

LEJN EDUKAZZJONI TA' KWALITÀ GĦAL KULĦADD

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

**Dokument Konsultattiv 1
Sommarju Eżekuttiv**



**Lejn Edukazzjoni
ta' Kwalità
għal Kulhadd**

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2011**

**Dokument Konsultattiv 1
Sommarju Eżekuttiv**

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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' tagħlim kien introdott permezz tal-Att dwar l-Edukazzjoni tal-1988.

Ħdax-il sena wara kien ippubblikat l-ewwel Kurrikulu Nazzjonali intitolat *Inwelledu l-ġejjieni Flimkien*. Dan kien jinkludi miri u għanijiet li għadhom jspiraw id-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 Skejjel Speċjali (2005), l-Assenteiżmu (2005), l-Edukazzjoni u l-Kura minn Età Bikrija (2006), il-Gwida tal-Karrieri (2007), it-Transizzjoni mill-Primarja għas-Sekondarja (2007), l-Istrateġija tal-eLearning 2008-2010, l-Edukazzjoni Fiżika (NAO, 2010).

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

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

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

Il-mira tal-Gvern hi li t-tfal kollha qabel itemmu l-edukazzjoni obbligatorja jkunu kisbu l-ħiliet u l-kwalifiċi meħtieġa fi skejjel li joffru ambjent attraenti għat-tagħlim. Grazzi għall-investiment qawwi fit-teknoloġija tal-informatika u fis-servizz għall-istudenti li qed nintroduċu fil-kulleġġi kollha, din ir-reviżjoni tal-Qafas Kurrikulari għandha tibdel l-istrutturi fiżiċi eżistenti f'opportunitajiet għal żvilupp personali u soċjali, inaqqas in-numru ta' dawk li jtilqu

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

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

Dolores Cristina

Messaġġ

Prof. Grace Grima

Direttur Ġenerali

Direttorat għal Kwalità
u Standards fl-Edukazzjoni



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

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

Dokument 1: Sommarju Eżekuttiv

Dokument 2: Il-Qafas tal-Kurrikulu Nazzjonali – Ir-Raġuni Fundamentali u l-Komponenti
Dan id-dokument jinkludi introduzzjoni dettaljata għall-isfond teoretiku li ispira l-kunċett tal-proposti tal-qafas tal-kurrikulu nazzjonali.

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

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

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

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

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

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

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

Il-proċess ta' konsultazzjoni huwa kruċjali għas-suċċess tal-qafas aġġornat tal-kurrikulu nazzjonali. L-istrateġija ta' konsultazzjoni pprezentata f'Dokument 4 kienet imfassla bil-għan li tinkoraġġixxi diskussjoni u dibattitu li 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 tipprezenta il-qafas aġġornat tal-kurrikulu nazzjonali u tipprepara lill-imsieħba differenti għall-proċess ta' konsultazzjoni. Il-laqgħat mal-imsieħba se jservu biex jenfasizzaw (i) ir-rakkomandazzjonijiet ewlenin tal-qafas aġġornat tal-kurrikulu nazzjonali; (ii) l-implikazzjonijiet li jgħumu għall-imsieħba differenti kif previst mill-qafas aġġornat tal-kurrikulu nazzjonali; u (iii) ir-rwol tal-imsieħba fil-proċess ta' konsultazzjoni kemm fil-livell tal-kontribuzzjoni tagħhom għall-proċess u r-rwol tagħhom li jiġbru r-reazzjonijiet u r-risponsi tal-komunitajiet tat-tagħlim li huma responsabbli għalihom. Barra minn hekk, din il-fażi tippermetti lill-partecipanti kollha l-ħin biżżejjed biex jaqraw id-dokumenti b'reqqa u jikkunsidraw bi ftit dettall il-kontenut u l-implikazzjonijiet tagħhom.
- **Fażi 2: Riflessjoni fl-Azzjoni minn Settembru 2011 sa Novembru 2011**
Din il-fażi se tipprovdi lill-imsieħba b'opportunitajiet biex jaqsmu u jikkonsolidaw l-ideat tagħhom fi fidejn 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

Dokument 1: Sommarju Eżekuttiv

Il-Proċess tal-Konsiderazzjoni mill-ġdid tal-Kurrikulu

Din il-konsiderazzjoni mill-ġdid tal-kurrikulu tofirog minn Parti II tal-Att tal-2006 dwar l-Edukazzjoni (Emendi) li tiffoka fuq il-kostituzzjoni u l-funzjonijiet tad-Direttorati tal-Edukazzjoni. Essenzjalment tqiegħed il-piż fuq id-Direttorat għal Kwalità u Standards għal:

- l-aġġornament tal-Qafas tal-Kurrikulu Nazzjonali (NCF);
- l-implimentazzjoni tiegħu (filwaqt li jitqiesu kwistjonijiet bħat-tfassil ta' sillabi, l-assessjar u l-ħtiġijiet ta' taħriġ);
- mekkaniżmi ta' assikurazzjoni ta' kwalità; u
- konsiderazzjoni mill-ġdid f'intervalli regolari tal-proċess ta' implimentazzjoni.

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

Il-qafas tal-abbozz tal-kurrikulu hu 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 jinkludi introduzzjoni dettaljata għall-isfond teoretiku li ispira l-kuncett tal-proposti tal-NCF. L-ewwel taqsima tikkonkludi b'sommarju tat-twemmin ewlieni tal-NCF li jiġbor fil-qosor il-bidliet u sfidi ewlenin previsti mill-qafas. It-tieni taqsima tippreżenta l-għanijiet u l-prinċipji ġenerali li fuqhom hu żviluppat l-NCF, u li jistgħu jinkisbu u jkunu realizzati permezz tal-oqsma tat-tagħlim u t-temi interkurrikulari proposti. It-tielet taqsima tistieden lill-qarrej biex jirrifletti fuq l-implikazzjonijiet li l-organizzazzjoni proposta tal-oqsma tat-tagħlim kurrikulari għandha għal proċeduri effettivi ta' pedagogija, prattika u evalwazzjoni.

Dokument 3: Il-Qafas tal-Kurrikulu Nazzjonali fil-Prattika – It-Tliet Ċikli: is-Snin Bikrin, is-Snin tal-Primarja u s-Snin tas-Sekondarja jippreżenta dettalji ta' kif l-NCF jipprogetta l-programm ta' tagħlim li se jkun offrut lit-tfal u liż-żgħażaġħ fit-tliet ċikli. Dan id-dokument jiffoka fuq l-applikazzjoni tal-NCF fl-iskejjel u fil-kulleġġi.

Dokument 4: Il-Qafas tal-Kurrikulu Nazzjonali – It-Triq 'il Quddiem jiġbor fil-qosor ir-rakkomandazzjonijiet li qed ikunu proposti fl-NCF u jeżamina l-implikazzjonijiet ta' dawn ir-rakkomandazzjonijiet. Id-dokument jippreżenta ideat fuq l-immaniġġjar tal-bidliet li hu l-fus li fuq jdur l-istrategġiji ta' konsultazzjoni u implimentazzjoni li l-NCF jixtieq jippromwovi. Min-naħa tagħhom, l-istrategġiji ta' konsultazzjoni u implimentazzjoni ppreżentati huma msejsa fuq għarfien tal-proċess ta' mmaniġġjar tal-bidla.

Dokument 2:

L-NCF – Ir-Raġuni Fundamentali u l-Komponenti

L-Isfond

Dan id-dokument jibni fuq il-prinċipji ta' dritt għal edukazzjoni u għal edukazzjoni ta' kwalità li kienu enfasizzati fid-dokumenti *Tomorrow's Schools* (1995) u *Creating the Future Together* (1999). Bħal dokumenti preċedenti, hu jindirizza l-iżvilupp ħolistiku ta' dawk kollha li qed jitgħallmu u jitlob edukazzjoni ta' kwalità għal kulhadd. Hu jipprovdi viżjoni għat-tul għad-dritt għall-edukazzjoni ta' dawk kollha li qed jitgħallmu fl-edukazzjoni ta' qabel l-iskola u f'dik obbligatorja f'Malta u Għawdex fl-ambitu ta' perspettiva usa' ta' tagħlim tul il-ħajja.

It-trasferiment tar-responsabbiltajiet lejn l-iskola kien propost f'*Tomorrow's Schools* (1995) u fi *Creating the Future Together* (1999). Fil-*For All Children to Succeed – A New Network Organisation for Quality Education in Malta* (2005) il-kuncett ta' deċentralizzazzjoni kien implimentat permezz tal-kuncett ta' netwerking ta' skejjel. Dan il-proċess qed jevolvi wara li twaqqfu l-kulleġġi tal-Istat sostnuti mill-mekkaniżmu legali ta' Parti V tal-Att tal-2006 dwar l-Edukazzjoni (Emendi).

F'dan l-isfond, l-NCF propost jippermetti l-flessibbiltà li fil-qies tagħha l-kulleġġi u l-iskejjel jiddeterminaw aspetti partikolari tal-kurrikulu biex jindirizzaw ħtiġijiet speċifiċi u jibnu fuq saħħiet fil-kuntest tal-komunitajiet tat-tagħlim tagħhom, u hekk jikkontribwixxu u jrawmu l-identità tagħhom. Kull fejn hu possibbli, il-kuncett tal-flessibbiltà hu promoss matul il-qafas kollu.

L-NCF propost hu influwenzat ukoll minn dokumenti oħra li kienu kkunsidrati mill-ġdid u li tlestew mill-2000 'l hawn. Dan hu wkoll l-ewwel qafas ta' kurrikulu li kien adottat minn Malta daħlet fl-UE fl-2004, u għalhekk ikkunsidra dokumenti importanti relatati mal-politika maħruġin mill-Kummissjoni Ewropea.

