikat l-ewwel Kurrikulu Nazzjonali intitolat *Inwelldu l-ġejjieni Flimkien*. Dan kien jinkludi miri u għanijiet li għadhom jspiraw id-deċiżjonijiet li jittieħdu fil-qasam edukattiv sal-lum. Il-ħsieb bażiku kien iffukat fuq l-iżvilupp ħolistiku tal-istudent, billi jinkoraġixxi u jappoġġja d-deċiżjonijiet 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 Skejjet Speċjali (2005), l-Assenteizmu (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 taġġna u madwarna, nirvedu l-ħsieb taġġna dwar l-edukazzjoni biex nassiguraw li t-tfal kollha jirnexxu. Dan se jkun l-ewwel kurrikulu minn meta Malta ssejbet fl-Unjoni Ewropea u allura kienu kkonsidrati dokumenti tal-Unjoni Ewropea marbuta ma' dan il-qasam.

L-impjegabbiltà, il-kwalità tal-ħajja u t-taġġim 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 kriżi ekonomika li laqtet l-Ewropa u d-dinja kollha u fil-kuntest tal-bidliet demografiki u l-koeżjoni soċjali, dan il-qafas tal-Kurrikulu għandu jassigura li l-ġenerazzjonijiet preżenti u futuri jkunu jgħinu tul il-ħajja u jassiguraw l-iżvilupp ekonomiku sostenibbli u jpoġġu l-pedamenti għal soċjetà' bbażata fuq l-għerf.

Il-mira tal-Gvern hi li t-tfal kollha qabel itemmu l-edukazzjoni obbligatorja jkunu kisbu l-ħiliet u l-kwalifiċi meħtieġa fi skejjet li joffru ambjent attraenti għat-taġġim. 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 iżvilupp personali u soċjali, inaqas in-numru ta' dawk li jgħidli



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 dahlet 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-kuncett 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-istrategġiji ta' konsultazzjoni u implimentazzjoni li qed jippromwovi dan il-qafas. L-istrategġiji 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 ppreżentata f'Dokument 4 kienet imfassla bil-għan li tinkoraġġixxi diskussjoni u dibattitu li jhegġeġ 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 jservi 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 ffit 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**

# Ġabra fil-qosor tar-rakkomandazzjonijiet tal-NCF

Il-prinċipji ġenerali, għanijiet u miri ta' kisbiet proposti tal-NCF iġibu magħhom għadd ta' sfidi għall-edukaturi, l-amministraturi u msieħba oħrajn waqt li jfittxu li jadottaw il-viżjoni miftiehma, strategija ċara u lingwa pedagogika waħda fl-ambitu ta' qafas konċettwali komuni. Biex tappoġġja l-ħsieb u d-diskussjoni tagħhom, din it-taqsimha telenka **r-rakkomandazzjonijiet ewlenin** tal-NCF li jitolbu bidliet sostanzjali fil-prattiki kurrenti lokali fl-edukazzjoni.

## Is-Sistema Edukattiva

L-NCF **jirrakkomanda** sistema ta' żvilupp għall-edukazzjoni ffukata fuq it-tagħlim u fuq l-istudent, fejn il-kurrikulu jissodisfa l-ħtiġijiet tat-tfal u ż-żgħażaġħ kollha b'mod għal kollox inklużiv. Biex iwettaq din ir-rakkomandazzjoni l-NCF jipproponi:

- l-iżvilupp ta' kurrikuli għas-Snin Bikrin, il-Primarja u s-Sekondarja mingħajr skossi biex tkun żgurata l-kontinwità fil-moġħdijiet edukattivi segwiti mill-istudenti;
- l-adozzjoni ta' sistema soċjokulturali/kostruttivista għat-tagħlim, fejn l-istudenti jingħataw opportunitajiet biex jifhmu tajjeb l-għerf ġdid f'kuntest kooperattiv u li jagħtihom iċ-ċans jinteraġixxu mal-għalliem u ma' studenti oħrajn biex jesploraw u jikkonsolidaw il-fehim u ħiliet tagħhom;
- l-identifikazzjoni u l-pubblikazzjoni ta' *learning outcomes* li jirriflettu dan il-mudell soċjokulturali/kostruttivista ta' tagħlim, bi żvilupp progressiv;
- l-adozzjoni ta' sistema ta' tagħlim iċċentrata fuq l-istudenti u li tinkoraġġixxi attivament lil dawk li jkunu qed jitgħallmu biex jieħdu responsabbiltà għat-tagħlim tagħhom infushom; u
- l-użu addattat u mxerred ta' teknoloġiji msejsa fuq l-ICT biex jappoġġjaw tagħlim iċċentrat fuq l-istudenti.

## It-Tfassil tal-Kurrikulu

L-NCF **jirrakkomanda** t-tqassim tad-diversi suġġetti li jiffurmaw il-kurrikulu tal-Primarja u tas-Sekondarja fi tmien oqsma tat-tagħlim bħala d-dritt li għandu jkollu kull student. Biex jasal għal din ir-rakkomandazzjoni l-NCF jipproponi:

- oqsma tat-tagħlim tal-Lingwi, il-Matematika, ix-Xjenza, l-Edukazzjoni fit-Teknoloġija, l-Edukazzjoni għas-Saħħa, l-Edukazzjoni Reliġjuża, l-Edukazzjoni fiċ-Ċittadinanza u l-Edukazzjoni fl-Arti; u r-reviżjoni tal-kontenut tas-suġġetti f'dawn l-oqsma kollha;
- temi interkurrikulari – *eLearning*, l-Edukazzjoni għall-Iżvilupp Sostenibbli, l-Edukazzjoni Interkulturali, l-Edukazzjoni għall-Intraprenditorija, il-Kreattività u l-Innovazzjoni – biex jipprovdu fergħat konnettivi u integranti mal-medda kollha tal-oqsma tat-tagħlim;

- kurrikulu msejjes fuq kompetenza aktar milli fuq għerf li jagħti çans lill-għalliema biex jesperimentaw bi strategiji diversi tat-tagħlim u jipprovdi lill-istudenti fehim fil-fond tal-konnessjoni reċiproka li hemm bejn l-aspetti soċjali, kulturali, politiċi, ekonomiċi u ambjentali;
- l-iżvilupp ta' *Learning Outcomes Framework* (LOF) għal kull Sena f'kull qasam tat-tagħlim li jindika l-objettivi, il-kontenut, is-sistema tat-tagħlim, u *outcomes* differenzjati;
- l-adozzjoni ta' skala ta' għaxar punti għal livelli ta' kisbiet u l-iżvilupp ta' deskritturi ta' livelli ta' kisbiet relatati skont fergħat għall-istudenti mill-ħames snin sas-sittax-il sena, biex jindikaw progressjoni fit-tagħlim tal-istudent u jappoġġjaw id-differenzjazzjoni fl-ippjanar tal-lezzjonijiet għal dawk kollha li jkunu qed jitgħallmu;
- l-iżvilupp ta' linji gwida ċari u mhux ambigwi ta' kurrikulu li jagħti lill-kulleġġi, l-iskejjel u lill-għalliema xi grad ta' flessibbiltà u għażla biex jaqdu l-interessi u kapaċitajiet tal-medda kollha ta' dawk li jkunu qed jitgħallmu fl-ambitu ta' parametri aċċettati fuq skala nazzjonali;
- politika ta' assessjar li tassessja u tkejjel kemm il-proċessi u kemm il-prodotti tat-tagħlim; u
- taħriġ ta' għalliema u opportunitajiet ta' tagħlim professjonali fl-użu ta' pedagogiji li jipromwovu l-iżvilupp ta' ħiliet konjittivi, psikomotoriċi, soċjali u affettivi u li huma konsistenti mad-disponibbiltà ta' opportunitajiet fl-ambitu tal-UE.

## Is-Snin Bikrin

L-NCF **jirrakkomanda** Kurrikulu għas-Snin Bikrin li jiffoka fuq l-esperjenzi tat-tfal u jipprovdi għal dispożizzjonijiet pożittivi lejn it-tagħlim li jkunu żviluppanti u estenzi fis-snin ta' wara. Biex jasal għal din ir-rakkomandazzjoni l-NCF jipproponi:

- Programmi ta' attivitajiet li jabbandunaw is-sistema tat-tagħlim imsejsa fuq suġġett jew kontenut speċifiku u jmorru għal pedagogiji li jtejbu r-rabtiet interkurrikulari u jiffacilitaw il-proċessi tat-tagħlim li jrispondu għall-interessi u għerf miksub qabel tat-tfal.

## Iċ-Ċiklu tal-Primarja

L-NCF **jirrakkomanda** l-iżvilupp ta' Kurrikulu għall-Iskejjel Primarji li fih it-tagħlim hu proċess kontinwu għaddej il-ħin kollu; jibni fuq il-pedament sod imqiegħed tul is-Snin Bikrin; u jorbot sfiq maċ-Ċiklu tas-Sekondarja biex jiżgura transizzjonijiet bla skossi bejn iċ-ċikli. Biex jasal għal din ir-rakkomandazzjoni l-NCF jipproponi:

- sistemi ta' tagħlim li jirrispettaw mudelli individwalizzati tat-tagħlim, li jindirizzaw il-ħtiġijiet kollha tat-tfal u li jirnexxihom jżviluppaw il-potenzjal sħiħ tagħhom bħala persuni li jibqgħu jitgħallmu tul ħajjithom;
- l-iżvilupp ta' attivitajiet u esperjenzi li jappoġġjaw lit-tfal biex jitgħallmu b'mod fiduċjuż ħalli jibnu immaġni pożittiva tagħhom infushom, ikollhom stima għolja tagħhom infushom, u li jkunu ħassieba soċjalment kapaċi, kritiċi, kreattivi u innovattivi;

- it-tqassim ta' studenti fi klassijiet ta' hliet imħallta tul is-snin kollha tal-primarja;
- eżamijiet fis-snin oġhla tal-primarja li jinfluwenzaw il-proċess ta' tagħlim;
- għalliema tal-iskola primarja li huma responsabbli għall-Malti, l-Ingliż, il-Matematika, ix-Xjenza, it-Teknoloġija, ir-Reliġjon, l-Edukazzjoni fiċ-Ċittadinanza u għas-Saħħa (inkluża l-Edukazzjoni Fizika u aspetti tal-*Home Economics*);
- għalliema li joffru appoġġ fil-kurrikulu tax-Xjenza, l-Edukazzjoni Fizika, it-Teknoloġija u IT, biex jgħinu lill-għalliema tal-klassijiet halli jiżviluppaw il-qasam kurrikulari u joffru għajjnuna b'kontenut u riżorsi, skont il-ħtieġa;
- għalliema għall-iskejjel primarji li huma speċjalisti fis-suġġett tal-Arti, il-Mużika, id-Drama, l-Edukazzjoni Personali, Soċjali, u għas-Saħħa (PSHE), u l-programmi ta' għarfien f'lingwi barranin;
- appoġġ f'livell ta' kulleġġ u nazzjonali għall-ippjanar, implimentazzjoni u evalwazzjoni ta' programmi li jirriflettu l-prinċipji, għanijiet u temi interkurrikulari tal-NCF, u għall-implimentazzjoni ta' politiki speċifiċi permezz ta' sistema li tħaddan l-iskola kollha; u
- rikonsiderazzjoni u riorganizzazzjoni tas-sistema kurrenti ta' għalliema peripatetiċi.

## Iċ-Ċiklu tas-Sekondarja

L-NCF **jirrakkomanda** edukazzjoni sekondarja li tikkonsolida u tibni fuq l-esperjenzi tat-tagħlim tal- edukazzjoni primarja u tipprepara lil dawk li jkunu qed jitgħallmu għall-isfidi usa' li jkollhom iħabbtu wiċċhom magħhom wara l-edukazzjoni obbligatorja. Biex tasal għal din ir-rakkomandazzjoni l-NCF jipproponi:

- s-sistema preżenti ta' sentejn fl-ewwel Ċiklu tas-Sekondarja segwit minn tliet snin fit-tieni Ċiklu tas- Sekondarja għas-settur tal-Istat, għalkemm skejjel oħrajn huma hiesla li jikkunsidraw alternattivi;
- strutturi ta' mmaniġġjar u tfassil ta' orarji skolastiċi li jagħmlu l-aħjar użu possibbli mill-ħin għat-tagħlim, joffru miżura ta' flessibbiltà kurrikulari, u jiżguraw ħin regolari għall-komunità professjonali tal-iskola biex tiddiskuti u/jew tindirizza kwistjonijiet relatati mal-iskola u dwar żvilupp professjonali;
- t-tfassil ta' programmi tat-tagħlim li jagħmlu konnessjonijiet fil- u bejn l-oqsma tat-tagħlim, u li jqisu l-kuntest u l-ambjent lokali għat-tagħlim;
- l-iżvilupp mill-iskejjel ta' programmi kurrikulari għal studenti li għadhom għaddejjin minn diffikultajiet fil-lingwi prinċipali u fil-Matematika;
- l-possibbiltà tal-inklużjoni ta' ilsna barranin minbarra l-Għarbi, il-Franċiż, il-Ġermaniż, it-Taljan, ir-Russu u l-Ispanjol, jekk dan ikun sostenibbli u vijabbli mil-lat edukattiv;



- L-*Core Science* għall-istudenti kollha fis-Seba' u t-Tmien Sena<sup>1</sup>. Fid-Disa'. L-Għaxar u l-Ħdax-il Sena, l-istudenti li ma jixtiequ jispesjalizzaw fix-Xjenza jkomplu bil-*Core Science* li jwassal għal eżami tas-SEC. L-istudenti li jixtiequ jispesjalizzaw fix-Xjenza jistgħu jagħzu tnejn jew tlieta minn dawn: *Life Sciences*, *Physical Sciences* u *Materials Sciences*;
- L-introduzzjoni mill-ġdid tal-*Accounts* u *Economics* bħala għażliet fi tmiem it-Tmien Sena;
- L-introduzzjoni ta' erba' oqsma ta' suġġetti vokazzjonali inizjali – **I-Inġinerija**, **I-Ospitalità**, **I-IT Practitioner** u **s-Saħħa u Kura Soċjali** mal-lista ta' suġġetti li l-istudenti jistgħu jagħzlu, biex jaqdu l-interessi u l-ħajriet tal-istudenti fl-edukazzjoni obbligatorja, ippilotati minn Settembru 2011 u li jinħarġu fuq skala nazzjonali mill-2013;
- sistema aktar flessibbli ta' eżamijiet annwali mill-iskejjel tal-Istat li biha, *f'year groups* partikolari, l-eżamijiet jibqgħu jkunu organizzati b'mod ċentrali, filwaqt li f'oħrajn jistgħu jkunu organizzati f'livell ta' kullegġ u jkunu monitorjati esternament mid-Dipartiment tal-Kurrikulu u l-*eLearning*;
- forom alternattivi ta' assessjar għal studenti li jkunu qed isegwu programm ta' taġħlim individwali; u
- taġħlim differenzjat. Għall-bidu jista' jkun organizzat is-*setting* għas-suġġetti prinċipali: il-Malti, l-Ingliż u l-Matematika. Fil-bqija tas-suġġetti t-tqassim tal-istudenti jeħtieġu jkun organizzat billi jitqiesu fatturi differenti bħall-għażliet ta' suġġetti. Eventwalment, it-tqassim tal-istudenti jgħaddi għal xenarji aktar differenzjati bħal fil-każ tal-iskejjel primarji u f'għadd ta' skejjel sekondarji fis-settur mhux Statali.