Ir-Raġuni Fundamentali

Fl-isfond tal-iżvilupp storiku tagħna, u fuq il-bażi tad-direttivi lokali u tal-UE, l-NCF propost ifittex li jagħti direzzjoni strateġika billi jirrazzjonalizza l-bidliet neċessarji u l-implikazzjonijiet tagħhom għall-kontenut ta' oqsma/suġġetti, pedagogiġi u assessjar. L-NCF hu ppreżentat fl-ambitu ta' perspettiva ta' tagħlim tul il-ħajja u jiċcelebra d-diversità billi jaħseb għal dawk kollha li qed jitgħallmu f'kull stadju tal-edukazzjoni tagħhom. Hu jittratta bl-istess importanza l-edukazzjoni fis-Snin Bikrin, fil-Primarja u fis-Sekondarja. L-NCF ifittex li jippreżenta kurrikulu komplet li jirrifletti transizzjonijiet bla skossi, u li jibni u jestendi fuq is-sisien sodi fl-edukazzjoni fit-tfulija bikrija. Essenzjalment, l-NCF għandu l-għan li jipprovdi edukazzjoni ta' kwalità għal dawk kollha li qed jitgħallmu, u hekk inaqqas il-perċentwali ta' dawk li jhallu l-iskola kmieni u jżid id-dfih tagħhom fl-edukazzjoni ogħla, kemm dik post-sekondarja kif ukoll terzjarja.

It-Twemmin Ewlieni tal-NCF

L-NCF jassumi:

- bidla paradigmatika minn kurrikulu preskrittiv lejn qafas li jippermetti ċertu ammont ta' flessibbiltà interna;
- ċaqliq minn suġġetti meqjusin għal rashom għal oqasma tat-tagħlim, li l-istudenti¹ kollha għandhom dritt għalihom;
- l-iżvilupp kontinwu ta' kull min hu involut fit-tagħlim, u appoġġ kostanti li jgħinhom jin-terpretaw il-qafas u jadattawh biex jissodisfaw il-ħtiġijiet ta' dawk kollha li huma jkunu qed jitgħallmu; u
- li dawk kollha involuti fis-setturi tal-Istat, tal-Knisja u Indipendenti jerfgħu r-responsabbiltà tal-bidliet proposti.

Għaldaqstant l-NCF jipromwovi:

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

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

- żvilupp professjonali li jimxi mal-opportunitajiet li jeżistu fl-ambitu tar-realtà estiza tal-UE; u
- l-iżvilupp tal-iskola bħala komunità li titgħallem magħmula minn għalliema li jirriflettu fuq il-prattika tagħhom.

II-Komponenti tal-NCF

Hemm seba' komponenti li jikkostitwixxu l-NCF, jiġifieri: Prinċipji Ġenerali, Għanjiet tal-Edukazzjoni; Oqsma tat-Tagħlim; Tagħlim Effettiv; Assessjar u Evalwazzjoni; Involvement tal-Ġenituri u tal-Komunità; Strutturi ta' Appoġġ. Dawn huma ppreżentati b'mod ġenerali f'Dokument 2 u mbagħad huma żviluppati aktar b'rilevanza speċifika għas-Snin Bikrin, il-Primarja u s-Sekondarja f'Dokument 3.

II-Prinċipji Ġenerali

L-NCF hu msejjes fuq sitt prinċipji ġenerali, jiġifieri:

- Prinċipju 1: Dritt għat-Tagħlim
- Prinċipju 2: Diversità
- Prinċipju 3: Kontinwu ta' Kisbiet
- Prinċipju 4: Tagħlim iċċentrat fuq l-Istudent
- Prinċipju 5: Assikurazzjoni ta' Kwalità
- Prinċipju 6: Appoġġ lill-Għalliema

Dawn joħorġu mill-valuri espressi fid-dokumenti *Tomorrow's Schools* (1995) u *Creating the Future Together* (1999) u kkonfermati fid-dokument *Transition from Primary to Secondary Schools in Malta: A Review* (2007) u f'direttivi nazzjonali u tal-UE.

L-Għanjiet tal-Edukazzjoni

F'konformità mal-prinċipji mniżżlin hawn fuq, l-NCF għandu l-għan li jiżviluppa:

- studenti li jkunu kapaċi jiżviluppaw b'suċċess il-potenzjal sħiħ tagħhom bħala persuni li qed jitgħallmu tul ħajjithom;
- studenti li huma kapaċi jsostnu ċ-ċansijiet tagħhom fid-dinja tax-xogħol; u
- studenti li huma ċittadini impenjati f'realtajiet lokali, reġjonali u globali li jinbidlu l-ħin kollu.

L-Oqsma tat-Tagħlim

Is-sistema kurrenti ta' tiffid tal-kurrikuli primarji u sekondarji f'suġġetti singoli indipendenti tippreżenta lil dawk kollha li jkunu qed jitgħallmu b'dehra frammentata ta' għarfien li ma twassalx għal edukazzjoni holistika. L-NCF jipproponi perspettiva alternattiva ta' kontenut kurrikulari li jikkonċettwalizza t-tagħlim li jseħh bis-saħħa ta' esperjenzi sinifikanti li joffru sfida lill-istudenti, imsejsa fl-għarfien, interessi u dispożizzjonijiet li jgħibu magħhom l-istudenti. Dan jista' jsir l-aħjar permezz tat-tgħaqqid ta' diversi suġġetti f'oqsma tat-tagħlim biex jikkontribwixxu għall-kisba ta' korp ta' għarfien u ħiliet rilevanti, determinati u konnessi bejniethom li jattiraw u jimmotivaw li dawk li jkunu qed jitgħallmu. Dan ma jfissirx li se jkun eliminat il-kontenut ta' suġġetti tradizzjonali, se jinholqu rabtiet bejn diversi suġġetti biex it-tagħlim jissaħħa.

Mhumiex qed ikunu proposti oqsma tat-tagħlim maqtugħin għalihom għas-Snin Bikrin billi hawn l-enfasi qiegħda fuq l-iżvilupp ta' ħiliet u dispożizzjonijiet pożittivi lejn it-tagħlim li jkunu żviluppati u estiżi fis-snin ta' wara. L-oqsma tat-tagħlim iddaħħlu fiċ-ċiklu primarju u huma estiżi għaċ-ċiklu sekondarju fejn l-istudenti jagħżlu minn fost għadd ta' suġġetti skont l-interess tagħhom.

It-tagħlim fis-Snin Bikrin u t-tmien oqsma tat-tagħlim proposti għaċ-ċikli primarji u sekondarji bħala dritt għal kull tifel u tifla u għal kull żagħżuġ u żagħżuġha jirriżultaw mill-għanijiet identifikati għal dan l-NCF. Oqsma tat-tagħlim simili huma identifikati f'dokumentazzjoni kurrikulari nazzjonali ta' pajjiżi oħra bħalma huma l-Iskozja (2004, 2006, 2007, 2008) u New Zealand (2007) u fid-direttivi tal-UE.

L-NCF propost jippreżenta deskrizzjoni qasira ta' kull qasam ta' tagħlim li tagħti l-linji ġenerali tal-għarfien, ħiliet u attitudnijiet essenzjali li l-istudenti huma mistennija li jkubsu. Iktar tard esperti kurrikulari u speċjalisti dwar il-kontenut f'kull żona jiżviluppaw deskrizzjonijiet aktar dettaljati u komprensivi ta' kull qasam ta' tagħlim u r-riżultati rispettivi kemm fil-livell primarju u kemm f'dak sekondarju. Dawn imbagħad ikunu żviluppati f'sillabi u skemi ta' xogħol li jistgħu jintużaw direttament fil-kuntesti kollha ta' tagħlim. Fl-ambitu ta' kull qasam ta' tagħlim, ikun identifikat il-kurrikulu obbligatorju ewlieni g'all-iskejjel, u jkunu identifikati wkoll il-komponenti flessibbli li jippermettu li jkun hemm programmi differenti ta' tagħlim skont il-ħtiġijiet individwali tal-istudenti.

L-oqsma tat-tagħlim huma:

- **il-Lingwi** (il-Malti u l-Ingliż; l-Ilsna Barranin);
- **il-Matematika**;
- **ix-Xjenzi**;
- **I-Edukazzjoni Reliġjuża** (Edukazzjoni Reliġjuża Kattolika. L-NCF jipproponi programm ta' Edukazzjoni Etika għal dawk li jagħżlu li ma jeħdux Edukazzjoni Reliġjuża Kattolika);
- **I-Edukazzjoni għaċ-Ċittadinanza** (l-Istorja, il-Ġeografija, l-Istudji Soċjali, l-Istudji Ambjentali u aspetti ta' Edukazzjoni Personali, Soċjali u tas-Saħħa u *Home Economics*);

- **I-Edukazzjoni Teknoloġika** (id-Disinn u t-Teknoloġija, il-Litteriżmu Diġitali);
- **I-Edukazzjoni fl-Arti** (l-Arti, il-Mużika, id-Drama, iż-Żfin); u
- **I-Edukazzjoni għas-Saħħa** (l-Edukazzjoni Fizika u l-Isport, aspetti ta' Edukazzjoni Personali, Soċjali u tas-Saħħa u *Home Economics*).

L-NCF jipproponi wkoll ħames temi interkurrikulari:

- **I-eLearning;**
- **I-Edukazzjoni għal Żvilupp Sostenibbli;**
- **I-Edukazzjoni Interkulturali;**
- **I-Edukazzjoni għall-Intraprenditorija;** u
- **il-Kreattività u l-Innovazzjoni.**

Dawn huma kkunsidrati bħala komponenti essenzjali għal edukazzjoni ħolistika u huma maħsubin biex ikunu integrati fl-oqsma tat-tagħlim diversi u biex jipprovdu fergħat li jgħaqqdu flimkien l-oqsma kollha tat-tagħlim.

II-Pedagoġija, il-Prattika u l-Evalwazzjoni

It-Tagħlim Effettiv

Fl-ambitu ta' ambjent ta' tagħlim differenzjat, l-għalliema jeħtiġilhom jadottaw sistemi li jibnu fuq l-għarfien li diġà jkollhom l-istudenti u li jgħinjom jagħmlu progress. L-NCF qed jipproponi li l-istudenti jadottaw perspettiva kostruttivista għat-tagħlim li ġġib flimkien sistema kostruttivista konjittiva u soċjali għal tagħlim effettiv.