## II-Politika Lingwistika

Meta tqis l-importanza tat-tfassil ta' politika għall-implimentazzjoni tal-multilingwiżmu fl-iskejjel Maltin, l-NCF **jirrakkomanda** t-tiġdid tal-politika lingwistika li tippromwovi l-bilingwiżmu fl-iskejjel Maltin u jagħti direzzjoni ċara dwar il-lingwa tat-taġħlim u tal-assessjar. Biex iwettaq din ir-rakkomandazzjoni l-NCF jipproponi:

- t-tiġdid tal-politika lingwistika li tinkludi direzzjoni ċara dwar il-lingwa tat-taġħlim u tal-assessjar, li tkun aġġornata minn żmien għal żmien skont kif jevolvu l-ħtiġijiet lingwistiċi tan-nazzjon taġħna;
- adożzjoni mill-kullegġi u l-iskejjel kollha ta' strateġija lingwistika biex timplimenta l-Politika Lingwistika Nazzjonali, b'komponent qawwi ta' parteċipazzjoni tal-familja u tal-komunità, l-aktar fis-Snin Bikrin u fil-Primarja;
- attenzjoni partikolari għall-akkwist effettiv lingwistiku u l-ħakma sigura ta' komprensjoni u heffa fil-qari tal-lingwa materna addattati għall-età, flimkien ma' espożizzjoni għat-tieni lingwa fis-Snin Bikrin u fil-bidu taċ-Ċiklu tal-Primarja;

<sup>1</sup> Konformi mal-filosofija ta' kurrikulu bla skossi, hu rakkomandat li ċ-Ċikli tal-Primarja u s-Sekondarja fl-edukazzjoni obbligatorja jissejhu mill-Ewwel sal-Ħdax-il Sena.

- għarfien ta' lingwa barranija konsolidat jew introdott lejn tmiem iċ-Ċiklu tal-Primarja;
- attenzjoni għall-kompetenza orali u bil-miktub kemm fl-Ingliż u kemm fil-Malti mill-għalliema kollha, inkluż permezz ta' taħriġ qabel ma jibda s-servizz, u l-iżvilupp professjonali kontinwu;
- parteċipazzjoni fi programm ta' immersjoni lingwistika strutturat b'attenzjoni għall-barranin li jridu jitgħallmu iżda ma jistgħux jikkomunikaw bl-Ingliż jew bil-Malti, u barra minn hekk appoġġ minn persuni lokali bilingwi waqt l-integrazzjoni inizjali tagħhom fil-ħajja tal-iskola, fejn dan hu possibbli; u
- iffokar fuq padrunanza tal-Ingliż fit-tagħlim tal-lingwa fil-każ ta' immigranti jew refuġjati żgħar u żgħażaġh.

## Id-Diversità tal-Istudenti

L-NCF **jirrakkomanda** t-tfassil ta' politika ta' diversità u inkluzjoni biex tirregola l-implimentazzjoni tal-proċessi u l-użu ta' riżorsi f'dan il-qasam. Biex jasal għal din ir-rakkomandazzjoni l-NCF jipproponi:

- kurrikulu li jagħti lok għal edukazzjoni msejsa fuq kontinwu ta' kisbiet;
- kurrikulu miktub b'mod li jagħti lok lill-għalliema biex japprezzaw kif kull student jista' jaċċessa l-istess kurrikulu f'kull suġġett; u
- l-iżvilupp ta' 'objettivi inkluzivi' li jaqsmu l-objettivi ewlenin f'passi ta' progressjoni aktar maniġġabbli għall-istudenti kollha.

## L-Involviment tal-Ġenituri u tal-Komunità fl-Edukazzjoni

L-NCF **jirrakkomanda** l-iżvilupp ta' politika nazzjonali mid-Direttorati tal-Edukazzjoni, bl-għajjnuna ta' msieħba oħrajn, biex jissaħħaħ l-involviment attiv tal-ġenituri fl-iżvilupp edukattiv tagħhom infushom u tat-tfal tagħhom, u biex ikunu formalizzati u promossi forom differenti ta' parteċipazzjoni tal-komunità fl-edukazzjoni. Biex jasal għal din ir-rakkomandazzjoni l-NCF jipproponi li:

- l-iskejjel isiru mkejjen għat-tagħlim tul il-ħajja fi ħdan il-komunità;
- l-iskejjel jistabbilixxu rabtiet qawwjin mad-diversi membri, gruppi u aġenziji fi ħdan il-komunità bħala proċess ta' benefiċċju reciproku li jaħdem fuq żewġ binarji li jkollhom direzzjonijiet differenti; u
- l-kulleġġi jistabbilixxu sħubija mas-setturi tal-ekonomija u jesploraw forom differenti ta' impenn li jstgħu jkunu ta' benefiċċju kemm għall-istudenti u kemm għall-edukaturi.

## L-Assessjar u l-Evalwazzjoni

Meta tqis li l-assessjar huwa komponent essenzjali tal-kurrikulu fil-livelli kollha, l-NCF **jirrakkomanda** li l-iskejjel jużaw kemm l-assessjar **għat**-tagħlim (assessjar għal skopijiet formattivi) u kemm l-assessjar **ta'** tagħlim (assessjar għal skopijiet summattivi), u fejn hu

possibbli jintegraw dawn iż-żewġ sistemi. Biex jasal għal din ir-rakkomandazzjoni L-NCF jipproponi:

- l-iżvilupp ta' **politika ta' assessjar** lokali fil-livell ta' skola u kulleġġ li tiddekrivi s-sistema tagħhom tal-assessjar u l-monitoraġġ tal-progress u l-kisbiet tal-istudenti matul is-sena, u biex tagħmel rapporti lill-ġenituri u oħrajn involuti bħall-bords ta' eżamijiet u min iħaddem;
- iffukar ċar f'kulleġġi u skejjel fuq il-bini tal-kapaċità tagħhom li jkunu komunitajiet ta' prattiki riflessivi, bis-saħħa ta' proċess ta' ppjanar ta' żvilupp tal-iskola u l-awtoevalwazzjoni; permezz ta' konsulenza; permezz tal-*Performance Management and Professional Development Plan* (PMPDP); u
- evalwazzjonijiet esterni magħmulin mid-Dipartiment għall-Assigurazzjoni tal-Kwalità fi ħdan id-Direttorat għall-Kwalità u Standards fl-Edukazzjoni.

## It-Tmexxija Edukattiva

L-NCF **jirrakkomanda** l-adozzjoni ta' mudell ta' tmexxija li jipromwovi forom ta' tmexxija mferrxa. Biex iwettaq din ir-rakkomandazzjoni L-NCF jipproponi li :

- l-mexxejja ta' skejjel jaqdu kemm funzjoni vizjonarja u kemm vizjoni strateġika, u jiffukaw fuq l-iżvilupp ta' kultura kollaborattiva li tixrob mill-medda kollha ta' hliet u esperjenzi professjonali li jeżistu fost il-membri tal-organizzazzjoni; u
- *s-Senior Management Teams* jingħataw appoġġ biex jiddedikaw b'mod effettiv hin ta' kwalità biex jaħdmu flimkien filwaqt li jmexxu l-iskejjel, jirriflettu b'mod kritiku fuq kwistjonijiet li għandhom x'jaqsmu mat-tagħlim u l-istruzzjoni, u joperaw mal-għalliema u ma' impjegati oħra li jagħtu appoġġ biex itejbu l-kwalità tal-edukazzjoni li tkun qed tingħata.

## L-Istrutturi ta' Appoġġ

L-NCF jagħraf li edukazzjoni ta' kwalità għolja titlob infrastruttura li ssostniha u li tipprovdi l-kondizzjonijiet u l-opportunitajiet għall-istudenti biex jilħqu l-potenzjal sħiħ tagħhom u għall-għalliema u amministraturi biex jimplimentaw il-kurrikulu b'mod effettiv. Din l-infrastruttura titlob servizzi dejjem għaddejjin għall-istudenti, riżorsi umani, żvilupp professjonali, konsulenza u appoġġ għall-għalliema u tmexxija edukattiva soda. Id-DQSE, id f'id mal-kulleġġi, l-iskejjel u mal-Fakultà tal-Edukazzjoni, għandu funzjoni prinċipali fl-iżvilupp ulterjuri u fl-implimentazzjoni tal-NCF.

## L-Iżvilupp ta' Politika Edukattiva

L-NCF iħares 'il quddiem lejn l-iżvilupp ta' politiki li jinfluwenzaw direttament l-implimentazzjoni b'suċċess tar-rakkomandazzjonijiet. Għal din ir-raġuni, hu importanti li, wara konsultazzjoni u tul l-ewwel tmintax-il xahar mill-adozzjoni tal-NCF, jitwaqqfu l-gruppi ta' ħidma li ġejjin:

- Grupp biex ifassal **politika ta' assessjar** – Il-grupp għandu jinkludi kemm edukaturi mill-klassijiet u kemm esperti fl-assessjar edukattiv mid-Direttorati tal-Edukazzjoni, mis-settur mhux statali u mill-Fakultà tal-Edukazzjoni. Il-mandat tagħhom ikun li jifflu l-aspetti kollha tal-assessjar inkluż il-prattiki ta' assessjar formattiv, l-iżvilupp u l-użu ta' deskritturi ta' livelli ta' kisbiet, l-eżamijiet, il-*benchmark* fi tmiem il-primarja, kif ikunu rrapportati r-riżultati, kif tkun żviluppata s-sistema ta' moniteragġ, il-ħtiġijiet tat-taħriġ, u l-iżvilupp professjonali. Il-grupp ikun koordinat mill-*Educational Assessment Unit*.
- Grupp biex ifassal **politika fuq il-multilingwiżmu fl-edukazzjoni** – Il-grupp għandu jinkludi għalliema tal-lingwi rilevanti kif ukoll esperti fit-tagħlim tal-lingwi, rappreżentanti tal-*Kunsill Nazzjonali tal-Ilsien Malti*, u esperti lingwistiċi oħrajn. Il-mandat tagħhom għandu jkun li jissuġġerixxu modi kif jissaħħaħ it-tagħlim tal-Malti u tal-Ingliż fil-livelli kollha tal-edukazzjoni obbligatorja, li jiddeċiedu fuq politika lingwistika għat-tagħlim u l-assessjar f'suġġetti mhux lingwistiċi u kwistjonijiet oħra relatati.
- Grupp biex **jikkunsidra mill-ġdid u jaġġorna l-politika fuq id-diversità u l-inklużjoni** – Il-grupp għandu jinkludi prattikanti fil-klassijiet kif ukoll esperti fil-qasam tad-diversità u inklużjoni fl-edukazzjoni mill-Direttorati tal-Edukazzjoni u mis-settur mhux statali, mill-Fakultà tal-Edukazzjoni, mill-Kunsill Nazzjonali Persuni b'Diżabbiltà u minn esperti oħrajn mill-NGOs rilevanti. Il-grupp ta' ħidma għandu jkun koordinat mit-tmexxija tad-Dipartiment għas-Servizzi għall-Istudent.
- Grupp biex ifassal **politika tal-involvement tal-ġenituri fl-edukazzjoni** – Il-grupp għandu jikkonsisti minn rappreżentanti ta' ġenituri u kullegġi kif ukoll minn esperti fl-immaniġġjar tal-edukazzjoni. Il-mandat tagħhom ikun li jifflu l-modi diversi kif il-ġenituri jkunu jistgħu jiġu involuti fl-edukazzjoni, jiddefinixxu l-funzjonijiet differenti tal-ġenituri, l-edukaturi u l-amministraturi edukattivi, u kwistjonijiet relatati. Il-grupp ta' ħidma għandu jkun koordinat mill-Ministeru tal-Edukazzjoni, Impjiegi u l-Familja.

## L-Iżvilupp tal-Kurrikulu

Ir-rakkomandazzjoni tal-NCF fir-rigward tal-organizzazzjoni ta' suġġetti tradizzjonali f'oqsma tat-tagħlim, sistemi innovattivi tat-tagħlim, ir-rekwiżiti tal-assessjar, u t-tfassil mill-ġdid tal-istrutturi tal-immaniġġjar u tal-mudelli ta' orarji skolastiċi, kollha jeħtiġilhom ikunu maħsubin mill-ġdid fir-rigward tal-kurrikuli kollha tat-tmien oqsma ta' tagħlim. Hu għalhekk importanti li kemm jista' jkun malajr jitwaqqfu **grupp ta' esperti għal kull qasam tat-tagħlim** li l-mandati tagħhom ikunu:

- konsiderazzjoni mill-ġdid tal-kontenut tas-suġġetti bil-għan li l-kontenut jiddaqqas skont il-ħin attwalment disponibbli u l-ħtiġijiet tal-istudenti;
  - l-organizzazzjoni ta' moduli, fejn meħtieġ, biex jinkorporaw għerf minn diversi oqsma tat-tagħlim u t-temi interkurrikulari rakkomandati;
  - li jiżguraw il-progressjoni bla problemi tal-għerf, ħiliet u kompetenzi tul l-edukazzjoni primarja u sekondarja kollha;
  - li jirfinaw il-*Learning Outcomes Framework* (LOF) fil-livelli kollha tal-primarja u s-sekondarja;
- u

- li jfasslu deskritturi effettivi ta' livelli ta' kisbiet f'kollaborazzjoni mal-grupp ta' esperti fuq l-assessjar.<sup>2</sup>

## L-Edukazzjoni Vokazzjonali

L-introduzzjoni ta' programmi inizjali ta' edukazzjoni vokazzjonali hija innovazzjoni importanti li titlob attenzjoni kbira, l-aktar fl-istadju ta' pilotaġġ u fl-istadju ta' estensjoni meta jkunu involuti skejjel b'kontenuti edukattivi differenti. Għalhekk hu importanti li jitwaqqaf **kumitat li jidderieġi l-implimentazzjoni tal-VET**. Il-grupp għandu jinkludi prattikanti b'esperjenza tal-klassijiet kif ukoll edukaturi mid-Direttorati tal-Edukazzjoni u istituzzjonijiet oħrajn, fosthom is-settur mhux statali. Dan il-kumitat jeħtieġlu jimmoniterja u jevalwa l-pilotaġġ tal-VET u l-estensjoni eventwali tiegħu fl-iskejjel kollha, u jieħu kull azzjoni neċessarja biex jiżgura l-implimentazzjoni b'suċċess ta' din l-innovazzjoni.

## L-Implimentazzjoni tal-eLearning

L-implimentazzjoni tal-eLearning fl-oqsma kollha tat-tagħlim hija essenzjali għall-iżvilupp tal-istudenti. Għalhekk hu importanti għall-iżviluppaturi u l-prattikanti tal-kurrikulu li jagħrfu l-potenzjal ta' din it-teknoloġija tat-tagħlim u jhossuhom fiduċjuzi meta jużawha. Hu meħtieġ **kumitat li jidderieġi l-implimentazzjoni tal-eLearning** biex jispjega t-teknoloġija, juri kif tista' tkun applikata, jagħti appoġġ lill-iżviluppaturi tal-kurrikulu, u jimmoniterja l-użu tat-teknoloġija f'diversi kuntesti edukattivi. Dan il-kumitat għandu jinkludi prattikanti fil-klassijiet, esperti mill-Ministeru tal-Edukazzjoni, Impjiegi u l-Familja u mill-Ministeru għall-Infrastruttura, Trasport u Komunikazzjoni, is-settur edukattiv mhux statali, u l-Fakultà tal-Edukazzjoni.

## L-Iżvilupp ta' Programm ta' Edukazzjoni Etika

L-iżvilupp ta' programm ta' Edukazzjoni Etika għal studenti li jagħzlu li ma jsegwux il-programm ta' Edukazzjoni Reliġjuża Kattolika rrakkomandat mill-NCF, jitlob attenzjoni speċjali. Għalkemm il-programm propost jaqa' fl-ambitu tal-qasam tat-tagħlim tal-Edukazzjoni Reliġjuża, hu importanti li l-iżvilupp ta' dan il-programm jingħata f'idejn grupp ta' ħidma separat minn dak tal-Kurrikulu tal-Edukazzjoni Reliġjuża Kattolika. Għaldaqstant grupp ta' ħidma dwar l-edukazzjoni etika għandu jitwaqqaf bi prattikanti, esperti f'dan il-qasam u żgħażaġħ li xogħolhom ikun li jiżviluppaw kurrikulu addattat b'għanijiet u objettivi ċari, bażi ta' għerf b'kontenut addattat, linji gwida pedagogiċi, ta' *Learning Outcomes Framework*, u proċedura ta' assessjar li tkun taqbel mal-iskop ta' dan il-kurrikulu.

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2 Irreferi għal Appendiċi I

## **II-Konsultazzjoni dwar I-Implimentazzjoni tal-Istrateġija**

Hu maħsub li l-implimentazzjoni tar-rakkomandazzjonijiet miftehmin wara proċess ta' konsultazzjoni pubblika titlob perjodu ta' żmien biex ir-rakkomandazzjonijiet jiġu disseminati sew. Tul dan iż-żmien, l-implikazzjonijiet tar-rakkomandazzjonijiet diversi tal-NCF jeħtieġ li jkunu diskussi mal-mexxejja edukattivi, l-edukaturi u msieħba oħrajn, inklużi ż-żgħażaġh stess. Fl-istess ħin, diversi gruppi ta' esperti jeħtieġ jibdew jiżviluppaw il-politiki u riżorsi kurrikulari neċessarji billi jużaw ir-reazzjonijiet li jkunu daħlu mill-konsultazzjoni biex jinfluwenzaw il-ħidma tagħhom. L-azzjonijiet li ġejjin huma meħtieġa biex jinbeda l-proċess ħalli tirnexxi l-implimentazzjoni tal-NCF.





# L-Ideat Principali għall-Immaniġġjar tal-Bidla

Il-pubblikazzjoni tal-NCF hija l-bidu ta' vjaġġ u mhux il-punt tal-wasla. Dan il-vjaġġ se jgħib ħafna bidliet importanti fis-sistema edukattiva tagħna. Għaldaqstant, l-immaniġġjar ta' din il-bidla b' mod li jgħib bidla reali u sostenibbli li fil-fatt hija implimentata fl-iskejjel u fil-kulleġġi tagħna huwa ta' importanza kruċjali. Dan id-dokument jirriżalta u jibni fuq l-ideat principali identifikati mill-konsiderazzjoni mill-ġdid tal-bidla msejsa fuq l-evidenza tal-Learning and Teaching Scotland Advisory Council.<sup>3</sup> Il-proċess ta' konsultazzjoni li jwassal għall-fażi tal-implimentazzjoni tal-NCF jeħtieġli jagħti kas ta' dawn l-ideat:

## **1. Bidla sostenibbli u li tirnexxi tibda minn fejn qegħdin in-nies**

Il-proċess tal-NCF għandu jagħraf u jistqarr ir-realtajiet preżenti fl-iskejjel, fil-kulleġġi u fis-sistema edukattiva tagħna, u jibni fuq din ir-realtà.

## **2. Bidla reali ssir meta l-individwi u l-komunitajiet kollha jkunu impenjati fil-bidla u jkunu qed jitgħallmu**

Il-proċess ta' konsultazzjoni u implimentazzjoni tal-NCF għandu jkollu l-għan li jinvolvi kemm jista' jkun persuni interessati fih, fosthom iż-żgħażaġħ infushom, biex jiżgura li dan il-proċess hu fih innifsu esperjenza li tgħallmu kemm jista' jkun persuni.

## **3. In-nies jinbidlu meta jemmnu li dak li jkunu qed jagħmlu jkollu l-integrità**

L-NCF għandu jkollu element qawwi ta' integrità morali fejn hu ċar li l-bidliet proposti għandhom l-għan li jagħmlu differenza pożittiva fiċ-ċansijiet tal-ħajja tal-istudenti kollha.

## **4. It-tagħlim professjonali effettiv iseħħ meta l-għalliema u oħrajn jidhru għal tfittxija kollaborattiva**

Il-proċess ta' konsultazzjoni u implimentazzjoni għandu jinkoraġġixxi t-tagħlim professjonali tal-għalliema billi jappoġġjahom halli jitgħallmu huma stess, flimkien mal-kollegi tagħhom, fil-kuntesti tagħhom stess u f'ambjent ta' prattika riflessiva. Il-ħidma ma' kollegi permezz tad-djalogu u r-riflessjoni biex issir analiżi u tkun żviluppata prattika professjonali hija l-mudell li għandu jkun inkoraġġut bħala l-metodu għall-implimentazzjoni tal-NCF fl-iskejjel u l-kulleġġi.

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3 LTScotland (2010) Change Matters: reference paper, Advisory Council, LTScotland, Glasgow. Aċċessibbli fi [http://www.ltscotland.org.uk/Images/ChangeMattersReference\\_tcm4-631618.pdf](http://www.ltscotland.org.uk/Images/ChangeMattersReference_tcm4-631618.pdf)

LTScotland (2010) Change Matters: From ideas to action, Advisory Council, LTScotland, Glasgow. Aċċessibbli fi [http://www.ltscotland.org.uk/Images/ChangeMattersIdeasToAction\\_tcm4-631617.pdf](http://www.ltscotland.org.uk/Images/ChangeMattersIdeasToAction_tcm4-631617.pdf)

## **5. Biex bidla tkun sostnuta trid li tkun appoġġjata minn sħubija u netwerking**

Fil-fażi tal-implimentazzjoni, is-sħubija u n-netwerking jistgħu jagħtu appoġġ lill-iskejjel biex jimplimentaw l-NCF. Hu importanti wkoll li tingħata attenzjoni lill-aspett strutturali tal-implimentazzjoni. Hemm il-ħtieġa li jkunu identifikati l-istrutturi li l-iskejjel u l-kulleġġi jeħtieġu biex jappoġġjaw l-implimentazzjoni tal-NCF.

## **6. Il-mexxejja jimmanigġjaw il-proċess u joħolqu opportunitajiet għar-riflessjoni, id-djalogu, il-kollaborazzjoni, ir-reazzjoni u t-tmexxija mferrxa biex tinfluwenza l-ippjanar għat-titjib.**

Il-funzjoni ta' mexxejja edukattivi fil-ħolqien ta' spazji għall-implimentazzjoni tal-bidliet fl-NCF hija kruċjali. Mudell ta' tmexxija ġenwinament imferrex u li jagħti l-opportunità lil kemm jista' jkun nies oħrajn biex imexxu 'l quddiem il-bidliet li jixtiequ jimplementaw fl-iskola jew kulleġġ tagħhom jista' jkun għodda importanti għall-implimentazzjoni effettiva tal-NCF.

## **7. Kemm iċ-ċentralizzazzjoni u kemm id-deċentralizzazzjoni huma importanti**

Kemm bidliet minn fuq għal isfel u kemm dawk minn isfel għal fuq huma importanti. Waħda mis-saħħiet tal-NCF hi li jipprova jsib il-bilanċ ġust bejn qafas ċentralizzati li madankollu jħalli spazju wiesa' biżżejjed għal inizjattivi deċentralizzati mill-iskejjel u l-kulleġġi. Il-kisba ta' dan il-bilanċ tkun aspett kruċjali tal-implimentazzjoni tal-NCF.

# L-Istrateġija tal-Konsultazzjoni

Il-proċess ta' konsultazzjoni hu kruċjali għas-suċċess tal-NCF. L-istrateġija ta' konsultazzjoni deskritta hawn taht hija proposta bil-għan li tagħti lok għal diskussjoni u dibattitu wesgħin u awtentiċi li jagħtu okkażjoni lil dawk kollha involuti biex jitrattaw l-abbozz tad-dokument b'mod pożittiv u jippartecipaw attivament fil-formulazzjoni tal-verżjoni finali.

Il-proċess ta' konsultazzjoni hu maqsum fi tliet fażijiet:

## **Faži 1: Riflessjoni għall-azzjoni minn Mejju 2011 sa Awwissu 2011**

Din il-faži għandha sservi biex tippreżenta l-NCF u tipprepara lill-imsieħba diversi għall-proċess ta' konsultazzjoni. Il-laqgħat ma' dawk involuti se jservu biex jirriżaltaw:

- a) ir-rakkomandazzjonijiet ewlenin tal-NCF;
- b) l-implikazzjonijiet li joħorġu mill-imsieħba diversi kif mistenni mill-NCF; u
- c) il-funzjoni tal-imsieħba fil-proċess ta' konsultazzjoni, f'termini kemm tal-kontribut personali tagħhom għall-proċess u kemm tal-funzjoni tagħhom li jiġbru flimkien ir-reazzjonijiet u r-risposti tal-komunitajiet li jkunu qed jitgħallmu u li jaqgħu taht ir-responsabbiltà tagħhom.

Barra minn hekk, din il-faži tagħti biżżejjed żmien lill-partecipanti kollha biex jaqraw sewwa d-dokumenti u jqisu f'ċertu dettall il-kontenut u l-implikazzjonijiet tagħhom.

## **Faži 2: Riflessjoni fl-azzjoni minn Settembru 2011 sa Novembru 2011**

Din il-faži se tagħti lill-imsieħba opportunitajiet biex jaqsmu u jikkonsolidaw l-ideat tagħhom fl-ambitu tal-istituzzjonijiet differenti u bejn dawn l-istess istituzzjonijiet. L-għan ta' din il-faži hi li dawk involuti jkunu mistiedna u inkoraġġuti biex jippartecipaw attivament fit-tiswir ta' diskussjoni u dibattitu professjonali riflessiv fuq skala nazzjonali dwar il-proposti tal-NCF, u hekk jinbada proċess ta' reazzjonijiet kritiċi u kostruttivi bi tnejn għall-verżjoni finali tal-NCF.

## **Faži 3: Riflessjoni fuq l-azzjoni minn Novembru 2011 sa Diċembru 2011**

Din il-faži se tiġbor flimkien lil dawk kollha involuti u lir-reazzjonijiet offruti mid-diversi istituzzjonijiet. L-istadji ewlenin ta' din il-faži jinkludu:

- a) konferenza nazzjonali ta' jumejn; u
- b) s-sottomissjoni tar-reazzjonijiet bil-miktub.

## **Faži 4: Finalizzazzjoni tal-NCF f'Jannar 2012**

Meta l-grupp ta' ħidma jkun ikkunsidra mill-ġdid l-NCF propost fid-dawl tar-reazzjonijiet li jkunu daħlu, il-grupp ta' ħidma jissottometti dokument finali tal-NCF lill-Ministru għall-approvazzjoni tal-Kabinett/Parlament.

<b>Fazi 1: Riflessjoni għall-Azzjoni (Tnedija tad-dokument u fażi inizjali tal-konsultazzjoni: Mejju – Awwissu 2011)</b>			
<b>Żmien assenjat</b>	<b>Avveniment</b>	<b>Skop tal-avveniment</b>	<b>Udjenza</b>
Mejju	Seminar Nazzjonali: Tnedija tal-NCF	<ul style="list-style-type: none"> <li>• Prezentazzjoni tal-NCF</li> <li>• Tnedija tal-istrategija tal-konsultazzjoni</li> <li>• Żmien mogħti għall-fażijiet ta' konsultazzjoni</li> <li>• Informazzjoni fuq l-organizzazzjoni tar-reażzjonijiet</li> </ul>	<ul style="list-style-type: none"> <li>• Ufficiali tad-Direttorati</li> <li>• Prinsipali ta' Kulleggi</li> <li>• Kapijiet tal-iskejjel Statali u mhux Statali</li> <li>• Fakultà tal-Edukazzjoni</li> <li>• Kunsill tal-Professjoni tal-Għalliema</li> <li>• Malta Union of Teachers (MUT)</li> <li>• Segretarjat għall-Edukazzjoni Kattolika</li> <li>• Kapijiet ta' Istituzzjonijiet Edukattivi</li> <li>• PostSekondarji u Oghla</li> <li>• Kunsill Malti għall-Izvilupp Ekonomiku u Soċjali (MCESED)</li> <li>• Kumitat għall-Affarijiet Soċjali, Kamra tar-Rappreżentanti</li> <li>• Kummissjoni Nazzjonali għall-Edukazzjoni Oghla</li> <li>• Bord tal-Eżamijiet tal-MATSEC</li> <li>• Kummissarju għat-Tfal</li> <li>• Rappreżentanti tal-Kunsilli tal-Istudjenti</li> <li>• Kummissjoni Nazzjonali Persuni b'Dizabbiltà (KNPD)</li> <li>• Assocjazzjonijiet tal-Ġenituri (AKS/APCCS)</li> <li>• Assocjazzjonijiet tal-Iskejjel Privati u Indipendenti</li> <li>• Segretarjat għall-Katekezi</li> <li>• Fondazzjoni għal Servizzi Edukattivi</li> <li>• Fondazzjoni għall-Iskejjel ta' Għada</li> <li>• Rappreżentanti tal-Edukazzjoni tal-partiti politiċi</li> <li>• Stampa</li> </ul>