It-tagħlim hu effettiv l-aktar meta l-istudenti jingħataw opportunitajiet li jagħmlu sens ta' għarfien ġdid f'kuntest li jippermettilhom jirreaġixxu mal-għalliem u ma' oħrajn li jkunu qed jitgħallmu biex jiddiskutu u jiskambjaw il-fehim tagħhom. Minn dan il-lat, pedagoġija dominata mill-għalliem u li t'alli lill-istudenti f'rwol passiv, li tenfasizza l-memorizzazzjoni u tillimita l-interazzjonijiet bejn dawk li jkunu jitgħallmu, x'aktarx li ma tasalx biex tmexxi 'l quddiem tagħlim effettiv.

Il-proċess tat-tagħlim jeħtieġ li joffri sfida u jitlob impenn mill-istudenti kollha, inklużi dawk li jmorru l-aktar ħażin u dawk li jmorru l-aħjar, u jgħinjom jiżviluppaw il-potenzjal massimu tagħhom bħala persuni li jibqgħu jitgħallmu tul ħajjithom. Il-programmi ta' tagħlim jeħtieġ li jkunu msejsa fuq il-kompetenza aktar milli fuq l-għarfien, u jenfasizzaw il-proċess tat-tagħlim aktar mis-sempliċi akkwist tal-kontenut, partikolarment fil-kuntest ta' soċjetà fejn l-għarfien hu aċċessibbli l-ħin kollu. F'termini ta' tfassil ta' kurrikulu dan jista' jintlaħaq billi wieħed iqis tliet dimensjonijiet:

- **Kontenut u padrunanza** li jinvolvu li jkollok studenti jesploraw u jifhmu l-medda sħiħa ta' ideat f'qasam ta' kontenut partikolari;
- **Ħsieb f'livell ogħla** li jinvolvi analiżi, sinteżi u evalwazzjoni ta' kontenut u kuncetti

f'ċertu fond, u l-applikazzjoni tagħhom b'modi differenti u f'kuntesti differenti; u

- Użu ta' **kunċetti u temi usa'** biex wieħed jeżamina l-kontenut tal-kurrikulu minn len-tijiet differenti, ngħidu aħna bidla, sistemi, setgħa, mudelli u/jew kawża u effett.

L-Ambjenti tat-tagħlim

Billi t-tfal jiżviluppaw b'mod ħolistiku u billi t-tagħlim u l-iżvilupp ma jsirux b'mod sekwenzjali u lineari, għalliema tas-Snin Bikrin u dawk tal-Primarja u s-Sekondarja huma inkoraġġiti li jsawru ambjenti tat-tagħlim li jappellaw għall-interessi tat-tfal, huma rilevanti għall-esperjenzi ta' kuljum tagħhom, u jistgħu jkunu esplorati b'manjieri innovattivi u li joffru sfida. Esperjenzi diretti u prattiċi jinkoraġġixxu l-interazzjoni, l-impenn u l-involvement li min-naħa tagħhom iwasslu għal fehim itjeb, ftakir u l-iżvilupp ta' rappreżentazzjonijiet mentali. Din is-sistema ssaħħaħ l-attitudni tat-tfal u ż-żgħażaġħ fil-mixja tagħhom minn esperjenzi konkreti u tanġibbli għal nozzjonijiet simboliċi u astratti. Fil-kors tal-iżvilupp tat-tfal fit-tagħlim, ambjenti ta' tagħlim dinamiċi jipprovdu kuntest biex wieħed jittratta kwistjonijiet fil-fond u minn għadd ta' prospettivi differenti. Osservazzjonijiet, analiżi, investigazzjonijiet, esplorazzjoni u esperimentar permezz ta' proġetti, suġġetti u temi jaqblu mas-sens ta' kurżità tat-tfal u taż-żgħażaġħ u max-xewqa li jiskopru x'fiha d-dinja ta' madwarhom, u l-'għaliex' u l-'kif' tagħha.

Il-Progressjoni u d-differenzjazzjoni fit-tagħlim

IL-prinċipji ta' diversità u inkluzjoni huma s-sisien tal-NCF li jenfasizza t-tagħlim iċċentrat fuq l-istudent u jiffoka fuq metodi ta' tagħlim li juru lil dawk li jitgħallmu kif għandhom jitgħallmu. Dan l-atteggjament jimplika li fl-istadji kollha l-istudenti, huma x'inhuma l-attitudnijiet u l-kompetenzi tagħhom, għandhom jesperjenzaw is-suċċess u livell ta' sfida, u jkunu appoġġjati biex isostnu l-isforz tagħhom. Huma jkunu jeħtieġu programmi ta' tagħlim flessibbli li jipprovdulhom esperjenzi ta' tagħlim diversi li huma addattati għal spettru wiesa' ta' studenti u jippermettu rati differenti ta' progressjoni waqt li t-tfal u ż-żgħażaġħ ikunu għaddejjin fil-kors tas-snin li jagħmlu l-iskola. Użu xieraq ta' teknoloġiji bbażati fuq l-ICT jista' jkompli jappoġġja t-tagħlim iċċentrat fuq l-istudent.

Ir-rwol tal-għalliem professjonali hu li jagħžel strategiji addattati li jimpenjaw b'mod attiv lill-istudenti, u jimmotivawhom biex jagħmlu tagħhom b'mod personali l-esperjenzi ta' tagħlim li jgħaddu minnhom. Bl-iffukar dejjem aktar fuq dawk li jitgħallmu, u b'aktar klassijiet ta' ħiliet imħallta fl-iskejjel, attitudnijiet differenzjati jsiru aktar importanti u l-għalliema jeħtieġ li jadottaw strategiji li jibnu fuq it-tagħlim li l-istudenti jkunu esperjenzaw qabel u jgħinuhom jimxu 'l quddiem.

It-Transizzjonijiet

Filwaqt li fl-ewwel snin taċ-Ċiklu tal-Primarja l-kurrikulu jibni fuq is-sisien imqegħdin fis-Snin Bikrin, fis-snin ta' wara tal-Primarja dan jintrabat sfiq maċ-Ċiklu tas-Sekondarja biex jiżgura transizzjoni bla skossi. Minħabba t-tneħħija mill-2011 tal-eżamijiet tal-*Junior Lyceum* u l-*Common Entrance*, l-NCF jipproponi kurrikulu li jhaffef it-transizzjoni miċ-Ċiklu tal-Primarja għal dak tas-Sekondarja permezz tar-riorganizzazzjoni ta' suġġetti f'oqsma tat-tagħlim u l-progressjoni ta' livell ta' kisba ta' għarfien espressi bħala *learning outcomes*.

L-NCF qed jipproponi li:

- t-transizzjoni mill-iskola Primarja għal dik Sekondarja għandha ssir bla skossi u toffri pro-

gressjoni b'mod li tappoġġja lill-istudenti biex jittgħallmu jersqgħu responsabbiltà akbar tat-tagħlim tagħhom;

- t-tagħlim fiċ-Ċiklu tas-Sekondarja għandu jikkonsolida u jibni fuq l-esperjenza ta' tagħlim fi żmien l-edukazzjoni Primarja u jipprepara lill-istudenti għal sfidi usa' li jkollhom iħabbtu wiċċhom magħhom meta jtemmu ż-żmien tal-edukazzjoni obbligatorja;
- s-sistema preżenti ta' sentejn fl-ewwel Ċiklu tas-Sekondarja segwit minn tliet snin fitieni Ċiklu tas-Sekondarja għandha tinzamm fil-każ tas-settur Statali, għalkemm skejjel oħrajn huma liberi li jikkunsidraw alternattivi oħrajn.

Il-konsiderazzjoni ta' karatteristiċi ta' tagħlim effettiv kif deskritti hawn fuq, tixpruna l-ħtieġa urgenti li jkunu żviluppatti żewġ politiki li għandhom x'jaqsmu ma' (a) it-tagħlim tal-lingwa, inkluż il-lingwa tat-tagħlim, u (b) diversità u inklużjoni. F'dan ir-rigward l-NCF jagħti importanza lil xi kwistjonijiet kruċjali li jeħtieġ li jkunu indirizzati permezz ta' politiki bbażati fuq evidenza flimkien mal-fehmiet ta' daww kollha involuti.

L-Assessjar u l-Evalwazzjoni

L-Assessjar u t-Tagħlim

L-assessjar fl-ambjenti ta' qabel l-iskola u tal-iskola jagħti kontribut essenzjali lit-tagħlim u lill-progress fil-livelli kollha. Dan għandu jittqies bħala parti integrali mill-proċess tal-istruzzjoni u t-tagħlim billi jipprovdi lill-istudenti u lill-ġenituri tagħhom reazzjonijiet kontinwi, fil-waqt proprju u kwalitattivi dwar il-progress tat-tfal, jagħti lill-għalliema informazzjoni dwar il-prattika tagħhom, u jagħti lill-iskejjel u l-kulleġġi informazzjoni dwar l-ippjanar tal-kurrikulu u t-tagħlim. Assessjar **għat**-tagħlim (assessjar għal skopijiet formattivi) huwa proċess li jsir waqt it-tagħlim. L-istudenti u l-għalliema tagħhom jużaw ir-riżultati biex isiru jafu x'jafu daww li jkunu qed jittgħallmu u x'ikunu kapaci jagħmlu f'relazzjoni mat-tagħlim ippjanat. Huma jużaw l-informazzjoni u l-evidenza miġbura tul iż-żmien tat-tagħlim biex jieħdu deċizjonijiet fuq kif jiffukaw fuq it-tagħlim fil-futur u jtejbuh. Assessjar **tat**-tagħlim (assessjar għal skopijiet sommarji) normalment isir fi tmiem *units* jew perjodikament fi tmiem modulu, f'nofs is-sena jew fi tmiem is-sena. Informazzjoni u ġudizzji fuq it-tagħlim jinġabru flimkien f'forma sommarja bl-iskop li jsiru rapporti lill-ġenituri u jsiru skambji ma' għalliema oħrajn fil-klassi li jmiss jew lill-iskola. Jekk daww li jittgħallmu huma konxji sewwa ta' dak li hu mistenni minnhom (l-intenzjonijiet tat-tagħlim) u tal-kriterji ta' suċċess li fuqhom jittkejjel it-tagħlim tagħhom, l-assessjar **tat**-tagħlim jista' jikkontribuwixxi b'mod effettiv għall-assessjar **għat**-tagħlim.