**Fazi 1: Riflessjoni għall-Azzjoni (Tnedija tad-dokument u fazi inizjali tal-konsultazzjoni: Mejju – Awwissu 2011)**

<b>Žmien assenjat</b>	<b>Avveniment</b>	<b>Skop tal-avveniment</b>	<b>Udjenza</b>
Mejju	Tnedija tal-websajt tal-NCF	<ul style="list-style-type: none"> <li>• Tqassim tal-NCF</li> <li>• Forum li jagħti lok għal kjarifiki</li> <li>• Ġbir tar-reazzjonijiet</li> </ul>	<ul style="list-style-type: none"> <li>• Pubbliku Ġenerali</li> </ul>
Mejju/Ġunju	Kampanja fuq il-Midja (Slots fuq Radju/TV /artikli fil-ġurnali u reklami)	<ul style="list-style-type: none"> <li>• Introduzzjoni tal-NCF lill-pubbliku</li> <li>• Rizaltar ta' kwistjonijiet għad-diskussjoni</li> <li>• Prezentazzjoni tal-istrategija ta' konsultazzjoni</li> <li>• Stedina għar-reazzjonijiet</li> </ul>	<ul style="list-style-type: none"> <li>• Pubbliku Ġenerali</li> </ul>
Mejju	Seminar għall-ġenituri, l-istudenti u l-pubbliku ġenerali	<ul style="list-style-type: none"> <li>• Introduzzjoni tal-NCF lill-partecipanti</li> <li>• Stedina biex jingħataw ir-reazzjonijiet</li> </ul>	<ul style="list-style-type: none"> <li>• Ġenituri</li> <li>• Studenti</li> <li>• Pubbliku Ġenerali</li> </ul>
Mejju	L-aqgħa għall-Assistenti Diretturi tal-Edukazzjoni, Ufficiali tal-Edukazzjoni u Kapijiet tad-Dipartimenti	<ul style="list-style-type: none"> <li>• Diskussjoni infurmata fuq l-implikazzjonijiet għall-Ufficiali tal-Edukazzjoni u Kapijiet tad-Dipartimenti, u l-funzjoni tagħhom</li> </ul>	<ul style="list-style-type: none"> <li>• Assistenti Diretturi tal-Edukazzjoni, Ufficiali tal-Edukazzjoni u Kapijiet tad-Dipartimenti</li> </ul>
Mejju	Seminar għall-Principali tal-Kulleġġi, il-Kapijiet tal-Iskejjel (Statali u mhux Statali)	<ul style="list-style-type: none"> <li>• Tnedija ta' dokumenti</li> <li>• Diskussjoni infurmata fuq l-implikazzjonijiet għall-Principali u Kapijiet ta' Skejjel, u l-funzjoni tagħhom, kif ma'suba mill-NCF</li> <li>• Diskussjoni fuq il-funzjoni tal-Principali u Kapijiet ta' Skejjel fil-proċess ta' konsultazzjoni, u l-ġbir u l-organizzazzjoni tar-reazzjonijiet mill-Kulleġġi tagħhom permezz tal-Kunsill tal-Kapijiet</li> </ul>	<ul style="list-style-type: none"> <li>• Principali tal-Kulleġġi</li> <li>• Kapijiet ta' Skejjel (Statali u mhux Statali)</li> <li>• Fondazzjoni għal Servizzi Edukattivi</li> </ul>



<b>Fazi 1: Riflessjoni għal Azzjoni (Tnedija ta' dokument u fazi inizjali tal-konsultazzjoni: Mejju – Awissu 2011)</b>			
<b>Żmien assenjat</b>	<b>Avveniment</b>	<b>Skop tal-avveniment</b>	<b>Udjenza</b>
Mejju	Tqassim tad-dokumenti tal-NCF lill-iskejjel u ċ-Ċentri (bhas-Science Centre; Home Economics Centre; Language Resource Centres)	<ul style="list-style-type: none"> <li>Tqassim ta' dokumenti</li> <li>Informazzjoni fuq I-NCF b'referenza partikolari għall-implikazzjonijiet tal-qafas għal dawn il-partecipanti</li> </ul>	<ul style="list-style-type: none"> <li>Assistenti Kapijiet</li> <li>INCOs</li> <li>School Counsellors</li> <li>Kapijiet tad-Dipartimenti</li> <li>Għalliema</li> <li>Learning Support Assistants</li> <li>Kindergarten Assistants</li> </ul>
Mejju	<ul style="list-style-type: none"> <li>Tqassim ta' dokumenti lis-Servizzi ta' Appogg lill-Istudjenti</li> </ul>	<ul style="list-style-type: none"> <li>Tqassim ta' dokumenti</li> <li>Informazzjoni fuq I-NCF b'referenza partikolari għall-implikazzjonijiet tal-qafas għal dawn il-partecipanti</li> </ul>	<ul style="list-style-type: none"> <li>College Counsellors</li> <li>College Career Advisors</li> <li>Operatur Soċjali Principali</li> <li>Prefett tad-Dixxiplina tal-Kulleġġ</li> <li>Operaturi Soċjali</li> <li>Educational Psychologists</li> <li>Trainee Psychologists</li> <li>Trainee Counsellors</li> <li>Trainee Career Advisors</li> <li>Speċjalisti fl-Iżvilupp tal-Imġiba SoċjoEmozzjonali</li> <li>Speċjalisti fl-Edukazzjoni Inkluziva</li> <li>Resource Workers</li> <li>Youth Workers</li> <li>Specific Learning Difficulties staff</li> <li>Fondazzjoni għal Servizzi Edukattivi</li> </ul>

<b>Fazi 1: Riflessjoni għal Azzjoni (Tnedija ta' dokument u fazi inizjali ta' konsultazzjoni: Mejju – Awwissu 2011)</b>			
<b>Żmien assenjat</b>	<b>Avveniment</b>	<b>Skop tal-avveniment</b>	<b>Udjenza</b>
Ġunju	L-aqgħa ta' konsultazzjoni mal-Malta Union of Teachers (MUT)	<ul style="list-style-type: none"> <li>Prezentazzjoni ġenerali u diskussjoni fuq implikazzjonijiet għall-gradji li jgħallmu</li> </ul>	<ul style="list-style-type: none"> <li>Kunsill tal-MUT</li> </ul>
Ġunju	L-aqgħa ta' konsultazzjoni mal-impjegati tal-Fakultà tal-Edukazzjoni	<ul style="list-style-type: none"> <li>Prezentazzjoni ġenerali u diskussjoni fuq implikazzjonijiet fuq l-edukazzjoni inizjali tal-għalliema u l-iżvilupp professjonali kontinwu</li> </ul>	<ul style="list-style-type: none"> <li>Membri tal-Fakultà tal-Edukazzjoni</li> </ul>
Ġunju	L-aqgħa ta' konsultazzjoni mal-membri tal-Bord tal-Eżamijiet tal-MATSEC	<ul style="list-style-type: none"> <li>Prezentazzjoni ġenerali u diskussjoni fuq implikazzjonijiet għall-eżamijiet tal-MATSEC</li> </ul>	<ul style="list-style-type: none"> <li>Bord tal-Eżamijiet tal-MATSEC</li> </ul>
Ġunju	L-aqgħa ta' konsultazzjoni mal-Kummissjoni Nazżjonali għall-Edukazzjoni Oghla	<ul style="list-style-type: none"> <li>Prezentazzjoni ġenerali u diskussjoni fuq implikazzjonijiet għall-edukazzjoni post-sekondarja</li> </ul>	<ul style="list-style-type: none"> <li>Kummissjoni Nazżjonali għall-Edukazzjoni Oghla u Kapijiet ta' Edukazzjoni Oghla u Ulterjuri</li> </ul>
Ġunju	L-aqgħat ta' konsultazzjoni separati	<ul style="list-style-type: none"> <li>Prezentazzjoni ġenerali tad-dokumenti</li> </ul>	<ul style="list-style-type: none"> <li>Partit Nazżjonalista</li> <li>Partit Laburista</li> <li>Alternattiva Demokratika</li> <li>Kummissjoni Nazżjonali Persuni b'Dizabbiltà</li> <li>Kunsill Malti għall-Izvilupp Ekonomiku u Soċjali (MCESE)</li> <li>Kumitat għall-Affarijiet Soċjali, Kamra tar-Rappreżentanti</li> <li>Kummissarju għat-Tfal</li> </ul>
Lulju - Awwissu	Riflessjoni fuq id-dokumenti	<ul style="list-style-type: none"> <li>Riflessjoni kritika, diskussjonijiet informali fost daww involuti u formulazzjoni inizjali tar-reazzjonijiet</li> </ul>	<ul style="list-style-type: none"> <li>L-imsieħba kollha</li> </ul>

<b>Fażi 2: Riflessjoni Attiva (Proċess Riflessiv Nazzjonali: Settembru – Novembru 2011)</b>			
<b>Żmien assenjat</b>	<b>Avveniment</b>	<b>Skop tal-avveniment</b>	<b>Involuti</b>
Settembru	Proċess ta' konsultazzjoni fl-ambitu tal-Fakultà tal-Edukazzjoni	<ul style="list-style-type: none"> <li>Diskussjoni u riflessjoni interna</li> </ul>	<ul style="list-style-type: none"> <li>Dipartiment tal-Arti u Lingwi fl-Edukazzjoni</li> <li>Dipartiment tal-Istudji fl-Edukazzjoni</li> <li>Dipartiment tal-Matematika, Xjenza u Edukazzjoni Teknika</li> <li>Dipartiment tal-Edukazzjoni Primarja</li> <li>Dipartiment tal-Psikologija</li> <li>Dipartiment tal-Istudji taż-Żgħażaġh u l-Komunità</li> <li>Seminar tal-Fakultà bi thejġija għall-konferenza ta' Novembru</li> </ul>
Settembru	Proċess ta' konsultazzjoni fl-MUT	<ul style="list-style-type: none"> <li>Diskussjoni u riflessjoni interna</li> </ul>	<ul style="list-style-type: none"> <li>Kunsill tal-MUT</li> </ul>
Settembru	Proċess ta' konsultazzjoni fil-Kunsill tal-Professjoni tal-Għalliema	<ul style="list-style-type: none"> <li>Diskussjoni u riflessjoni interna</li> </ul>	<ul style="list-style-type: none"> <li>Kunsill tal-Professjoni tal-Għalliema</li> </ul>
Settembru	Konsultazzjoni ma' individwi	<ul style="list-style-type: none"> <li>Jingħata żmien għal laqgħat ma' individwi li jkunu esprimew interess li jiltaqgħu ma' membri tal-kumitat tal-NCF</li> </ul>	<ul style="list-style-type: none"> <li>Individwi interessati u/jew entitajiet oħrajn li jkunu jixtiequ forum għal diskussjoni privata</li> </ul>
Settembru	Proċess ta' konsultazzjoni fid-Direttorati	<ul style="list-style-type: none"> <li>Diskussjoni u riflessjoni interna</li> </ul>	<ul style="list-style-type: none"> <li><i>Education Leadership Council</i>: Diretturi Ġenerali, Diretturi u Principali ta' Kulleggi</li> <li>QAD: Direttur, Assistenti Diretturi u Uffiċjali tal-Edukazzjoni</li> <li>Kurrikulu u <i>eLearning</i>: Direttur, Assistenti Diretturi u Uffiċjali tal-Edukazzjoni</li> <li>Ricerka u Żvilupp: Direttur, Assistenti Diretturi u Uffiċjali tal-Edukazzjoni</li> <li>DQSE: laqgħa tal-impjegati</li> <li>Dipartiment tar-Rizorsi Umani: Direttur, Assistenti Diretturi, <i>Service Managers</i> u Uffiċjali tal-Edukazzjoni</li> </ul>

<b>Fażi 2: Riflessjoni Attiva (Proċess Riflessiv Nazzjonali: Settembru – Novembru 2011)</b>			
<b>Żmien assenjat</b>	<b>Avveniment</b>	<b>Skop tal-avveniment</b>	<b>Involuti</b>
			<ul style="list-style-type: none"> <li>Servizzi għall-Istudjenti: Direttur, <i>Service Managers</i> u Ufficiali tal-Edukazzjoni</li> <li>Maniġment tar-Rizorsi tal-Iskejjel: Direttur u <i>Service Managers</i></li> <li>DES: laqgħa tal-impjegati</li> </ul>
Ottubru	Proċess ta' konsultazzjoni fid-Direttorati	<ul style="list-style-type: none"> <li>Diskussjoni u riflessjoni interna (kont.)</li> </ul>	<ul style="list-style-type: none"> <li>Ufficiali tal-Edukazzjoni u Kapijiet tad-Dipartimenti</li> <li>Dipartimenti DES u DQSE: Il-membri kollha impjegati</li> </ul>
Ottubru – Novembru	Proċess ta' konsultazzjoni mal-kulleġġi u skejjel mhux statali	<ul style="list-style-type: none"> <li>Diskussjoni u riflessjoni interna:</li> <li>Laqgħa tal-Kunsill tal-Kapijiet</li> <li>Laqgħa tal-impjegati</li> <li>Sessjonijiet ta' Żvilupp Professionali</li> <li>Laqgħat tas-Sugġetti fi skejjel sekondarji</li> <li>Hiin tal-kurrikulu fi skejjel primarji</li> </ul>	<ul style="list-style-type: none"> <li>Kunsill tal-Kapijiet</li> <li><i>Senior Management Teams</i> u Kapijiet tad-Dipartimenti fl-iskejjel</li> <li>Impjegati tal-iskola (gradi ta' għalliema u servizzi ta' appoġġ lill-istudenti)</li> </ul>
Ottubru – Novembru	Seminars għall-istudenti f'kollaborazzjoni mal-Kummissarju għat-Tfal	<ul style="list-style-type: none"> <li>Diskussjoni fost studenti: Implikazzjonijiet dwar bidliet proposti fl-NCF.</li> </ul>	<ul style="list-style-type: none"> <li>Rappreżentanti tal-kunsill tal-istudenti</li> </ul>

**Fazi 3: Riflessjoni fuq Azzjoni (Skambju ta' reazzjonijiet: Dicembru 2011)**

<b>Žmien assenjat</b>	<b>Avveniment</b>	<b>Skop tal-avveniment</b>	<b>Udjenza</b>
Dicembru	Konferenza Konsultattiva Nazzjonali	<ul style="list-style-type: none"> <li>• Biex ikun hemm forum fejn dawk kollha involuti jirrapportaw fuq il-proċess ta' reazzjonijiet fl-istituzzjonijiet tagħhom</li> <li>• Skambju ta' reazzjonijiet bl-iskop li d-diversi msieħba involuti jkunu infurmati bl-għan li kulhadd ikun jista' jirrifletti fuq il-varjetà ta' perspettivi</li> <li>• Biex jinghataw riflessjonijiet li jistgħu jinfluwenzaw id-dokumenti finali tar-reazzjonijiet li l-imsieħba jkunu jridu jipprezentaw lill-kumitat tal-NCF</li> </ul>	<ul style="list-style-type: none"> <li>• Uffiċjali tad-Direttorati</li> <li>• Principali tal-Kulleġġi</li> <li>• Kapijiet ta' Skejjeġ Statali u mhux Statali</li> <li>• Fakultà tal-Edukazzjoni</li> <li>• Kunsill tal-Professjoni tal-Challiemma</li> <li>• Malta Union of Teachers (MUT)</li> <li>• Segretarjat għall-Edukazzjoni Kattolika</li> <li>• Kapijiet ta' istituzzjonijiet ta' Edukazzjoni Ulterjuri u Oġħla</li> <li>• Kunsill Malti għall-izvilupp Ekonomiku u Soċjali (MCESD)</li> <li>• Kumitat għall-Affarijiet Soċjali, Kamra tar-Rappreżentanti</li> <li>• Kummissjoni Nazzjonali għall-Edukazzjoni Oġħla</li> <li>• Bord tal-Eżamijiet tal-MATSEC</li> <li>• Kummissarju għat-Tfal</li> <li>• Kunsilli Rappreżentattivi tal-Istudenti</li> <li>• Kummissjoni Nazzjonali Persuni b'Dizabbiltà (KNPD)</li> <li>• Assocjazzjonijiet ta' Ġenituri (AKS/APCCS)</li> <li>• Assocjazzjonijiet ta' Skejjeġ Privati u Indipendenti Sc</li> <li>• Segretarjat għall-Katekezi</li> <li>• Fondazzjoni għal Servizzi Edukattivi</li> <li>• Fondazzjoni għall-Iskejjeġ ta' Għada</li> <li>• Rappreżentanti dwar l-Edukazzjoni tal-partiti politiċi</li> </ul>
Dicembru	Tintlaq ta' d-dokumentazzjoni tar-	<ul style="list-style-type: none"> <li>• Istituzzjonijiet jissottomettu reazzjonijiet bil-miktub</li> </ul>	<ul style="list-style-type: none"> <li>• L-imsieħba kollha</li> </ul>

<b>Fazi 3: Riflessjoni fuq Azzjoni (Skambju ta' reazzjonijiet: Dicembru 2011)</b>			
<b>Żmien assenjat</b>	<b>Avveniment</b>	<b>Skop tal-avveniment</b>	<b>Udjenza</b>
	reazzjonijiet		

<b>Fazi 4: Finalizzazzjoni tal-NCF (Jannar 2012)</b>			
<b>Żmien assenjat</b>	<b>Avveniment</b>	<b>Skop tal-avveniment</b>	<b>Udjenza</b>
Jannar	Ġbir u tiswir tad-dokument tar-reazzjonijiet	<ul style="list-style-type: none"> <li>Jingiebu flimkien ir-reazzjonijiet f'dokument wiehed għat-tqassim</li> </ul>	<ul style="list-style-type: none"> <li>Grupp ta' Hidma NCF</li> </ul>
Jannar	Rikonsiderazzjoni u finalizzazzjoni tad-dokument tal-NCF	<ul style="list-style-type: none"> <li>Sottomissjonijiet ta' dokument finali għall-approvazzjoni tal-Kabinett/Parlament</li> </ul>	



# Iż-Żmien Assenjat Propost għall-Implimentazzjoni

Wara l-fażi ta' konsultazzjoni u l-approvazzjoni tal-verżjoni finali tal-NCF, il-proċess ta' implimentazzjoni jeftieġ li jinbeda b' mod li jirrifletti l-interessi u kwistjonijiet imsemmijin f'dan il-kapitlu. Għaldaqstant, iż-żmien assenjat għall-implimentazzjoni tar-rakkomandazzjonijiet tal-NCF hu bbażat fuq il-kriterji li ġejjin:

- L-esperjenza miksuba mill-proċess ta' implimentazzjoni tal-NMC 1999, u l-proċess tal-konsiderazzjoni mill-ġdid taċ-ċiklu tal-kurrikulu nazzjonali kurrenti;
- Is-sensittività tar-realtajiet kurrenti f'konnessjoni mar-riforma fl-edukazzjoni u, b' mod aktar speċifiku, mal-ammonti akbar ta' xogħol;
- Ir-rispett għall-awtonomija tal-iskejjel tal-Knisja u Indipendenti, u l-awtonomija dejjem tikber tal-iskejjel statali permezz tas-sistema tal-kulleġġi; u
- Il-ħtieġa ta' konsolidament għas-sett ta' riformi li għaddejjin bħalissa, primarjament it-transizzjoni nazzjonali mill-Primarja għas-Sekondarja u t-trasformazzjoni tal-iskejjel sekondarji.

Iż-żmien assenjat propost għal dan iċ-ċiklu jinqasam f'erba' fażijiet (Ara Tabella 4.1).

<b>Tabella 4.1:</b> Żmien assenjat għall-implimentazzjoni tar-rakkomandazzjonijiet tal-NCF			
<b>Idma</b>	<b>Fażi 1 Sena</b>	<b>Fażi 2 2 – 3 snin</b>	<b>Fażi 3 2 – 3 snin</b>
It-tirxid fost L-imsieħba kollha			
It-tishih ta' strutturi ta' appogg			
It-twaqqif ta' gruppi ta' politika (l-Assessjar; il-Multilingwiżmu; id-Diversità u Inkużjoni; l-Involvement tal-Ġenituri)			
It-twaqqif ta' gruppi ta' esperti għal kull qasam tat-tagħlim			
It-twaqqif ta' kumitati ta' tmexxija (VET; eLearning)			
It-twaqqif ta' grupp ta' esperti biex jżviluppa l-programm ta' Edukazzjoni Etika			
L-iżvilupp ta' Qafas tal-Għanijiet tat-Tagħlim u l-Learning Outcomes Framework għall-Form 1 (bi prova)			
L-iżvilupp ta' Qafas tal-Għanijiet tat-Tagħlim u l-Learning Outcomes Framework			
L-ippilotar tal-Qafas ta' Għanijiet tat-Tagħlim u l-Learning Outcomes Framework li jkunu ġew żviluppati			
L-iżvilupp ta' deskritturi ta' livelli ta' kisbiet relatati ma' ferġat			
L-ippilotar u revizzjoni mill-ġdid tad-deskritturi ta' kisbiet ta' livelli relatati mal-ferġat			
Il-preparazzjoni għal assessjar magħmul minn kulleġġ jew skola			
L-implimentazzjoni ta' assessjar magħmul minn kulleġġ jew skola			
L-implimentazzjoni taċ-Ċertifikat u l-Profil tal-Iskola Sekondarja (SSCP)			



<b>Idma</b>	<b>Fażi 1 Sena</b>	<b>Fażi 2 2 – 3 snin</b>	<b>Fażi 3 2 – 3 snin</b>
L-ippilotar u revizjoni mill-ġdid ta' mudelli ta' orarji skolastiċi għaċ-Ċikli tal-Primarji u tas-Sekondarji			
Il-konsiderazzjoni mill-ġdid u riorganizzazzjoni tas-Servizz Peripatetiku			
L-ippilotar u revizjoni mill-ġdid tal-komponent VET fiċ-Ċiklu tas-Sekondarja			
L-espansjoni tal-komponent VET għall-iskejjel sekondarji kollha			
L-espansjoni ta' servizzi psikosocjali għall-ghalliem			
L-ippilotar u revizjoni mill-ġdid tas-sistema ta' konsulenza għall-ghalliem f'kulleggi statali			
L-implimentazzjoni tal- <i>mainstreaming</i> u titjib tas-shubija bejn kulleggi statali u d-dinja tax-xogħol			
Il-konsiderazzjoni mill-ġdid tas-shubija ta' kulleggi statali mad-dinja tax-xogħol			
Il-provediment għal appoġġ dejjem għaddej għat-tishih u trasformazzjoni ta' tmexxija edukattiva			
It-taħriġ, it-titjib ta' ħiliet u l-iżvilupp professjonali għaddejjin il-hin kollu			
Il-programm ta' żvilupp u l-implimentazzjoni ta' Edukazzjoni Etika			
L-iżvilupp u l-implimentazzjoni ta' Politika ta' Assessjar			
L-iżvilupp u l-implimentazzjoni ta' Politika Nazzjonali tal-Inkluzjoni			
L-iżvilupp u l-implimentazzjoni ta' Politika Lingwistika Nazzjonali			
L-iżvilupp u l-implimentazzjoni ta' Politika Nazzjonali tal-Involvement tal-Ġenituri			

# Konkluzjoni

L-NCF huwa sejha għal bidla paradigmatica fil-mod kif wiehed iħares lejn it-tagħlim u l-kurrikulu. Dan id-dokument ma jipprezentax formola magika li ggib fis-seħħ din il-bidla paradigmatica, iżda jagħraf li jeħtiġilna ningħaqdu flimkien biex nisfidaw l-*status quo*, biex nisfidaw opinjonijiet u pożizzjonijiet stagnati, u biex niftiehm u bejn l-imsieħba kollha. Is-suċċess ta' dan il-proċess jiddependi mill-impenn ta' dawk kollha involuti tul is-snin li għejjin waqt il-fażijiet ta' konsultazzjoni u implimentazzjoni.



# Appendiċi I:

## L-Istrategġija Proposta għall-Iżvilupp u l-Implimentazzjoni ta' Qafas Pedagoġiku għall-Kurrikulu Malti

### L-Għan

Biex tkun żviluppata u implimentata għal Form One (Sena 7) strategġija li toħloq qafas pedagoġiku li jappoġġja r-riforma li ġejja dalwaqt u li tagħti lok lill-għalliema biex jibnu fuq il-prattika professjonali kurrenti tagħhom u jgħollu l-livell ta' kisbiet tal-istudenti KOLLHA.

### L-Objettivi

1. Biex tkun implimentata strategġija effettivi għall-immanigġjar tal-kurrikulu fl-iskejjel.
2. Biex tkun identifikata d-distinzjoni bejn l-objettivi tat-tagħlim u l-*learning outcomes* tal-istudenti, u kif dawn jirrelataw ma' xulxin.
3. Biex ikunu identifikati fergħat ta' tagħlim li jidentifikaw kontinwi ta' kisbiet li jrawmu sistemi godda ta' assessjar.
4. Biex tkun żviluppata sistema għat-tagħlim iċċentrat fuq l-istudent fil-klassijiet kollha u li tissodisfa l-ħtiġijiet diversi tal-istudenti kollha.

### Introduzzjoni

Is-sistema l-ġdida se titlob li l-kurrikulu jinkiteb b'mod li jinkoraġġixxi risposti għad-diversità, it-tagħlim iċċentrat fuq l-istudent, l-immanigġjar tal-kurrikulu u l-istrutturi li jrawmu l-awtoassessjar. Il-qafas il-ġdid jeħtieġ li jkun aktar koeżiv kemm fit-transizzjoni mill-edukazzjoni primarja għal dik sekondarja u kemm minn suġġett għal ieħor. Din il-proposta toffri mogħdija waħda 'l quddiem fl-ambitu ta' qafas ta' żvilupp li jagħti lok lill-Uffiċjali tal-Edukazzjoni, il-Kapijiet tad-Diparimenti u l-għalliema li jkunu f'kontroll kollaborattiv tal-iżvilupp professjonali tagħhom. Il-lezzjonijiet meħudin mill-implimentazzjoni jservu ta' studju każistiku għall-iżvilupp tal-kurrikulu għas-snin kollha skolastiċi mill-Ewwel Sena tal-Primarja sal-Ħdax-il Sena fis-Sekondarja. Din tfasslet bħala studju każistiku biex jipprovdi forum għal diskussjoni fuq it-triq 'il quddiem.

### **L-Ewwel Fażi: L-Identifikazzjoni tal-kwistjonijiet paradigmatiċi konċettwali bażiċi**

#### **L-ewwel kwistjoni bażika – Lejn ftehim fuq il-qafas pedagoġiku**

Din bdiet b'seminar/workshop f'Ġunju tal-2010. Kien essenzjali li jkun hemm ftehim komuni fuq kif wieħed jipproċedi u fuq meta għandhom ikunu ttrattati kwistjonijiet prinċipali ta' żvilupp li ġew wara. Kull suġġett ikun mistenni li jsegwi strutturi pedagoġiċi paralleli.

### ***It-tieni kwistjoni bażika – L-identifikazzjoni tal-fergħat ta’ kisbiet tat-tagħlim għal kull suġġett***

Dan kien jitlob l-identifikazzjoni ta’ fergħat kontinwi ta’ kisbiet fit-tagħlim tal-istudenti mill-Edukazzjoni Primarja għal dik Sekondarja. Dawn il-fergħat huma kemm iffukati fuq is-suġġett kif ukoll fuq il-proċess tat-tagħlim. Dan ir-rekwiżit offra sfida qawwija lill-partecipanti kollha minhabba ċ-ċaqliq paradigmaticu involut.

### ***It-tielet kwistjoni bażika – Il-kitba ta’ Qafas għall-Objettivi ta’ Tagħlim għal kull suġġett***

Din kienet biċċa xogħol li offriet sfida għaliex titlob lill-kittieba biex jżviluppaw Qafas ta’ Objettivi tat-Tagħlim għal kull sena għas-suġġett tagħhom li jindikaw progressjoni annwali. Dan ix-xogħol jindika wkoll l-ammont ta’ kontenut li jista’ jkun mgħallim għal kull suġġett tul iż-żmien disponibbli għat-tagħlim. Bażikament dan ikopri l-kontenut kollu li għandu jkun mgħallim fl-ambitu tas-sillabu għal kull suġġett. Jeħtiegħ jinżamm bilanċ fil-progressjoni fil-kontenut tas-suġġett meta mkejjel mal-progressjoni fil-kisbiet tal-istudent. Dan il-Qafas ta’ Objettivi ta’ Tagħlim jeħtiegħ ikun evalwat u modifikat fid-dawl tal-esperjenza tal-implimentazzjoni inizjali u r-reazzjoni mill-edukaturi.

### ***Ir-raba’ kwistjoni bażika – Il-kitba tad-deskritturi tal-livelli ta’ kisbiet***

Id-deskritturi tal-livelli ta’ kisbiet huma relatati mal-fergħat u huma indikattivi ta’ ammont ċkejken tal-*Learning Outcomes Framework* tal-istudent. Dawn jirrelataw għall-istudenti kollha. Hu rakkomandat li tkun adottata skala ta’ livelli minn wieħed sa għaxra li fiha Livell Erbgha jkun il-livell mistenni li jintlaħaq fi tmiem it-Tieni Sena tal-Edukazzjoni Primarja u Livell Disgħa fi tmiem l-iskola Sekondarja mill-maġġoranza tal-istudenti. Dan jagħti lok lill-istudenti li jkunu jaħdmu taħt in-norma ta’ progressjoni kif ukoll lil dawk ogħla biex jitkejlu fuq l-istess skala kontinwa fi kwalunkwe *year group*. Meta tqis li d-Deskritturi ta’ Livell huma *database* nazzjonali ta’ kisbiet għall-istudenti kollha, allura hu rekwiżit essenzjali li l-istudenti kollha jkunu reġistrati fuq skala nazzjonali waħda.

### ***It-Tieni Fazi: L-Iżvilupp tal-Kurrikulu għal Form One (Is-Seba’ Sena)***

Biex jintlaħqu l-ħtigijiet ta’ Settembru tal-2011, meta se jkun hemm bidliet strutturali fl-organizzazzjoni tal-iskejjel, l-implimentazzjoni tal-kurrikulu l-gdid tibda mal-istudenti ta’ Form One (is-Seba’ Sena) biss. L-ewwel ċiklu jidentifika struttura ċara għall-kurrikulu kollu, u l-*units* tas-suġġetti tas-Seba’ Sena jistgħu jinkitbu fl-ambitu ta’ din l-istruttura. Dan għandu jipprovi każ ta’ studju utli biex issir evalwazzjoni tal-proċess li jkun qed jiġi żviluppat u biex jikkonkretizza l-mogħdija mfassla għall-iżvilupp tal-kurrikulu għall-gruppi kollha tal-istess sena.

### ***L-Ewwel Kwistjoni Prinċipali – Il-Kitba ta’ skema ta’ xogħol maqsuma f’unitajiet b’objettivi mainstream***

Din il-kwistjoni prinċipali se jkollha x’taqsam direttament mal- *Learning Outcomes Framework* u kull *unit* għal kull sena se jkollu tul identifikat ta’ madwar 7 sigħat. Kull *unit* se jkollu titlu ċar relatat mal-fergħa tal-kontenut u objettivi ta’ tagħlim ċari u li jistgħu jintlaħqu fl-ambitu tal-qafas ta’ ħin ta’ 7 sigħat li hu bejn wieħed u ieħor ekwivalenti għal term ta’ ħidma fuq

il-baži ta' lezzjoni waħda fil-gimgha. F'dan il-mument ma jkun hemm ebda kontenut ieħor. Kull *unit* se jkollu dan li ġej:

- Titlu interessanti tal-*unit*
- Sett ta' objettivi relatati mal-*unit*
- Sistema tat-tagħlim ibbażata fuq suġġett
- Eżempji ta' attivitajiet tat-tagħlim
- *Learning outcomes* differenzjati

### ***It-Tieni Kwistjoni Prinċipali – Il-Kitba ta' skema ta' xogħol maqsuma f'units li hi inkluziva għal kulhadd***

Il-*units* jeħtieġ li jinkitbu b'mod li jinkludu sett ta' 'objettivi inkluzivi' għal Livelli 1-3 li jagħtu lok għal diversità ta' risposti mill-għalliem għall-istudenti kollha. Dan jiżgura li l-kurrikulu nazzjonali jista' jkun applikabbli għall-istudenti kollha li jkunu f'Form 1 (Sena 7) f'Settembru tal-2011.