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

- jkun ta' appoġġ lill-istudenti biex ikejjel it-tagħlim tagħhom, jidentifika x'jafu, jara x'in-huma l-ħtiġijiet ta' tagħlim tagħhom, u jara x'passi jmisshom jittieħdu;
- jinkoraġġixxi lill-istudenti biex jappoġġjaw lil xulxin fit-tagħlim bis-saħħa tal-assessjar minn sħabhom;
- jgħin lill-għalliema jiffmu aħjar kemm qed jittgħallmu l-istudenti, jużaw evidenza biex jagħmel monitaraġġ tal-progress ta' daww li jkunu qed jittgħallmu, jirriflettu fuq il-prattiki tagħhom u jaddattaw il-mod kif jgħallmu għall-ħtiġijiet ta' daww li jkunu qed jittgħallmu;

- jgħin lill-għalliema jippjanaw għat-tagħlim ta' individwi u gruppi, u jiżguraw li l-istudenti kollha jingħataw attenzjoni xierqa;
- isostni lill-ġenituri biex jaqsmu l-esperjenzi ta' tagħlim ta' wliedhom, jinterpretaw informazzjoni li toħroġ mill-assessjar, u jsegwu l-iżvilupp edukattiv tat-tfal tagħhom.

L-NCF jirrakkomanda l-iżvilupp ta' politika tal-assessjar f'livell ta' skola jew kulleġġ biex isir moniteragġ tal-progress tul is-sena. Il-politika għandha tfitteż li ttejjeb il-kwalità tal-assessjar u kif din hija komunikata lill-ġenituri u lil imsieħba oħrajn, bħal bordijiet ta' eżaminaturi u min iħaddem. Din għandha tqis ukoll il-frekwenza, it-tul u l-iffissar taż-żmien meta jsiru ħidmiet orali u dawk ta' smiġħ komprensivi fil-lingwi, u xogħol prattiku u tipi oħrajn ta' xogħol tal-kors fl-oqsma differenti tat-tagħlim, fosthom is-suġġetti vokazzjonali. Fil-każ tas-settur Statali, il-politika għandha tistabbilixxi wkoll f'liema gruppi tas-sena l-eżamijiet jibqgħu jkunu ssettjati b'mod ċentrali. Fil-każ ta' dawk il-gruppi tas-sena fejn l-eżamijiet ikunu bbażati fil-kulleġġ, l-*Educational Assessment Unit* jeħtieġu jagħmel moniteragġ tal-istandards mal-medda kollha tal-kulleġġi differenti.

L-Evalwazzjoni: Il-Mekkanizmi tal-Assikurazzjoni tal-Kwalità

L-NCF jirrakkomanda li l-iskejjel ikunu inkoraġġiti u appoġġjati biex jibqgħu l-ħin kollu jiżviluppaw il-ħila tagħhom li jkunu komunitajiet ta' prattika riflessiva permezz ta':

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

Il-Moniteragġ Nazzjonali tal-Kisbiet

Il-moniteragġ fuq livell nazzjonali fuq standards miftiehma minn qabel huwa essenzjali biex ikun żgurat li d-dritt tal-istudenti għal edukazzjoni ta' kwalità qed ikun rispettata. Hija r-responsabbiltà tad-Direttorat għal Kwalità u Standards (DQSE) li jevalwa l-implimentazzjoni, l-innovazzjoni u x-xejriet emergenti tal-kurrikulu permezz ta' assessjar estern f'livell nazzjonali u internazzjonali, permezz tal-eżamijiet ta' tmiem is-sena, moderazzjoni tal-assessjar li jsir mill-iskola, moniteragġ tal-kisbiet f'oqsma differenti tat-tagħlim, *benchmarks* nazzjonali, servejs ta' litteriżmu u numeriżmu; eżamijiet tas-SEC, PISA², PIRLS³, TIMSS⁴, u servejs oħrajn.

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

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

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

L-Involviment tal-Ġenituri⁵ u tal-Komunità

It-tagħlim għandu jsir f'kundest li jhaddan il-komunità tal-madwar li l-fruntieri tagħha jmorru lil hinn mill-ambjent immedjat tal-iskola. L-istrutturi edukattivi formali għandhom ikunu sensitivi u kapaċi jirrispondu għar-realtajiet u opportunitajiet li jgħib miegħu l-ambjent tal-istudenti. Barra minn hekk, il-komunità (ġenituri, negozji/industriji, kunsilli lokali) – li daww li jittgħallmu jinteraġixxu fi hdanha – għandha tagħraf u tammetti l-funzjoni maġġuri tagħha li tinvesti f'edukazzjoni ta' kwalità għolja u tippromwoviha.

L-Iskejjel u l-ġenituri

Minn meta ddaħħlu l-kunsill skolastiċi bl-Att tal-1988 dwar l-Edukazzjoni, kibret l-importanza tal-involviment tal-ġenituri u żdiedet ukoll il-varjetà tal-forom ta' dan l-involviment. Bħalissa, f'Malta jeżistu erba' xorta ta' interazzjoni tal-ġenituri:

Il-Konnessjoni dar-skola: Dawn it-tipi ta' konnessjoni jinkludu korrispondenza u dokumentazzjoni regolari lill-ġenituri u l-attendenza tal-ġenituri f'ċerimonji u funzjonijiet fl-iskola.

Parteċipazzjoni tal-ġenituri: Din il-parteċipazzjoni tinkludi għajjnuna f'attivitajiet skont kif mitlub mill-iskola permezz ta' servizzi differenti.

Involviment tal-ġenituri: Il-ġenituri jieħdu parti ewlenija fil-proċessi tat-tfassil ta' deċiżjonijiet fl-iskola għaliex jistgħu jinfluwenzaw l-aġenda ta' dak li jkun jeħtieġ isir.

Tagħlim tal-ġenituri għal tul il-ħajja: Il-ġenituri jagħrfu li l-iskola tista' tkun sit u/jew opportunità għat-tkabbir personali tagħhom infushom.

L-erba' kategoriji huma importanti għall-ġenituri, għal uliedhom u għall-iskejjel biex jiżguraw l-aħjar żvilupp ħolistiku edukattiv ta' daww kollha involuti. L-NCF jirrakkomanda l-iżvilupp ta' politika nazzjonali biex tifformalizza l-forom differenti ta' parteċipazzjoni.

L-Iskejjel u l-Komunità

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

- Il-komunità lokali hija riżorsa utli għall-iskola biex it-tagħlim jingħata f'kundest. Dan jista' jsir, ngħidu aħna, permezz ta' żajjar lil siti ta' rilevanza nazzjonali; skola li tistieden persuni jew entitajiet relatati mat-tagħlim kurrikulari; orjentament tal-kurrikulu skolastiku biex jinkludi żajjar lil siti, parteċipazzjoni f'attivitajiet u kontribut ta' personalitajiet.
- L-iskola tista' tkun lok għal tagħlim tul il-ħajja għall-komunità. Dan bħalissa jseħħ bis-saħħa tal- klassijiet ta' filgħaxija u permezz ta' programmi għall-ġenituri ta' appoġġ fit-tagħlim u korsijiet ta' ta' *empowerment* tal-ġenituri.
- Il-komunità tista' tgħin lill-iskejjel iħejju lil daww li jittgħallmu għad-dinja tax-xogħol. Esperjenzi ta' orjentament għax-xogħol iddaħħlu f'ħafna skejjel sekondarji u esponew lil daww li kienu qed jittgħallmu għal ambjent reali ta' xogħol filwaqt li taw ukoll hjiel ta' etika tax-xogħol u intraprenditorija f'kundest.

5 F'dan id-dokument kollu kull referenza għal involviment tal-ġenituri fl-edukazzjoni tinkludi kuraturi legali u persuni adulti sinifikanti li għandhom funzjoni ta' ġenituri fil-ħajja tat-tfal. Din id-definizzjoni qed tingħata bla preġudizzju għall-obbligi legali tal-iskejjel.

- L-iskejjel jirrispondu għal dak li titlob is-soċjetà permezz ta' ffukar speċifiku fil-kurrikulu u esperjenzi edukattivi *ad hoc*. Id-dibattitu fis-soċjetà ċivili jissuġġerixxi l-ħtieġa ta' edukazzjoni f'oqsma ta' kontenut speċifiku biex iwasslu għal bidla kulturali partikolari f'kuntesti li għandhom ħtieġa urġenti ta' titjib.

Skejjel jistgħu jinbidlu f'komunitajiet ta' tagħlim tul il-proċess ta' identifikazzjoni ta' metodi varji u uniċi ta' tagħlim li jirriżultaw f'membri involuti ma' membri differenti tal-iskola u tal-komunità lokali.

Fil-fatt, l-NCF jirrakkomanda li:

- skejjel jistabbilixxu rabtiet qawwija ma' diversi membri, gruppi u aġenziji fil-komunità billi dan jgħin li t-tagħlim ikun estiż fi ħdan il-komunità u jdaħħal it-tagħlim fl-iskejjel; u
- il-kulleġġi jistabbilixxu sħubijiet mas-setturi differenti tal-ekonomija u jesploraw forom differenti ta' involviment li jistgħu jkunu ta' siwi kemm għall-istudenti u kemm għall-edukaturi.

L-Istrutturi ta' Appoġġ

L-NCF jagħraf li edukazzjoni ta' kwalità għolja teħtieġ infrastruttura ta' appoġġ li tipprovdi kondizzjonijiet u opportunitajiet għall-istudenti biex jaslu għall-potenzjal sħiħ tagħhom u għall-għalliema u amministraturi biex jimplimentaw il-kurrikulu b'mod effettiv. Din l-infrastruttura teħtieġ servizzi lill-istudenti għaddejjin il-ħin kollu, riżorsi umani, żvilupp professjonali, appoġġ u *mentoring* lill-għalliema u tmexxija edukattiva soda.