### ***It-Tielet Kwistjoni Prinċipali – Il-provi u l-evalwazzjoni ta' kampjuni fl-iskemi tax-xogħol***

Qabel ma l-*units* il-ġodda jistgħu jkunu finalizzati għall-implimentazzjoni, huma se jkunu ppruvati fl-iskejjel. Mhemmx ħin biex wieħed jipprova d-dokumentazzjoni kollha u għalhekk se jintużaw tekniki ta' għażla ta' kampjuni. It-tliet oqsma ewlenin li fihom l-għalliema jintalbu jagħtu kumment kritiku se jkunu il-*Learning Outcomes Framework*, id-Deskritturi tal-Livelli, u l-*Units*. L-għalliema jingħataw attivitajiet prattici biex jissostanzjaw il-kummenti tagħhom.

### ***Ir-Raba' Kwistjoni Prinċipali – L-implimentazzjoni tal-proċeduri ta' assessjar***

L-użu ta' livelli ta' kisbiet se jagħti ċans lill-iskejjel u lill-għalliema biex jaraw kif kull student qed jagħmel progress meta mqabbel mal-livell ta' kisbiet tagħhom, sena wara sena. L-iżvilupp tal-ħila tal-għalliema biex jassessjaw b'mod validu u ta' min joqgħod fuqu jitlob li jkunu qed jiffunzjonaw proċeduri ta' moderazzjoni effettivi f'kull skola. Dan jagħti wkoll lok biex ikunu stabbiliti standards ta' kisbiet u biex il-progressjoni b'valur miżjud ta' kull tifel u tifla tkun evalwata b'mod oġġettiv. Dan jista' jitlob it-twaqqif ta' assessjar summattiv oġġettiv li jsir, l-aktar fil-każ ta' suġġetti ewlenin.

### ***Il-Ħames Kwistjoni Prinċipali – Il-proċeduri ta' assikurazzjoni ta' kwalità relatati mal-pedagoġija l-ġdida***

Peress li l-immaniġġjar tal-kurrikulu jinsab fil-qalba ta' dan il-qafas il-ġdid, il-proċeduri tal-Assikurazzjoni tal-Kwalità għandhom jikkunsidraw parzjalment kif il-proċessi tagħhom jintrabtu mal-paradigmi l-ġodda. Dawn il-proċessi jistgħu jokkorru fil-livell nazzjonali, ta' skola, ta' suġġett u ta' klassi. Id-diskussjoni fuq kif wieħed jasal għal dan se tkun parti mid-dibattitu fuq l-implimentazzjoni. Se jkun hemm diskussjonijiet fuq kif il-kurrikulu l-ġdid jirrelata mar-responsabbiltajiet tal-EO, it-tim tal-Awditjar u s-Servizzi għall-Istudenti, għall-INCOs u LSAs.

### ***Is-Sitt Kwistjoni Prinċipali - L-iżvilupp professjonali tal-għalliema***

Minn Mejju tal-2011 se jkun hemm programm ta' attivitajiet ta' żvilupp għall-impjegati fl-iskejjel stess li se jintroduċi l-ideat il-ġodda. F'Lulju tal-2011 se jkun hemm *workshop* fuq l-iżvilupp professjonali għall-għalliema kollha tal-Form One (Sena 7) waqt il-perjodu ta' taħriġ tal-INSET.

### ***Is-Seba' Kwistjoni Prinċipali – L-ġhoti ta' appoġġ għaddej il-ħin kollu***

Tul is-sena skolastika 2011-2012 se jsiru *workshops* fuq żvilupp professjonali dejjem għaddej għall-partecipanti kollha, inklużi l-Prinċipali tal-Kulleġġi, il-Kapijiet tal-Iskola, l-Uffiċjali tal-Edukazzjoni u l-għalliema tal-klassijiet. Se ssir ukoll konsiderazzjoni mill-ġdid tan-natura tal-involviment tad-Dipartiment għall-Assikurazzjoni tal-Kwalità u tal-provediment tas-Servizzi għall-Istudenti.

L-esperjenzi u l-fehim żviluppatti mill-kwistjonijiet prinċipali mal-Form One mbagħad jipprovdu l-isfond għal kif wieħed jimxi 'l quddiem b'fiduċja akbar. Biex dan isir fl-ambitu ta' qafas ta' żmien aċċettabbli, se jkunu jenħtieġu arrangamenti finanzjarji sostanzjali biex jitħallsu l-kittieba tal-*units*. Hu importanti li l-kurrikulu kollu jkun lest għall-implimentazzjoni f'qafas ta' żmien raġonevoli (possibilmint sena skolastika waħda). Dan jagħti lok biex l-għalliema jidhlu fl-ispirtu tal-momentum tar-riformi f'perjodu raġonevoli ta' żmien.

### ***It-Tielet Fażi: Evalwazzjoni tal-Istudju Pilota***

Issir evalwazzjoni formattiva tal-Qafas tal-Objettivi tat-Tagħlim u tal-*Learning Outcomes Framework* għas-Seba' Sena biex tindika t-triq 'il quddiem.



# TOWARDS A QUALITY EDUCATION FOR ALL

## The National Curriculum Framework 2011

### Consultation Document 4 The Way Forward





**Towards a  
Quality Education  
For All**

**The National Curriculum Framework  
2011**

**Consultation Document 4  
The Way Forward**

**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

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# The National Curriculum Framework

## Consultation Document 4

### The Way Forward

*This document summarises the recommendations being proposed in the NCF and examines the implications of such recommendations. There can only be a meaningful strategy for the implementation of the NCF once the recommendations are debated and the full impact of their implications understood. This process of consultation needs to include all stakeholders in a professionally engaging manner. Moreover, the consultation and implementation strategies need to be based on the full understanding of a change management process.*

*This document will therefore map out the way forward by presenting:*

- *a summary of the recommendations being proposed by the NCF;*
- *implications of these recommendations for implementation;*
- *ideas about the management of change which underpin the consultation and implementation strategies the NCF would like to promote;*
- *a strategy for the consultation process following the publication of the draft NCF; and*
- *a proposed timeline for the implementation process of the NCF, following consultation and agreement with the wider educational community about the way forward.*



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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**

# Summary of NCF recommendations

The proposed general principles, aims and achievement targets of the NCF will raise a number of challenges for practitioners, administrators and other stakeholders as they seek to adopt an agreed vision, a clear strategy and a shared pedagogical language within a common conceptual framework. To support their thinking and discussion, this section lists the **main recommendations** of the NCF which would require substantial changes to local current practices in education.

## Approach to Education

The NCF **recommends** a developmental approach to education, focused on learning and the learner, where the curriculum meets the needs of all children and young people in a fully inclusive way. To achieve this recommendation, the NCF proposes:

- the development of early childhood, primary and secondary education curricula in a seamless manner to ensure continuity in the educational paths followed by learners;
- the adoption of a socio-cultural/constructivist approach to learning, where learners are provided with opportunities to make sense of new knowledge in a co-operative context, allowing them to interact with the teacher and other learners to explore and consolidate their understanding and skills;
- the identification and publication of learning outcomes which reflect this socio-cultural/constructivist model of learning, with progressive development;
- the adoption of student-centred learning and teaching approaches that actively encourage learners to take responsibility for their own learning; and
- the appropriate and widespread use of ICT-based technologies to support student-centred learning.

## Curriculum Design

The NCF **recommends** the grouping of the various subjects that comprise the primary and secondary curricula into eight learning areas as the entitlement for each student. To achieve this recommendation the NCF proposes:

- Learning Areas of Languages, Mathematics, Science, Technology Education, Health Education, Religious Education, Citizenship Education and Arts Education; and revision of subject content in all these areas;
- Cross-curricular themes – eLearning, Education for Sustainable Development, Intercultural Education, Education for Entrepreneurship, Creativity and Innovation – to provide connecting, integrating strands across the learning areas;
- a competence-based rather than a mere knowledge-based curriculum, which allows

teachers to experiment with various learning/teaching strategies and provides learners with a deep understanding of the interconnectedness between social, cultural, political, economic and environment aspects;

- the development of a Teaching Objectives Framework to outline the syllabus to be delivered, as well as a related Learning Outcomes Framework (LOF) for every year in every learning area, indicating objectives, content, approaches to learning and teaching, and differentiated outcomes;
- the adoption of a ten-point scale for levels of achievement and the development of strand-related achievement level descriptors for the 5-16 years to indicate progression in student learning and support differentiation in lesson planning for all learners;
- the development of clear and unambiguous curriculum guidelines that allow colleges, schools and teachers some degree of flexibility and choice to suit the interests and capabilities of the whole range of learners within nationally accepted parameters;
- an assessment policy that values and assesses both the processes and the products of learning; and
- teacher training and professional learning opportunities in the use of pedagogies that promote the development of cognitive, psychomotor, social and affective skills and are consistent with the availability of opportunities within the EU.

## The Early Years

The NCF **recommends** an Early Years curriculum that focuses on children's experiences and provides for positive dispositions towards learning to be developed and extended in later years. To achieve this recommendation the NCF proposes:

- Programmes of activities which move away from specific subject or content teaching in favour of pedagogies which enhance cross-curricular links and facilitate learning processes that respond to children's interests and prior knowledge.

## The Primary Years

The NCF **recommends** the development of a primary school curriculum in which learning is an on-going, continuous process; builds upon the sound foundation laid during the early years; and links closely with the Secondary years to ensure smooth transitions between the cycles. To achieve this recommendation the NCF proposes:

- approaches to learning and teaching that respect individualised learning patterns, address all children's needs and successfully develop children's full potential as lifelong learners;
- the development of activities and experiences that support children to become confident learners with a positive self-image, high self-esteem and who are socially adept, critical, creative and innovative thinkers;

- the grouping of learners in mixed ability classes throughout the primary years;
- examinations in the upper primary years that feed into the teaching and learning process;
- primary school teachers who are responsible for Maltese, English, Mathematics, Science, Technology, Religion, Citizenship and Health Education (including Physical Education and Home Economics aspects);
- curricular support teachers for Science, Physical Education, Technology and IT, to assist class teachers to develop the curricular area and to offer assistance with content and resources, as may be required;
- subject specialist primary school teachers to replace class teachers for Art, Music, Drama, Personal, Social, and Health Education (PSHE), and the awareness programmes in foreign languages;
- support at college and national level for planning, implementation and evaluation of programmes that reflect the NCF's principles, aims and cross-curricular themes, and for implementation of specific policies through a whole school approach; and
- review and re-organisation of the current system of peripatetic teachers.

## The Secondary Years

The NCF **recommends** a secondary education that consolidates and builds on the learning experiences of primary education and prepares learners for the wider challenges they will have to face beyond compulsory education. To achieve this recommendation the NCF proposes:

- the present system of two years in the junior Secondary Cycle followed by three years in the senior Secondary Cycle for the State sector, although other schools are free to consider alternatives;
- management structures and timetabling that maximize learning time, offer a measure of curricular flexibility, and ensure regular time for the school professional community to discuss and/or address school-related and professional development issues;
- the design of learning programmes that make connections within and across Learning Areas, and take account the local context and setting for learning;
- the development by schools of curricular programmes for students who are still experiencing difficulties in the core languages and mathematics;
- the possible inclusion of foreign languages other than Arabic, French, German, Italian, Russian and Spanish, should this be sustainable and educationally viable;

- Core Science for all students in Years 7 and 8<sup>1</sup>. In Years 9, 10 and 11, students who do not wish to specialise in Science continue with Core Science leading to a SEC examination. Students who wish to specialise in Science can opt for two or three of the following: Life Sciences, Physical Sciences and Materials Science.
- the re-introduction of Accounts and Economics as options at the end of Year 8;
- the introduction of four initial vocational subject areas - **Engineering, Hospitality, IT Practitioner** and **Health and Social Care** to the list of subjects that students may opt for, to cater for the interests and aptitudes of all students in compulsory education, piloted from September 2011 and rolled out nationally from 2013;
- a more flexible approach towards annual examinations in State schools, whereby in particular year groups, the examinations continue to be organized centrally, whereas in others they may be organized at a college level and externally monitored by the Curriculum and eLearning Department;
- alternative forms of assessment for students following individual learning programmes; and
- differentiated learning and teaching. 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. Eventually the grouping of students will take on more differentiated scenarios as is the case in primary schools and in a number of secondary schools in the Non-State sector.

## Language Policy

Considering the importance of proficient bilingualism as the general standard of achievement for young people in Malta, the NCF **recommends** the revamping of the language policy that promotes multilingualism in Maltese schools and gives clear direction on the language of instruction and assessment. To achieve this recommendation the NCF proposes:

- the review of the National Language Policy that includes clear direction on the language of instruction and assessment, which is updated from time to time as the linguistic needs of our nation evolve;
- adoption by all colleges and schools of a language strategy to implement a National Language Policy, with a strong family/community participation component, especially in the early and primary years;
- particular attention to effective language acquisition and secure grasp of age-appropriate reading comprehension and fluency in the mother tongue, together with exposure to the second language in the early years and the beginning of the Primary years;

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

- awareness of a foreign language consolidated or introduced towards the end of the Primary years;
- attention to bilingual oral and written language competence in both English and Maltese for all teachers, including through pre-service and continuous professional development;
- participation in a carefully structured language immersion programme for foreign learners who cannot communicate in English and/or Maltese, and in addition bilingual native speaker support during their initial integration into school life, where possible; and
- a focus on mastery of English in the language learning of young immigrants or refugees.

## **Diversity of students**

The NCF **recommends** the drawing up of a policy of diversity and inclusion to regulate the implementation of processes and use of resources in this area. To achieve this recommendation the NCF proposes:

- a curriculum that allows for an education based on a continuum of achievement;
- a curriculum written in such a way that it allows teachers to appreciate how every student can access the same curriculum in every subject; and
- the development of ‘inclusive objectives’ that divide the main objectives into more manageable steps of progression for all learners.

## **Parental and Community involvement in education**

The NCF **recommends** the development of a national policy by the Education Directorates with the assistance of other stakeholders to strengthen parents’ active involvement in their own and their children’s educational development and to formalize and promote different forms of community participation in education. The following recommendations are integral to the policy:

- that schools becomes a locus for lifelong learning within the community;
- that schools establish strong ties with the various members, groups and agencies within the community, as a two-way process which is of mutual benefit; and
- that colleges establish partnerships with the different sectors of the economy and explore different forms of engagement that can be of benefit to students and educators alike.

## Assessment and Evaluation

Considering that Assessment is an essential component of the curriculum at all levels, the NCF **recommends** that schools make use of both assessment **for** learning (assessment for formative purposes) and assessment **of** learning (assessment for summative purposes), where possible integrating these two approaches. To achieve this recommendation the NCF proposes:

- the development of local **assessment policy** at the school and college level to outline their approaches to assessment and monitoring of learners' progress and achievement during the year, for formative and assessment purposes;
- clear focus in colleges and schools on building their capacity to be communities of reflexive practice, through the process of school development planning and self-evaluation; through mentoring; through 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.

## Educational Leadership

The NCF **recommends** the adoption of a leadership model that promotes distributed forms of leadership. To achieve this recommendation the NCF proposes that:

- school leaders both play a visionary and strategic role, and 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 organization;
- Senior Management Teams be supported to dedicate effective, quality time to work together as they lead the schools, critically reflect upon issues concerning learning and teaching, and engage with teachers and other support staff in order to enhance the quality of education being provided; and
- the role of teachers as educational leaders and curriculum managers, according to their specific roles, be affirmed and highlighted.

## Support Structures

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 student services, human resources, professional development, mentoring and support for teachers and strong educational leadership. 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.



## Development of Policy

The NCF envisages the development of policies that bear directly on the successful implementation of the recommendations. For this reason, it is important that following consultation and within the first eighteen months of the adoption of the NCF, the following working groups are set up:

- A group to draw up **an assessment policy** - The group should include both classroom practitioners and experts in educational assessment from the Directorates of Education, the non-state sector and the Faculty of Education. Its brief would be to look into all aspects of assessment including the practice of formative assessment, the development and use of achievement level descriptors, examinations, the end-of-primary benchmark, how to report the outcomes, how to develop the monitoring system, training needs and professional development. The group would be coordinated by the Educational Assessment Unit.
- A group to draw up **a policy on multilingualism in education** - The group should include relevant language teachers as well as experts in the teaching of languages, representatives of the *Kunsill Nazzjonali tal-Ilsien Malti*, and other language experts. Their brief would be to suggest ways of strengthening the teaching of Maltese and English at all levels of compulsory education, to decide on a language policy for learning, teaching and assessment in non-language subjects and other related issues.
- A group to **review and update the policy on diversity and inclusion** – The group should include classroom practitioners as well as experts in the field of diversity and inclusion in education from the Educational Directorates and the non-state sector, the Faculty of Education, the *Kunsill Nazzjonali Persuni b'Diċċabilità* and other experts from the relevant NGOs. The working group is to be coordinated by the staff of the Department of Student Services.
- A group to draw up a **policy of parental involvement in education** – The group should consist of parents' and college representatives as well as experts in the management of education. Their brief would be to look into the various ways by which parents could be involved in education, delineate the different roles of parents, practitioners and educational administrators, and related issues. The working group is to be coordinated by the Ministry of Education, Employment and the Family.

## Curriculum Development

The NCF's recommendations regarding the organization of traditional subjects into learning areas, the innovative approaches to learning and teaching, the requirements of assessment and the redesign of management structures and timetable models all require a re-thinking of the curricula of all of the eight learning areas. It is therefore important to set up **expert groups for each learning area** as early as possible, whose tasks would be:

- a review of the subject content with the aim of tailoring the content to the actual available time and to the needs of all learners;

- the organization of modules, where necessary, to incorporate knowledge from various learning areas and the recommended cross-curricular themes;
- to ensure the smooth progression of knowledge, skills and competences throughout primary and secondary education;
- to refine the learning outcomes framework (LOF) at all primary and secondary levels; and
- to draw up effective descriptors of levels of achievement in collaboration with the expert group on assessment <sup>2</sup>.

## Vocational Education

The introduction of initial vocational education programmes is an important innovation which requires careful attention, especially in the piloting stage and in the extension stage when schools with different educational contexts will be involved. It is therefore important to set up **a steering committee for VET**. The group should include classroom practitioners as well as educators from the Directorates of Education and other institutions including the non-state sector. The steering committee would be required to monitor and evaluate the piloting of VET and its eventual extension into all schools, and to take any necessary action to ensure successful implementation of this innovation.

## Implementation of eLearning

The implementation of eLearning in all learning areas is essential for developing lifelong learners. It is therefore important for curriculum developers and practitioners to recognise the potential of this innovative learning technology and feel confident in using it. **A steering committee for eLearning** is needed to explain the technology, show how it can be applied, support curriculum developers, and monitor the use of technology in various educational contexts. This committee should include classroom practitioners, experts from the Ministry of Education, Employment & the Family and the Ministry for Infrastructure, Transport & Communications, the non-state educational sector and the Faculty of Education.

## Development of an Ethics Education programme

The development of an Ethics Education programme for students who opt not to follow the Catholic Religious Education programme recommended by the NCF requires special attention. Although the proposed programme falls within the Religious Education learning area, it is important that the development of this programme is entrusted to a separate working group from the one developing the Catholic Religious Education curriculum. Therefore an **ethics education working group** should be set up with practitioners, experts in this area and young people, whose task would be to develop an appropriate curriculum with clear aims and objectives, a suitable content knowledge base, pedagogical guidelines, a learning outcomes framework and an assessment procedure that fits the purpose of this curriculum.

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<sup>2</sup> Refer to Appendix I

# **Consultation for the Implementation of the NCF**

It is envisaged that the implementation of recommendations agreed upon after the public consultation process would require a period of time for proper dissemination. During this time, the implications of the various recommendations of the NCF need to be discussed with educational leaders, practitioners and other stakeholders, including young people themselves. At the same time, various expert groups need to start to develop the necessary policies and curricular resources, using feedback from consultation to inform their work. The following actions are required to start the process of successful implementation of the NCF.



# Key ideas for managing change

The publication of the NCF is the start of a journey and not an end point. This journey will bring about many important changes to our educational system. Managing this change in a manner which brings about real, sustainable change which is actually implemented in our schools and colleges is thus of crucial importance. This document highlights and builds upon the key ideas identified by Learning and Teaching Scotland Advisory Council's evidence based review of change<sup>3</sup>. The consultation process leading to the implementation phase of the NCF needs to take heed of these ideas:

## **1. Successful, sustainable change starts from where people are**

The NCF process should recognise and acknowledge the present realities of our schools, colleges and educational system, and build on this reality.

## **2. Real change happens when all individuals and communities are engaged with the change and are learning**

The consultation and implementation process of the NCF should aim to involve as many stakeholders as possible, including young people themselves, to ensure that this process is in itself a learning experience for as many people as possible.

## **3. People change when they believe that what they are being asked to do has integrity**

The NCF should have a strong core of moral integrity where it is clear that the changes being proposed are aimed at making a positive difference in the life chances of all students.

## **4. Effective professional learning takes place when teachers and others engage in collaborative enquiry**

The consultation and implementation process should encourage the professional learning of teachers by supporting teaching staff members to learn for themselves, together with colleagues, in their own contexts and in an environment of reflective practice. Working with colleagues through dialogue and reflection to analyse and develop professional practice is the model which should be encouraged as the method for implementing the NCF in schools and colleges.

## **5. For change to be sustained it has to be supported by partnership and networking**

In the implementation phase, networking and partnership can support schools in implementing the NCF. Attention to the structural aspect of implementation is also

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3 LTScotland (2010) Change Matters: reference paper, Advisory Council, LTScotland, Glasgow. Available at [http://www.ltscotland.org.uk/Images/ChangeMattersReference\\_tcm4-631618.pdf](http://www.ltscotland.org.uk/Images/ChangeMattersReference_tcm4-631618.pdf)

LTScotland (2010) Change Matters: From ideas to action, Advisory Council, LTScotland, Glasgow. Available at [http://www.ltscotland.org.uk/Images/ChangeMattersIdeasToAction\\_tcm4-631617.pdf](http://www.ltscotland.org.uk/Images/ChangeMattersIdeasToAction_tcm4-631617.pdf)

important. There is a need to identify the structures that schools and colleges need to support the implementation of the NCF.

**6. *Leaders manage the process and create opportunities for reflection, dialogue, collaboration, feedback and distributed leadership to inform planning for improvement.***

The role of educational leaders in creating space for the implementation of NCF changes is crucial. A genuinely distributed leadership model which gives the opportunity to as many people as possible to lead the changes they would like to implement in their school or college may be an important tool for the effective implementation of the NCF.

**7. *Both centralisation and decentralisation are important***

Both top-down and bottom-up changes are important. A strength of the NCF is that it attempts to strike the right balance between a centralised framework which nevertheless gives ample space for decentralised initiatives from schools and colleges. Achieving this balance will be a crucial aspect of the implementation of the NCF.

# The consultation strategy

The process of consultation is crucial for the success of the NCF. The consultation strategy outlined below is proposed with the aim of enabling 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 is divided into three phases:

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

This phase will serve to present the NCF and prepare the various stakeholders for the consultation process. The meetings with the stakeholders will serve to highlight:

- a) the main recommendations of the NCF;
- b) the implications arising for the various stakeholders as envisaged by the NCF; and
- c) 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 NCF proposals, thus initiating a process of sharing critical and constructive feedback in preparation for the final version of the NCF.

## ***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) a two-day national conference; and
- b) the submission of written feedback.

## ***Phase 4: Finalisation of the NCF in January 2012***

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 the approval of Cabinet/Parliament.

Phase 1: Reflection for Action (Launch of document and initial consultation phase: May – August 2011)			
Timeline	Event	Purpose of event	Audience
May	National Seminar: Launch of NCF	<ul style="list-style-type: none"> <li>• Presentation of the NCF</li> <li>• Launch of the consultation strategy</li> <li>• Timeframe for consultation phases</li> <li>• Information about the organization of feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Directorate Officials</li> <li>• College Principals</li> <li>• State &amp; Non-State school heads</li> <li>• Faculty of Education</li> <li>• Council of the Teaching Profession</li> <li>• Malta Union of Teachers (MUT)</li> <li>• Secretariat for Catholic Education</li> <li>• Heads of Further &amp; Higher Education institutions</li> <li>• Malta Council for Economic and Social Development (MCESD)</li> <li>• Social Affairs Committee, House of Representatives</li> <li>• National Commission for Higher Education</li> <li>• MATSEC Examinations Board</li> <li>• Commissioner for Children</li> <li>• Representatives of Students' Councils</li> <li>• Kummissjoni Nazzjonali Persuni b'Dizabbilita' (KNPD)</li> <li>• Parents' Associations (AKS/APCCS)</li> <li>• Private &amp; Independent School Associations</li> <li>• Secretariat for Catechesis</li> <li>• Foundation for Educational Services</li> <li>• Foundation for Tomorrow's Schools</li> <li>• Political parties education representatives</li> <li>• Press</li> </ul>



<b>Phase 1: Reflection for Action (Launch of document and initial consultation phase: May – August 2011)</b>			
<b>Timeline</b>	<b>Event</b>	<b>Purpose of event</b>	<b>Audience</b>
May	Launch of NCF website	<ul style="list-style-type: none"> <li>Dissemination of NCF</li> <li>Forum which allows for clarifications</li> <li>Gathering of feedback</li> </ul>	<ul style="list-style-type: none"> <li>General public</li> </ul>
May/June	Media Campaign (Slots on Radio/TV /newspaper articles & advertisements)	<ul style="list-style-type: none"> <li>Introducing the NCF to the public</li> <li>Highlighting issues for discussion</li> <li>Presenting consultation strategy</li> <li>Inviting feedback</li> </ul>	<ul style="list-style-type: none"> <li>General Public</li> </ul>
May	Seminar for parents, students and the general public	<ul style="list-style-type: none"> <li>Introducing the NCF to the participants.</li> <li>Invitation to give feedback</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Students</li> <li>General public</li> </ul>
May	Meeting Assistant Directors of Education, Education Officers & Heads of Department	<ul style="list-style-type: none"> <li>Informed discussion about the implications for and role of Education Officers and Heads of Department</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Directors of Education, Education Officers &amp; Heads of Department</li> </ul>
May	Seminar for College Principals, Heads of School (state & non-state)	<ul style="list-style-type: none"> <li>Launch of documents</li> <li>Informed discussion about the implications for and roles of Principals and Heads of School as envisaged by the NCF</li> <li>Discussing the role of Principals and Heads of School in the consultation process and the collation of feedback from their College through the Council of Heads</li> </ul>	<ul style="list-style-type: none"> <li>College Principals</li> <li>Heads of School (state &amp; non-state)</li> <li>Foundation for Educational Services</li> </ul>

<b>Phase 1: Reflection for Action (Launch of document and initial consultation phase: May – August 2011)</b>			
<b>Timeline</b>	<b>Timeline</b>	<b>Timeline</b>	<b>Timeline</b>
May	Dissemination of NCF documents to schools and Centres (such as Science Centre; Home Economics Centre; Language Resource Centres)	<ul style="list-style-type: none"> <li>Dissemination of documents</li> <li>Information about the NCF with particular reference to the implications of the framework for these practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Heads</li> <li>Incos</li> <li>School Counsellors</li> <li>Heads of Department</li> <li>Teachers</li> <li>Learning Support Assistants</li> <li>Kindergarten Assistants</li> </ul>
May	Dissemination of NCF documents to Student Support Services	<ul style="list-style-type: none"> <li>Dissemination of documents</li> <li>Information about the NCF with particular reference to the implications of the framework for these practitioners</li> </ul>	<ul style="list-style-type: none"> <li>College Counsellors</li> <li>College Career Advisors</li> <li>Principal Social Worker</li> <li>College Prefect of Discipline</li> <li>Social Workers</li> <li>Educational Psychologists</li> <li>Trainee Psychologists</li> <li>Trainee Counsellors</li> <li>Trainee Career Advisors</li> <li>Socio-Emotional Behaviour Development Specialists</li> <li>Inclusive Education Specialists</li> <li>Resource Workers</li> <li>Youth Workers</li> <li>Specific Learning Difficulties staff</li> <li>Foundation for Educational Services</li> </ul>

<b>Phase 1: Reflection for Action (Launch of document and initial consultation phase: May – August 2011)</b>			
<b>Timeline</b>	<b>Timeline</b>	<b>Timeline</b>	<b>Timeline</b>
June	Consultation meeting with Malta Union of Teachers (MUT)	<ul style="list-style-type: none"> <li>• Overview and discussion on implications for teaching grades</li> </ul>	<ul style="list-style-type: none"> <li>• MUT Council</li> </ul>
June	Consultation meeting with staff at the Faculty of Education	<ul style="list-style-type: none"> <li>• Overview and discussion with regard to implications on initial teacher education &amp; continuous professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty of Education staff members</li> </ul>
June	Consultation meeting with members of the MATSEC Examinations Board	<ul style="list-style-type: none"> <li>• Overview and discussion with regard to implications on MATSEC examinations</li> </ul>	<ul style="list-style-type: none"> <li>• MATSEC Examinations Board</li> </ul>
June	Consultation meeting with National Commission for Higher Education	<ul style="list-style-type: none"> <li>• Overview and discussion with regard to implications for post secondary education</li> </ul>	<ul style="list-style-type: none"> <li>• National Commission for Higher Education and Heads of Higher and Further Education</li> </ul>
June	Separate consultation meetings	<ul style="list-style-type: none"> <li>• Overview of documents</li> </ul>	<ul style="list-style-type: none"> <li>• Partit Nazzjonalista</li> <li>• Partit Laburista</li> <li>• Alternattiva Demokratika</li> <li>• Kummissjoni Nazzjonali Persuni b'Dizabbilita'</li> <li>• Malta Council for Economic and Social Development (MCESD) and social partners</li> <li>• Social Affairs Committee, House of Representatives</li> <li>• Commissioner for Children</li> </ul>
July – August	Reflection on documents	<ul style="list-style-type: none"> <li>• Critical reflection, informal discussions among stakeholders and initial formulation of feedback</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders</li> </ul>