Is-Servizzi għall-Istudenti

L-impenn favur diversità u inkluzjoni promoss minn dan l-NCF jeħtieġ ikollu d-disponibbiltà u l-aċċessibbiltà ta' servizz fl-interessi tal-istudenti. Dawn is-servizzi jingħataw tul sekwenza li tibda minn dak personali/pastorali għal dak kurrikulari. Is-servizzi għandhom jingħataw skont dawn il-prinċipji bażiċi:

- Is-servizzi kollha għandhom jibdew mir-realtà tal-istudent li trid tinkorpora komponent personali/pastorali;
- Is-servizzi kollha jeħtieġ li jindirizzaw l-implikazzjonijiet tas-servizz partikolari fuq id-dritt u l-iżvilupp edukattiv tal-istudent;
- Dawn is-servizzi jeħtieġ li jingħataw fil-kuntest ta' diversità, li jfisser li dawn jindirizzaw il-livell kurrenti jew attwali tal-istudent fil-waqt li jindirizzaw il-progress u l-kisbiet li għad iridu jseħħu;
- Is-servizzi għandhom iħaffu l-aċċess tal-għalliema għal informazzjoni xierqa, ħiliet, u provvedimenti kumplementari li jagħtuhom il-ħila li jindirizzaw b'mod effettiv id-dritt edukattiv tal-istudent; u
- Servizzi li jeħtieġu li l-istudent jinħareġ temporanjament mill-klassi huma effettivi sa-

kemm dawn iwasslu għar-reintegrazzjoni tal-istudent fil-klassi ewlenija, u t-tishiĥ tal-għalliema tal-klassi biex tkun sostnuta din ir-reintegrazzjoni⁶.

Ir-Riżorsi Umani

L-NCF qed jipprova direzzjoni ċara dwar kif għandu jingħata t-tagħlim ta' oqsma tat-tagħlim speċifiċi, u, fil-każ tal-iskejjel primarji, jindika r-responsabbiltajiet tal-għalliema tal-klassijiet u tal-għalliema ta' suġġetti speċjalizzati. L-iżviluppi suġġeriti mill-NCF joħolqu l-ħtieġa ta' evalwazzjoni tas-servizz peripatetiku maħsub biex jappoġġja l-kurrikulu fid-diversi livelli ta' implimentazzjoni tiegħu. Kemm fiċ-Ċiklu tal-Primarja u kemm f'dak tas-Sekondarja, l-appoġġ tal-Kapijiet tad-Dipartimenti u l-Uffiċjali tal-Edukazzjoni għandu jinżamm u jissaħħaħ.

L-Iżvilupp professjonali għaddej il-ħin kollu

L-iżvilupp professjonali għaddej il-ħin kollu tal-għalliema biex jaġġornaw l-għarfien u l-bażi tal-ħiliet tagħhom għandu jitqies bħala indispensabbli biex il-professjoni tibqa' effettiva. L-għalliema professjonali għandhom jiżviluppaw il-ħidma professjonali u pedagogika tagħhom mal-għalliema skont perspettivi kontemporanji ta' riċerka, teorija, għarfien tal-kontenut u prattiki ta' tagħlim, u fuq kemm jifhem lil dawk li jkun qed jitgħallmu. Huma għandhom iqisu lilhom infushom bħala nies professjonali kritiċi u riflessivi li jinvolvu ruħhom mat-teorija u l-prattika kontemporanja. Dan l-NCF jappoġġja medda wiesgħa ta' opportunitajiet aċċessibbli għall-iżvilupp professjonali ta' dawk li joperaw fl-iskejjel u l-kulleġġi u fid-Direttorati tal-Edukazzjoni.

Il-Mentoring

Il-Mentoring huwa forma ta' għajjnuna għal nies professjonali fid-diversi stadji tal-karrieri tagħhom. L-għalliema kwalifikati godda u oħrajn deħlin għal funzjonijiet, sfidi u responsabbiltajiet godda jgawdu ħafna minn appoġġ strutturat mogħti minn sħabhom li jkollhom aktar esperjenza u huma mħarrġin apposta. Il-mentoring hu siewi wkoll meta dak li jkun ikun għaddej minn sfidi li jeħtieġu appoġġ professjonali. Il-funzjoni ewlenja ta' min jagħti dan l-appoġġ hija li jgħin lill-individwu biex jirrifletti b'mod li jagħti l-frott fuq il-prattika professjonali tiegħu jew tagħha ħalli jtejjibha.

Is-Servizzi legali u psikosoċjali għall-għalliema

Sa mis-sena 2007 l-għalliema fl-iskejjel Statali setgħu jużaw servizzi psikosoċjali u legali mogħtijin lilhom b'xejn. Dawn is-servizzi nstabu li kienu popolari, u d-domanda qawwija għalihom, l-aktar fil-qasam psikosoċjali, wasslet biex is-servizz jiżdied. Xi skejjel indipendenti wkoll żviluppaw gruppi ta' kura pastorali li jappoġġjaw għalliema fl-isfera psikosoċjali. L-NCF jaqbel ma' dawn l-istrutturi ta' appoġġ.

Is-Sens ta' tmexxija ta' persuni ewlenin fl-edukazzjoni

It-tmexxija hija komponent ewleni tal-proċess kollu tar-riforma u jeħtieġ li sservi ta' pern għall-iżvilupp fil-livelli kollha. L-NCF jirrakkomanda:

mudell ta' tmexxija li jippromwovi forom distributtivi ta' tmexxija. Fl-ambitu tal-esperjenza ta' netwerk, filwaqt li l-mexxejja fl-iskejjel għandhom funzjoni kemm ta' viżjoni u kemm

⁶ Servizzi ta' mmaniġġjar ta' mġiba li jinkorporaw *Nurture Groups* u *Learning Support Zones* huma provvedimenti li għandhom l-għan li jirrijintegraw lill-istudent u jgħollu l-livell tal-ħiliet tal-għalliem tal-klassi.

strategika, huma jeħtigilhom ukoll jiffukaw fuq l-iżvilupp ta' kultura kollaborattiva li tagħmel użu mill-medda sħiħa ta' ħiliet u esperjenzi professjonali li jkun hemm fost il-membri tal-organizzazzjoni. Għandhom ikunu inkoraġġiti opportunitajiet diversi fi ħdan is-sistema tal-kulleġġi u f'setturi oħrajn biex tistieden lill-edukaturi ħalli jidhlu għal diskors kritiku, jindirizzaw materji kurrikulari u jtejbu l-kwalità tat-tagħlim u tal-istruzzjoni; u

li s-*Senior Management Teams*⁷ jiddedikaw ħin effettiv u ta' kwalità biex jaħdmu flimkien fit-tmexxija tal-iskejjel u jipprovdu opportunitajiet varji għalihom infushom biex flimkien ma' għalliema u impjegati oħrajn li jappoġġjawhom itejbu l-kwalità ta' edukazzjoni li tkun qed tingħata.

Dan il-mudell ta' tmexxija hu applikabbli fiċ-ċikli tas-Snin Bikrin, tal-Primarja u tas-Sekondarja.

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

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

- oqsma tat-tagħlim;
- *Learning Outcomes Framework* li jinvolvi l-kitba mill-ġdid tas-sillabi eżistenti;
- deskritturi ta' livell li jikkorrispondu magħhom;
- strategiji ta' tagħlim li jhaddnu d-diversità;
- proċeduri ta' assessjar li jiżguraw progressjoni individwali ta' tagħlim; u
- assessjar summattiv marbut ma' livelli nazzjonali ta' kisbiet.

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

7 Għall-finijiet tal-iżvilupp u l-implimentazzjoni tal-kurrikulu, is-*Senior Management Teams* huma magħmula mill-Kap tal-Iskola, l-Assistenti Kapijiet u l-Kapijiet tal-Dipartiment jew ekwivalenti.

Dokument 3:

L-NCF fil-Prattika

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

Is-Snin Bikrin

F'Dokument 3 L-NCF jipproponi kurrikulu għas-Snin Bikrin li jiffoka fuq l-esperjenzi tat-tfal u jipprovdi għat-trawwim ta' dispożizzjonijiet pożittivi lejn it-tagħlim li jridu jkunu estiżi għas-snin ta' wara. Dan jinkoraġġixxi programmi ta' attivitajiet li jmorru lil hinn mit-tagħlim ta' suġġett jew kontenut speċifiku g' al pedagogiġi li jagħnu rabtiet kurrikulari u hekk iħaffu l-proċessi tat-tagħlim li jirrispondu għall-interessi tat-tfal u l-għarfien li kellhom minn qabel, jirrispettaw il-maturità konjittiva u mudelli ta' tagħlim preferuti tal-istudenti, jstimulaw il-kurżità, idahħlu interess fit-tagħlim, jippromwovu l-esplorazzjoni, is-sejbiet u l-kreattività u jrawmu ambjenti li jippromwovu l-komunikazzjoni u stili interattivi ta' tagħlim. Bis-saħħa ta' programmi maħsubin biex iwasslu għall-involvement attiv tat-tfal u għal tagħlim imsejjes fuq l-esperjenza, it-tfal huma mistennija jkunu kompetenzi soċjali, komunikattivi u intellettuali f'ambjent li jrawwem benesseri personali u dispożizzjonijiet ta' tagħlim pożittivi.

L-NCF jargumenta favur:

- *outcomes* wesgħin li jhaddnu l-aspetti kollha edukattivi u li ma jkunux iffokati esklussivament fuq kisbiet akkademici;
- attitudnijiet pedagogiċi li jirrispettaw l-età u l-livell ta' żvilupp tat-tfal;
- kontenut bla limiti li għandu jkun ippreżentat lit-tfal b'modi li jzommu l-attenzjoni tagħhom u jiżguraw involviment u parteċipazzjoni; u
- impjegati mħarrġin tajjeb hafna u ta' ħila li huma sensittivi għall-karatteristiċi tat-tfal li jkunu qed jitgħallmu u li jaqblu mal-proċessi ta' tagħlim ta' tfal li għadhom jitgħallmu jimxu, tfal żgħar hafna u tfal żgħar fl-istadji bikrin tal-iskola formali.

L-NCF japprova wkoll il-pożizzjoni rakkomandata mill-NMC (1999, p.57) li tqis l-ewwel sentejn tal-iskola Primarja bħala kontinwazzjoni tal-perjodu ta' sentejn fil-Kindergarten.

L-NCF jidentifika l-ħames kompetenzi li ġejjin għas-Snin Bikrin:

- (1) il-Benesseri; (2) il-Kompetenzi Soċjali; (3) il-Kompetenzi Komunikattivi;
- (4) id-Dispożizzjonijiet biex wieħed jitgħallem; u (5) il-Kompetenzi Intellettuali.

Dawn il-kompetenzi jistgħu jiżviluppaw *learning outcomes* li t-tfal żgħar huma mistennija

jiksbu sa meta jkunu mexjin mis-Snin Bikrin għas-snin tal-iskola Primarja li jsegwu. L-iżvilupp ħolistiku tat-tfal jikkontribwixxi għall-kisba b'suċċess tar-riżultati li ġejjin:

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

Riżultat 2: It-tfal jiksbu idea pożittiva tagħhom infushom;

Riżultat 3: It-tfal ikunu soċjalment kapaċi;

Riżultat 4: It-tfal ikunu komunikaturi effettivi; u

Riżultat 5: It-tfal irawmu attitudnijiet pożittivi meta jitgħallmu kif isiru impenjati u fiduċjużi fit-tagħlim.

Is-Snin tal-Primarja

L-NCF qed jipproponi li:

- l-kurrikulu għall-Iskejjel Primarji jqis it-tagħlim bħala proċess dejjem għaddej u kontinwu, jibni fuq is-sies sod imqiegħed tul l-istadju tas-Snin Bikrin u jorbot sfiq mal-iskejjel sekondarji biex jiżgura transizzjoni bla skossi bejn il-livelli;
- jiġu implimentati pedagoġiji mibnijin fuq attitudni soċjokostruttiva li tirrispetta mudelli ta' tagħlim individwalizzati, tindirizza l-ħtiġijiet kollha tat-tfal, u tiżviluppa b'suċċess il-potenzjal kollu tat-tfal;
- l-kurrikulu tal-Primarja jgħin lit-tfal jiżviluppaw f'persuni li jitgħallmu b'fiduċja u li għandhom idea pożittiva tagħhom infushom, stima għolja tagħhom infushom, u huma soċjalment kapaċi; ħassieba kritiċi u innovattivi li għandhom il-ħila jiġġeneraw ideat godda li mbagħad jitqiegħdu fil-prattika; persuni li jużaw il-Malti u l-Ingliš b'mod profiċjenti; persuni li jitgħallmu jgħoddu u għandhom bażi soda f'raġunar u kuncetti matematiċi; persuni li jitgħallmu li huma litterati xjentifikament u kapaċi jidhlu għal tiftix li jrawwem fihom imħabba għall-esplorazzjoni u l-istagħġib; studenti li huma litterati diġitalment, kapaċi jużaw u jadattaw teknoloġiji godda; u studenti li huma fiżikament attivi, kapaċi jagħmlu għażliet favur stil ta' ħajja sana;
- it-tqassim ta' tfal fi klassijiet issir b'tali mod li l-ħiliet ikunu mħalltin tul is-snin primarji kollha;
- għalliema fl-iskejjel primarji jkunu responsabbli għat-tagħlim ta': il-Malti, l-Ingliš, il-Matematika, ix-Xjenzi, it-Teknoloġija, ir-Reliġjon, is-Suġġetti Ċiviċi u s-Saħħa (inkluża l-Edukazzjoni Fiżika);
- għalliema speċjalizzati f'suġġett partikolari għandhom jjeħdu post l-għalliema tal-klassijiet biex jgħallmu l-Arti, il-Mużika, id-Drama, l-Edukazzjoni Personali, Soċjali u tas-Saħħa, u l-programmi ta' għarfien f'isna barranin;
- għalliema li jagħtu appoġġ kurrikulari fix-Xjenzi, l-Edukazzjoni Fiżika, it-Teknoloġija u

I-IT għandhom jgħinu lill-għalliema tal-klassijiet fl-iskola biex jiżviluppaw il-qasam kurrikulari u joffru għajnuna fil-kontenut u riżorsi skont kif ikun meħtieġ;

- għandu jkun offrut appoġġ f'livell ta' kulleġġi u f'livell nazzjonali fl-ippjanar, implimentazzjoni u evalwazzjoni ta' sugġetti interkurrikulari, u fl-implimentazzjoni ta' politiki speċifiċi bis-saħħa li jiġu implimentati b'mod holistiku fl-iskejjel;
- s-sistema peripatetika kurrenti tkun riveduta skont kif meħtieġ;
- li forom differenti ta' assessjar **għat**-tagħlim fis-snin primarji kollha u assessjar **tat**-tagħlim mir-Raba' sas-Sitt Sena huma indikattivi tal-progress tal-istudenti skont il-livelli ta' kisba. L-assessjar li jsir mill-iskola, li jkun jinkorpora l-assessjar ta' ħiliet orali jew tas-smiġh fil-Malti u fl-Ingliż jagħti lill-ġenituri, lill-għalliema u lill-amministrazzjoni tal-iskola stampa ġenerali tal-iżvilupp ta' kull tifel u tifla f'termini ta' livelli ta' kisbiet ġenerali. Barra minn hekk, mir-Raba' Sena, il-proċess isir aktar formalizzat bl-introduzzjoni ta' eżamijiet f'konnessjoni ma' forom oħrajn ta' assessjar. It-tlaqqiġ ta' sistemi differenti għandu jgħin lid-diversi msieħba involuti biex jiksbu stampa ċara tal-iżvilupp tal-għarfien, il-ħiliet u l-attitudnijiet ta' studenti individwali fl-oqsma differenti tat-tagħlim tul iċ-Ċiklu tal-Primarja;
- fi tmiem is-Sitt Sena jkun iffissat *benchmark* nazzjonali għal tmiem l-iskola Primarja fil-Matematika, fil-Malti u fl-Ingliż⁸ u dan għandu jkun applikat b'mod ċentrali biex jipprovdi livelli ta' tqabbil nazzjonali. Filwaqt li dawn il-metodi ta' assessjar huma obbligatorji għal tfal li jattendu skejjel Statali, l-Iskejjel tal-Knisja u Indipendenti jistgħu jipparteċipaw ukoll. Dawn il-metodi ta' assessjar jirreġistraw il-kisbiet tal-istudenti fi tmiem iċ-ċiklu tal-edukazzjoni Primarja u jipprovdu informazzjoni importanti dwar il-kisbiet ta' studenti individwali lill-iskejjel sekondarji li jirċevuhom.

L-Orarju Skolastiku Propost għaċ-Ċiklu tal-Primarja

Il-medda ta' attivitajiet fl-ewwel sentejn taċ-Ċiklu tal-Primarja (l-Ewwel u t-Tieni Sena) għandha tkun l-istess bħal ta' dawk li jingħataw fis-Snin Bikrin. Fl-ewwel sentejn fil-Primarja għandu jkun hemm sistema ta' tagħlim madwar *topic* jew tema: sistema ta' din ix-xorta tagħni l-iżvilupp ta' kull qasam ta' tagħlim. Ix-Xjenza, l-Edukazzjoni Religjuża, l-Edukazzjoni Ċivika, l-Edukazzjoni fl-Arti u l-Edukazzjoni għas-Saħħa huma kollha oqsma li jappoġġjaw l-iżvilupp ta' ħiliet ta' taħdit, litteriżmu, numeriżmu u litteriżmu diġitali. Għalkemm qed tkun proposta indikazzjoni ta' kif il-ġurnata tal-iskola tista' titqassam fil-każ tal-iskejjel primarji, mhi qed issir ebda rakkomandazzjoni fissa fil-każ ta' tfal fl-Ewwel u t-Tieni Sena.

Fir-rigward tal-orarju skolastiku mit-Tielet sas-Sitt Sena, qed ikunu proposti għall-konsiderazzjoni tul il-proċess ta' konsultazzjoni alternattivi li jippermettu xi grad ta' flessibilità f'livelli ta' skola jew kulleġġ. Madankollu, il-kriterji li ġejjin huma komuni għall-għażliet kollha:

- Wieħed jassumi li, bħala medja, tul sena skolastika hemm madwar 800 siegħa ta' tagħlim. Din iċ-ċifra ma tinkludix il-ħin tal-*assembly*, tal-waqfiet jew tal-eżamijiet;

8 L-eżamijiet nazzjonali ta' tmiem is-sena jinkludu assessjar ta' ħiliet orali jew tas-smiġh kemm fl-Ingliż u kemm fil-Malti.

- Il-ħin tat-tul tal-lezzjonijiet jista' jvarja biex jista' jkun hemm ħinijiet flessibbli li jaqblu mal-esiġenzi tat-tfal. B'mod ġenerali l-ħin tal-lezzjoni jvarja bejn 30 u 60 minuta;
- Attivitajiet tal-Edukazzjoni Fiżika jew l-Isport huma allokati medja ta' 30 minuta kull ġurnata tul il-ħin allokat għall-Edukazzjoni għas-Saħħa. Barra minn hekk, l-iskejjel huma mħeġġa jorganizzaw attivitajiet sportivi tul il-waqfa ta' nofs il-jum. Għandhom ukoll ikunu promossi attivitajiet ta' wara l-iskola f'livell ta' skola jew kulleġġ f'kollaborazzjoni mal-komunità usa' u mal-Kunsill Malti għall-Isport;
- It-tqassim rakkomandat (tgħabbir tal-oqsma tat-tagħlim) jippermetti li jkun hemm programm ta' attivitajiet bilancjat tajjeb li jippermetti ħin suffiċjenti għal oqsma differenti tat-tagħlim; u
- L-iskejjel għandhom jiżguraw li kull ġimgħa jkun hemm siegħa u nofs dedikati għal sessjonijiet ta' ppjanar għall-għalliema.