<b>Phase 2: Reflection in Action (National reflective process: September – November 2011)</b>			
<b>Timeline</b>	<b>Event</b>	<b>Purpose of event</b>	<b>Stakeholders involved</b>
September	Consultation process within the Faculty of Education	<ul style="list-style-type: none"> <li>Internal discussion and reflection</li> </ul>	<ul style="list-style-type: none"> <li>Department of Arts &amp; Languages in Education</li> <li>Department of Education Studies</li> <li>Department of Math, Science &amp; Technical Education</li> <li>Department of Primary Education</li> <li>Department of Psychology</li> <li>Department of Youth &amp; Community Studies</li> <li>Faculty seminar in preparation for November conference</li> </ul>
September	Consultation process within the MUT	<ul style="list-style-type: none"> <li>Internal discussion and reflection</li> </ul>	<ul style="list-style-type: none"> <li>MUT Council</li> </ul>
September	Consultation process within the Council for the Teaching Profession	<ul style="list-style-type: none"> <li>Internal discussion and reflection</li> </ul>	<ul style="list-style-type: none"> <li>Council for the Teaching Profession</li> </ul>
September	Consultation with individuals	<ul style="list-style-type: none"> <li>Time will be set to meet individuals who would have expressed an interest to meet members of the NCF committee</li> </ul>	<ul style="list-style-type: none"> <li>Interested individuals and/or entities who would like a forum for a private discussion</li> </ul>
September	Consultation process within Directorates	<ul style="list-style-type: none"> <li>Internal discussion and reflection</li> </ul>	<ul style="list-style-type: none"> <li>Education Leadership Council: Directors General, Directors and College Principals</li> <li>QAD: Director, Assistant Directors and Education Officers</li> <li>Curriculum &amp; eLearning: Director, Assistant Directors and Education Officers</li> <li>Research &amp; Development: Director, Assistant Directors and Education Officers</li> </ul>

<b>Phase 2: Reflection in Action (National reflective process: September – November 2011)</b>			
<b>Timeline</b>	<b>Event</b>	<b>Purpose of event</b>	<b>Stakeholders involved</b>
			<ul style="list-style-type: none"> <li>• DQSE: staff meeting</li> <li>• Human Resources Management: Director, Assistant Directors, Service Managers and Education Officers</li> <li>• Student Services: Director, Service Managers and Education Officers</li> <li>• School Resources Management: Director, and Service Managers</li> <li>• DES: Staff meeting</li> </ul>
October	Consultation process within Directorates	<ul style="list-style-type: none"> <li>• Internal discussion and reflection (cont.)</li> </ul>	<ul style="list-style-type: none"> <li>• Education Officers and Heads of Department</li> <li>• DES &amp; DQSE Departments: all members of staff</li> </ul>
October – November	Consultation process with colleges & non-state schools	<ul style="list-style-type: none"> <li>• Internal discussion and reflection:</li> <li>• Council of Heads meeting</li> <li>• Staff meetings</li> <li>• Professional Development sessions</li> <li>• Subject Meetings in secondary schools</li> <li>• Curriculum time in primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Council of Heads</li> <li>• Senior Management Teams and Heads of Department at school</li> <li>• School staff (teaching grades &amp; student support services)</li> </ul>
October – November	Students' seminars in collaboration with Commissioner for Children	<ul style="list-style-type: none"> <li>• Discussion among students: Implications about changes being proposed in the NCF.</li> </ul>	<ul style="list-style-type: none"> <li>• Student council representatives</li> </ul>

<b>Phase 3: Reflection on Action (Sharing of feedback: Dec 2011)</b>			
<b>Timeline</b>	<b>Event</b>	<b>Purpose of event</b>	<b>Audience</b>
Dec	National Consultation Conference	<ul style="list-style-type: none"> <li>• Providing a forum for all stakeholders to report on the feedback process within their institutions</li> <li>• Sharing of feedback with the purpose of informing the various stakeholders with a view to enabling all to reflect on the variety of perspectives</li> <li>• Providing insights which may influence the final feedback documents which stakeholders will want to present to the NCF committee</li> </ul>	<ul style="list-style-type: none"> <li>• Directorate Officials</li> <li>• College Principals</li> <li>• State &amp; Non-State school heads</li> <li>• Faculty of Education</li> <li>• Council of the Teaching Profession</li> <li>• Malta Union of Teachers (MUT)</li> <li>• Secretariat for Catholic Education</li> <li>• Heads of Further &amp; Higher Education institutions</li> <li>• Malta Council for Economic and Social Development (MCESD)</li> <li>• Social Affairs Committee, House of Representatives</li> <li>• National Commission for Higher Education</li> <li>• MATSEC Examinations Board</li> <li>• Commissioner for Children</li> <li>• Representatives of Students' Councils</li> <li>• Kummissjoni Nazzjonali Persuni b'Dizabbilita' (KNPD)</li> <li>• Parents' Associations (AKS/APCCS)</li> <li>• Private &amp; Independent School Associations</li> <li>• Secretariat for Catechesis</li> <li>• Foundation for Educational Services</li> <li>• Foundation for Tomorrow's Schools</li> <li>• Political parties education representatives</li> <li>• Press</li> </ul>

<b>Phase 3: Reflection on Action (Sharing of feedback: Dec 2011)</b>			
<b>Timeline</b>	<b>Event</b>	<b>Purpose of event</b>	<b>Audience</b>
December	Receiving feedback documentation	<ul style="list-style-type: none"> <li>Institutions to submit written feedback</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders</li> </ul>

<b>Phase 4: Finalisation of NCF (January 2012)</b>			
<b>Timeline</b>	<b>Event</b>	<b>Purpose of event</b>	<b>Audience</b>
January	Collation of feedback document	<ul style="list-style-type: none"> <li>Collation of feedback into one document for dissemination</li> </ul>	<ul style="list-style-type: none"> <li>NCF working group</li> </ul>
January	Review and finalisation of NCF document	<ul style="list-style-type: none"> <li>Submission of final document for the approval of Cabinet/Parliament</li> </ul>	





# The proposed implementation timeline

Following the consultation phase and the approval of the final version of the NCF, the implementation process needs to be undertaken in manner which reflects the concerns and issues mentioned in this chapter. The timeline for the implementation of the NCF recommendations is therefore based on the following criteria:

- experience gained from the implementation process of the 1999 NMC, and the review process of the current national curriculum cycle;
- sensitivity to the current realities in connection with the educational reform and more specifically to the increased workloads;
- respect for the autonomy of Church and Independent schools, and the increasing autonomy of state schools through the college system; and
- the need for consolidation for the set of reforms presently in operation, primarily the transition nationally from primary to secondary and the transformation of secondary schools.

The proposed indicative timeline for this cycle is divided into four phases (See Table 4.1).

Task	Phase 1 1 year	Phase 2 2 – 3 years	Phase 3 2 – 3 years
Dissemination with all stakeholders			
Strengthening of support structures			
Setting up of policy groups (Assessment; Multilingualism; Diversity and Inclusion; Parental Involvement)			
Setting up of expert groups for each learning area.			
Setting up steering committees (VET; eLearning)			
Setting up of expert group to develop the Ethics Education programme			
Development of Teaching Objectives Framework and Learning Outcomes Framework for Form 1 (Case Study)			
Development of Teaching Objectives Framework and Learning Outcomes Framework			
Piloting and reviewing Teaching Objectives Framework and Learning Outcomes Frameworks developed			
Development of strand-related achievement level descriptors			
Piloting and reviewing of strand-related achievement level descriptors			
Preparation for college/school-based assessment			
Implementing college/school-based assessment			
Implementing Secondary School Certificate& Profile (SSCP)			

Task	Phase 1 1 year	Phase 2 2 – 3 years	Phase 3 2 – 3 years
Piloting and reviewing of alternative timetable models for the primary and secondary years			
Reviewing and reorganisation of the Peripatetic Service			
Piloting and reviewing VET component in the secondary years			
Expansion of VET component to all secondary schools			
Expansion of psycho-social services for teachers			
Piloting and reviewing of teacher mentoring system in State colleges			
Implementing the mainstreaming and enhancement of State college partnerships with world of work			
Reviewing State college partnerships with world of work			
Providing ongoing support for the strengthening and transformation of educational leadership			
Ongoing training, upskilling and professional development			
Developing and implementing Ethics Education Programme			
Developing and implementing Assessment Policy			
Developing and implementing National Inclusion Policy			
Developing and implementing National Language Policy			
Developing and implementing National Parental Involvement Policy			

# Conclusion

The NCF calls for a paradigm shift in the way learning, teaching and the curriculum are perceived. This document does not present a magic formula which brings about this paradigm shift but acknowledges that we need to engage together to challenge the status quo, to challenge entrenched views and positions and to create meaning with different stakeholders. The success of this process depends on the commitment of all the stakeholders over the years to come during the consultation and implementation phases.



# Appendix I:

## **Proposed strategy for the development and implementation of a pedagogical framework for the Maltese curriculum**

### **Aim**

To develop and implement for Form One (Year 7) a strategy to create a new pedagogical framework that supports the impending reform and that will allow teachers to build on their current professional practice and raise the level of achievement of ALL pupils.

### **Objectives**

1. To implement an effective curriculum management strategy in schools.
2. To identify the distinction between teaching objectives and student learning outcomes and how they interrelate.
3. To identify strands of learning that identify continuums of achievement that will foster new approaches to assessment
4. To develop an approach to student centred learning in all classrooms that meets the diverse needs of all students

### **Introduction**

The new system will require the curriculum to be written in such a way as to encourage responses to diversity, student centred learning, curriculum management and structures that will foster ipsative assessment (self assessment). The new framework needs to be more cohesive both in transition from Primary to Secondary Education and across the subjects. This proposal offers one way forward within a developmental framework that will allow the Education Officers, HODs and teachers to be in collaborative control of their professional development. The formative evaluation to be carried out and the lessons learned from the implementation will act as a case study for the development of the curriculum for all years of schooling from Year One in Primary to Year 11 in Secondary. It is written up as a case study to provide a forum for discussion on the way forward.

### ***Phase 1: Identifying the basic conceptual paradigm issues***

#### ***Key Issue One - Securing agreement of the pedagogical framework***

This began with a seminar/workshop in June of 2010. It was essential that there was a common agreement about how to proceed and the timing of the subsequent key issues of development. Each subject would be expected to follow parallel pedagogical structures.

### ***Key Issue Two - Identifying achievement strands of learning for each subject***

This required the identification of continuous strands of achievement in student learning from Primary to Secondary Education. These strands are both subject focused and process (teaching and learning) focused. This requirement has been very challenging to all of the participants because of the paradigm shifts involved.

### ***Key Issue Three - Writing a Teaching Objectives Framework for each subject***

This has been a challenging task for it requires the writers to develop a set of Teaching Objectives Framework for each year for their subject that indicate clear annual progression. This work will also indicate the amount of content that can be taught for each subject within the time that is available for teaching. Basically this covers all of the content to be taught within the syllabus for each subject. A balance needed to be maintained between progression in subject content as measured against progression in student achievement. This Teaching Objectives Framework will need to be evaluated and modified in the light of initial implementation experience and feedback from practitioners.

### ***Key Issue Four - Writing achievement level descriptors***

The achievement level descriptors are strand-related and indicative of a small volume of the student learning outcomes framework. They will relate to all students. It is recommended that a scale of level one to ten is adopted, with Level Four being the expected level reached at the end of Year Two in Primary Education and Level Nine at the end of Secondary school by the majority of students. This will allow students who are working below the norm of progression as well as those above to be measured on the same continuous scale in any one year group. Given that the Level Descriptors are a national data base of achievement for all students then it is an essential requirement that all students be registered on one national scale.

## ***Phase 2: Developing the curriculum for Form One (Year 7)***

In order to meet the needs of September of 2011, when there will be structural changes to the organisation of schools, the implementation of the new curriculum will commence with Form One (Year 7) students only. The first cycle identifies a clear structure for the whole curriculum and within this structure the Form One subject units can be written. This will provide a useful case study to evaluate the process being developed and concretise the roadmap for curriculum development for all of the year groups.

### ***Key Issue One - Writing a unitised scheme of work with mainstream objectives***

This key issue will relate directly to the Teaching Outcomes Framework and each unit for each year will have an identified length of circa 7 hours. Each unit will have a clear content strand related title and clear achievable teaching objectives that can be delivered with the time frame of 7 hours which is roughly equivalent to a term of work on a one lesson a week basis. There will be no other content at this point in time. Each unit will contain the following:

- An interesting unit title
- A set of unit related objectives
- Subject based approaches to teaching and learning
- Examples of teaching activities
- Differentiated learning outcomes

### ***Key Issue Two - Writing a unitised scheme of work that is inclusive for all***

The units need to be written including a set of 'inclusive objectives' for Levels 1-3 that allow for diversity of teacher response for all students. This will ensure that the national curriculum can be applicable for all students who will be in Form 1 (Year 7) in September 2011.

### ***Key Issue Three- Trialling and evaluation of samples of the schemes of work***

Before the new units can be finalised for implementation, they will be trialled in schools. There is not the time to trial all of the written documentation so sampling techniques will be used. The three main areas where teachers will be asked for critical comment will be the Teaching Outcomes Framework, The Level Descriptors and the Units. Teachers will be given practical activities to substantiate their comments.

### ***Key Issue Four - Implementing assessment procedures***

The use of achievement levels will allow schools and teachers to see how each student is progressing against their own level of achievement, year on year. The development of teachers' ability to assess with validity and reliability in this way will require effective moderation procedures to be in place in every school. It will also allow standards of achievement to be set and for value added progression of each child to be objectively evaluated. This may require the establishment of an objective summative assessment to be carried out especially for the core subjects.

### ***Key Issue Five - Quality assurance procedures relating to the new pedagogy***

Because curriculum management is at the heart of this new framework the Quality Assurance procedures should in part review how their processes link into the new paradigms. These processes can occur at a national, a school, a subject, and a classroom level. Discussion on how best to achieve this will be a part of the implementation debate. There will be discussions of how the new curriculum relates to the EO responsibilities, the Auditing team and the Student Services for INCOs and LSAs

### ***Key Issue Six - Teacher professional development***

From May of 2011, there will be a programme of school-based staff development activities that will introduce the new ideas. In July 2011 there will be a professional development workshop for all Form One (Year 7) teachers during the INSET training period.

### ***Key Issue Seven - Providing ongoing support***

During the school year 2011 to 2012 there will be ongoing professional development workshops for all participants including College Principals, Heads of School, Education Officials and class teachers. There will also be reviews of the nature of involvement of the Quality Assurance Department and the Student Services provision.

The experiences and understandings developed from the key issues with Form One will then provide a backdrop on how to move forward with more confidence. In order to do this within an acceptable time frame, substantial financial arrangements will need to be made to remunerate the unit writers. It is important that the whole curriculum is ready for implementation within a reasonable timeframe (possibly one scholastic year). This will allow the momentum of the reforms to be harnessed by the teachers within a reasonable period of time.

### ***Phase 3: Evaluating the Case Study***

A formative evaluation of the Teaching Objectives Framework and the Learning Outcomes Framework for Year 7 will take place to inform the way forward.