Konformi mal-flessibbiltà li l-NCF qed jipproponi, wieħed mill-mudelli ta' orarji skolastiċi jhalli siegħa fil-ġimgħa (bejn wieħed u ieħor 32 siegħa kull sena) biex il-Kapijiet tal-Iskejjel jiddeċiedu kif għandu jintuża dan il-ħin. Fil-każ ta' tfal ta' etajiet iżgħar, fejn ma jkunx hemm programm ta' għarfien ta' lingwa barranija, l-iskola għandha grad miżjud ta' flessibbiltà f'kull waħda mill-alternattivi. Hu ttmatt li l-flessibbiltà fl-orarju skolastiku tikber maż-żmien.

Is-Snin tas-Sekondarja

L-NCF qed jipproponi li:

- it-transizzjoni mill-iskola Primarja għal dik Sekondarja għandha tkun bla problemi u toffri progressjoni b'mod li tappoġġja lill-istudenti biex jidhlu għal aktar responsabbiltà. Hi għandha tikkonsolida u tibni fuq l-esperjenzi ta' tagħlim miksubin tul l-edukazzjoni Primarja u ttejjji lil dawk li qed jitgħallmu għall-isfidi usa' li jkollhom iħabbtu wiċċhom magħhom meta jgħaddu lil hinn mill-fażi tal-edukazzjoni obligatorja;
- is-sistema prezenti ta' sentejn fl-ewwel parti taċ-Ċiklu tas-Sekondarja segwita minn tliet snin fit-tieni parti taċ-Ċiklu tas-Sekondarja jinżamm fis-settur Statali, għalkemm skejjel oħra huma liberi li jikkunsidraw alternattivi oħrajn;
- jitqiesu numru ta' mudelli ta' orarji skolastiċi li jagħmlu l-akbar użu possibbli mill-ħin tat-tagħlim, joffru lill-iskejjel miżura ta' flessibbiltà kurrikulari, u jiżguraw ħin regolari għall-komunità professjonali tal-iskola biex tiddiskuti u/jew tindirizza kwistjonijiet li għandhom x'jaqsmu mal-iskola u mal-iżvilupp professjonali;
- l-iskejjel jistgħu jikkunsidraw li joffru ilsna barranin oħrajn minbarra l-Għarbi, il-Franċiż, il-ġermaniż, it-Taljan, ir-Russu u l-Ispanjol, jekk dan ikun sostenibbli u vijabbli mil-lat edukattiv. Barra minn hekk, l-iskejjel jistgħu jfasslu programmi kurrikulari għal studenti li jkunu għandhom qed isibu diffikultajiet fil-Malti jew l-Ingliz;
- l-istudenti kollha fis-Seba' u t-Tmien Sena għandhom ikollhom il-*Core Science*. Fid-Disa', l-Għaxar u l-ħdax-il Sena l-istudenti kollha li ma jkunux jixtiequ jispeċjalizzaw fix-xjenza jkomplu bil-*Core Science* li jwassal għall-eżami tas-SEC. L-istudenti li jixtiequ jispeċjaliz-

zaw fix-Xjenza jistgħu jagħzlu tnejn jew tlieta minn dawn: *Life Sciences, Physical Sciences* u *Materials Science*;

- *I-Accounts* u *I-Economics* jerġgħu jidhlu mill-ġdid fil-lista ta' suġġetti li studenti jistgħu jagħzlu fl-aħħar tal-Form 2;
- jitwessa' l-ispettru ta' opportunitajiet edukattivi biex jaqdu l-interessi u x-xejriet tal-istudenti kollha li qed jieħdu edukazzjoni obbligatorja permezz taż-żieda ta' erba' oqsma inizjali ta' suġġetti vokazzjonali, jiġifieri *Inġinerija, Ospitalità, IT Practitioner*, u *Kura tas-Saħħa u Soċjali* mal-lista ta' suġġetti li studenti jistgħu jagħzlu fl-aħħar tal-Form 2;
- jiġu pilotati għażliet vokazzjonali inizjali f'numru ta' skejjel Statali u mhux Statali minn Settembru 2011 u l-implimentazzjoni nazzjonali tal-VET inizjali sal-2013;
- tkun adottata attitudni aktar flessibbli lejn l-eżamijiet annwali mis-settur Statali fejn hu stabbilit ma' liema *year groups* l-eżamijiet jibqgħu jsiru b'mod ċentrali. Fil-każ ta' daww il-gruppi ta' snin li fihom l-eżamijiet ikunu bbażati fil-kulleġġi, *I-Educational Assessment Unit (EAU)* fi hdn id-DQSE se jagħmel monitieraġġ tal-istandards mal-medda kollha tal-kulleġġi differenti;
- il-politika ta' assessjar tal-kulleġġi tippermetti lill-istudenti li jkunu qed isegwu programmi ta' tagħlim individwali li jkunu evalwati bl-użu ta' forom ta' assessjar alternattivi. Il-politika jeħtieġ ukoll li tieħu f'konsiderazzjoni l-frekwenza, it-tul u l-ħin li jieħu l-assessjar bħal fil-każ ta' eżerċizzji ta' komprensji orali u bis-smiġħ f'lingwi, ħidma Prattika, u tipi oħra ta' xogħol tal-kors. Il-politika tfittex ukoll li ttejjeb il-kwalità ta' forom differenti ta' assessjar u kif dawn huma rrapportati lill-ġenituri u lil korpi oħrajn involuti bħal bordijiet ta' eżamijiet, u min iħaddem;
- daww li jfasslu s-sillabu jieħdu f'konsiderazzjoni l-interkonnnessjonijiet li jkun hemm fi hdn kull qasam ta' tagħlim, u l-ħin li tassew huwa disponibbli biex l-istudenti verament jifhmu dak li qed jittgħallmu b'riżultat ta' lezzjonijiet li huma effettivi;
- l-skejjel jiżviluppaw f'siti ta' tagħlim effettiv diversifikat b'mod li daww li jgħallmu jittgħallmu jikkoordinaw il-possibbiltajiet kollha inerenti fl-NCF biex flimkien mal-istudenti jibnu opportunitajiet ta' tagħlim awtonomu li huma tassew iċċentrat fuq l-istudenti u jindirizzaw ir-realtajiet tagħhom.

L-Orarju Skolastiku Propost għaċ-Ċiklu tas-Sekondarja

Fl-iskejjel sekondarji jeħtieġ li jitqiesu numru ta' kriterji biex ikun żgurat li l-NCF iqiegħed fil-prattika orarju skolastiku li jagħmel l-aħjar użu possibbli mill-ħin tat-tagħlim. Orarju ta' din ix-xorta jeħtieġ li:

- jaħseb għal minimu ta' 38 lezzjoni għal kull ġimgħa ta' ħamest ijiem billi dan hu l-ammont minimu ta' lezzjonijiet meħtieġa biex tkun żgurata aċċessibbiltà għat-tmien oqsma tat-tagħlim;

- jalloka ħin skont l-orarju skolastiku għal *assemblies* ta' kuljum u speċjali, użu ta' *lockers* tal-iskola u ħin tal-Form;
- jkollu waqfa raġonevolment twila f'nofs il-jum biex isaħħaħ il-preżenza tal-isport u attivitajiet ta' taġlim mhux formali;
- jippermetti li jsiru lezzjonijiet ta' bejn 40 u 45 minuta kull waħda, u preferibbilment ta' mhux inqas minn 42 minuta meta wieħed iqis il-ħin ta' skariġġ bejn lezzjonijiet, biex ikun hemm ħin biżżejjed għal ħin ta' xogħol effettiv fil-klassi;
- jiżgura ħin regolari għall-komunità professjonali tal-iskola biex tiddiskuti u/jew tindirizza kwistjonijiet li għandhom x'jaqsmu mal-iskola u mal-iżvilupp professjonali; u
- jkun strutturat fuq il-prinċipju li l-ħin li jkollu l-għalliem ikun dedikat kollu għat-tagħlim proprju jew relatat ma' dmirijiet professjonali u mhux għal superviżjoni – għandu jinħaseb li jkun hemm ħlas ekstra għal din is-superviżjoni.

Bħalissa mhemmx orarju skolastiku wieħed li jissodisfa l-kriterji kollha msemmija hawn fuq. Filwaqt li d-diversità attwali fis-setturi u bejn is-setturi tal-Istat, tal-Knisja u dawk Indipendenti jeħtieġ li tkun irrISPETTATA, f'dan id-dokument qed ikunu proposti orarji differenti f'tentattiv li jkunu indirizzati diversi priyoritajiet u realtajiet. Il-vantaġġi u l-izvantaġġi ta' kull wieħed mill-mudelli proposti huma pprezentati għal skopijiet ta' diskussjoni.

Dokument 4:

L-NCF – It-Triq 'il Quddiem

Il-Konsultazzjoni dwar l-Implimentazzjoni tal-Qafas tal-Kurrikulu Nazzjonali

L-għan ewlieni fl-abbozzar ta' dawn id-dokumenti kien dak li ridna niżguraw li l-NCF u l-proposti maħsubin biex jolqtu kull stadju tal-edukazzjoni tal-istudenti jindirizzaw il-ħtiġijiet tagħhom filwaqt li jhejjuhom biex jilqgħu l-isfidi li jkunu wara l-età tal-iskola obbligatorja, fl-edukazzjoni oġġla li tinkludi dik post-sekondarja u terzjarja, u fis-sehem ċiviku fi ħdan il-komunità. L-isfidi quddiemna jeħtieġu l-isforz kollettiv u l-kollaborazzjoni u parteċipazzjoni ta' dawk kollha involuti jekk il-proposti tal-NCF iridu jkunu aċċettati, mifhuma u implimentati b'suċċess.

Dokument 4 jiġbor fil-qosor ir-rakkomandazzjonijiet li qed ikunu proposti mill-NCF u jeżamina l-implikazzjonijiet ta' dawn ir-rakkomandazzjonijiet. Hu aċċettat li strategija li tagħmel sens għall-implimentazzjoni tal-NCF tista' tkun żviluppata biss wara li r-rakkomandazzjonijiet ikunu ġew diskussi u l-impatt sħiħ tal-implikazzjonijiet tagħhom mifhum. Biex naslu għal dan bħala komunità li tirrifletti li qed titgħallem flimkien, il-proċess ta' konsultazzjoni jeħtieġ li jinkludi lil dawk kollha involuti f'dibattitu professjonali. Barra minn dan, l-istrategiji ta' konsultazzjoni u implimentazzjoni jeħtieġ ikunu msejsa fuq fehim sħiħ ta' proċess ta' mmaniġġjar tal-bidla.

Il-proċess ta' konsultazzjoni jinqasam fi tliet fażijiet:

Faži 1: Ir-riflessjoni għal azzjoni minn Mejju 2011 sa Awissu 2011

Din il-faži għandha sservi biex tippreżenta l-NCF u tfejji lid-diversi persuni jew korpi involuti fil-proċess ta' konsultazzjoni. Barra minn dan, din il-faži tippermetti li l-parteċipanti kollha jkollhom ħin biżżejjed biex jaqraw id-dokumenti u jqisu b'ċertu dettall il-kontenut u l-implikazzjonijiet tagħhom.

Faži 2: Ir-riflessjoni f'azzjoni minn Settembru 2011 sa Novembru 2011

Din il-faži għandha tagħti lil dawk involuti l-opportunitajiet li jaqsmu flimkien u jikkonsolidaw l-ideat tagħhom fi ħdan il-medda kollha ta' istituzzjonijiet differenti. L-għan ta' din il-faži hu li dawk involuti jkunu mistiedna u inkoraġġuti biex jipparteċipaw attivament fil-ġenerazzjoni ta' diskussjoni u dibattitu professjonali riflessiv u nazzjonali dwar il-proposti tal-NCF u hekk jinbada proċess ta' qsim ta' reazzjonijiet kritiċi u kostruttivi bi preparazzjoni għall-verżjoni aħħarja tal-NCF.

Faži 3: Ir-riflessjoni fuq azzjoni minn Novembru 2011 sa Diċembru 2011

Din il-faži għandha tiġbor flimkien lil dawk kollha involuti u lir-reazzjonijiet offruti mid-diversi istituzzjonijiet bil-għan li jkunu diskussi suggerimenti minn perspettivi differenti.

Wara li l-NCF propost ikun ġie mifli fid-dawl tar-reazzjonijiet li jkunu daħlu, id-dokument aħħari tal-NCF ikun ippreżentat lill-Ministru għall-approvazzjoni tal-Kabinett/Parlament.

L-iskop maġġuri ta' dan l-abbozz tal-NCF hu li jniedi l-proċess tar-reviżjoni u l-aġġornar tal-kurrikulu. Fl-aħħar mill-aħħar, is-suċċess jew nuqqas ta' suċċess tal-proċess ikun determinat minn kemm ikun kbir l-impenn kontinwu ta' dawk kollha involuti fl-isforzi bla waqfien tagħhom biex jiżguraw li l-proposti jistgħu jkunu tradotti fi prattiki ta' kuljum fil-klassijiet. Min-naħa tagħhom dawn iħallu impatt fuq il-kwalità tal-esperjenzi edukattivi pprovduti fl-iskejjel u fuq ir-rilevanza ta' dawn il-prattiki għal dawk li jkunu jitgħallmu, li toħroġ mill-kisbiet immedjati jew fit-tul fil-kuntest tat-tagħlim tul il-ħajja.

TOWARDS A QUALITY EDUCATION FOR ALL

The National Curriculum Framework 2011

Consultation Document 1 Executive Summary



**Towards A
Quality Education
For All**

**The National Curriculum Framework
2011**

**Consultation Document 1
The Executive Summary**

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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

Document 1:

The Executive Summary

The Process of the Curriculum Review

This curriculum review stems from Part II of the Education (Amendments) Act, 2006 which focuses on the constitution and functions of the Directorates of Education. Essentially, it puts the onus on the Directorate for Quality and Standards for:

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

The process of reviewing and updating the National Curriculum was launched in March 2008 and completed in July 2010. It included representatives from the Directorates of Education, the Faculty of Education, the MATSEC Examinations Board, and Church and Independent schools. The draft document has been refined following feedback received by invitation from curriculum experts from the Ministry of Education in New Zealand and Learning and Teaching Scotland. A draft NCF document is being presented in April 2011 for a national consultation process after which it will be refined, finalised and adopted as the NCF.

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 includes a detailed introduction to the theoretical background against which the proposals of the NCF were conceptualised. The first section concludes with a summary of the main tenets of the NCF summarising the major changes and challenges envisaged by the framework. The second section presents the aims and general principles upon which the NCF is developed and which can be achieved and realised through the proposed learning areas and cross-curricular themes. The third section invites the reader to reflect upon the implications which the proposed organisation of the curricular learning areas has for effective pedagogy, practice and evaluation procedures.

Document 3: The National Curriculum Framework in Practice. The Three Cycles: The Early, Primary and Secondary Years presents details of how the NCF envisages the learning programme to be offered to children and young people in the three cycles. This document focuses on the

application of the NCF in schools and colleges.

Document 4: The National Curriculum Framework - The Way Forward summarises the recommendations being proposed in the NCF and examines the implications of such recommendations. The document presents ideas about the management of change which underpin the consultation and implementation strategies the NCF would like to promote. In turn, the consultation and implementation strategies presented are based on an understanding of a change management process.

Document 2:

The NCF - Rationale and Components

Background

This document builds on the principles of entitlement and quality education which were emphasised in *Tomorrow's Schools* (1995) and *Creating the Future Together* (1999). Like previous documents, it addresses the holistic development of all learners and advocates a quality education for all. It provides a long-term vision for the educational entitlement of all learners in pre-school and compulsory education in Malta and Gozo within a wider lifelong learning perspective.

Devolving responsibilities to the school site was proposed by *Tomorrow's Schools* (1995) and *Creating the Future Together* (1999). In *For all children to succeed – a new network organisation for quality education in Malta* (2005) the concept of decentralisation was implemented through the concept of networking of schools.

This process is evolving following the setting up of State colleges backed by the legal mechanism of Part V of the Education (Amendments) Act, 2006.

Against this background, the proposed NCF allows for flexibility within which colleges and schools determine particular aspects of the curriculum in order to address specific needs and to build upon strengths within the context of their learning communities, thus contributing to developing and nurturing their identity. Wherever possible, the concept of flexibility is promoted throughout the entire framework.

The proposed NCF is also influenced by other review documents that have been completed since 2000. It is also the first curriculum framework to be adopted since Malta joined the EU in 2004 and hence it has taken into consideration important policy-related documents issued by the European Commission.

Rationale

Against the background of our historical development, and on the basis of the local and EU directives, the proposed NCF seeks to provide strategic direction by rationalising the necessary changes and their implications for area/subject content, pedagogies and assessment. The NCF is presented within a lifelong learning perspective and celebrates diversity by catering for all learners at each stage of their education. It treats early childhood, primary and secondary education with the same importance. The NCF seeks to present a seamless curriculum which reflects smooth transitions, building and extending on the firm foundations in early childhood education. In essence, the NCF aims at providing a quality education for all learners, reducing the percentage of early school leavers and increasing their enrolment in further and higher education.

Main Tenets of the NCF

The NCF assumes:

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

Hence, the NCF promotes:

- a clear focus on improving the quality of education and raising the level of student achievement;
- a readiness to depart from traditional curriculum structures and practices that may restrict learning;
- guidelines which allow for some a greater degree of choice to suit the interests and capabilities of individual learners within nationally accepted parameters;
- flexible learning programmes providing diverse and integrated learning experiences that cater for a wide spectrum of learners;
- learning programmes that focus on understanding and emphasise the process of learning and the active co-construction of meaning rather than the mere acquisition of content;
- learning programmes that empower teachers to implement innovative teaching/learning strategies especially through the use of eLearning;
- a move away from an exclusively subject-based approach that favours fragmentation and compartmentalisation of knowledge to a more cross-curricular, thematic, interdisciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another;
- an assessment policy that values and assesses both the processes and the products of learning;
- initial teacher education and further opportunities for training and support in the use of pedagogies that are inclusive in nature and cater for diversity;

- professional development that is congruent with the availability of opportunities within the extended reality of the EU; and
- the development of the school as a learning community of reflective practitioners.

The Components of the NCF

There are seven components which constitute the NCF, namely: General Principles; Aims of Education; Learning Areas; Effective Teaching and Learning; Assessment and Evaluation; Parental and Community Involvement; Support Structures. These are presented in a general manner in Document 2 and then developed further with specific relevance to the Early Years, Primary and Secondary Cycles in Document 3.

General Principles

The NCF is founded on six general principles, namely:

Principle 1: Entitlement

Principle 2: Diversity

Principle 3: Continuum of Achievement

Principle 4: Student-Centred Learning

Principle 5: Quality Assurance

Principle 6: Teacher support

These are derived from the values expressed in *Tomorrow's Schools* (1995) and *Creating the Future Together* (1999) and affirmed in the *Transition from Primary to Secondary Schools in Malta: A review* (2007) document as well as in national and EU directives.

Aims of Education

In harmony with the principles outlined above, the NCF aims at developing:

- Learners who are capable of successfully developing their full potential as life-long learners;
- Learners who are capable of sustaining their chances in the world of work; and
- Learners who are engaged citizens in constantly changing local, regional and global realities.

Learning Areas

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

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

Learning in the Early Years and the eight learning areas proposed for the Primary and Secondary Cycles as the entitlement for every child and young person have been derived from the aims identified for this NCF. Similar learning areas are identified in national curricular documentation from other countries, such as Scotland (2004, 2006, 2007, 2008) and New Zealand (2007) as well as in EU directives.

The proposed NCF presents a brief description of each learning area outlining the essential knowledge, skills and attitudes which learners are expected to acquire. More detailed and comprehensive descriptions of each learning area and the respective outcomes at both primary and secondary levels will be developed by curriculum experts and content area specialists. These in turn will be translated into syllabi and schemes of work which can be used directly in all teaching/learning contexts. Within each learning area, the mandatory core school curriculum will be identified as well as the flexible components that allow for different learning programmes to match the individual needs of learners.

The learning areas are:

- **Languages** (Maltese and English; Foreign Languages);
- **Mathematics**;
- **Science**;
- **Religious Education** (Catholic Religious Education. The NCF proposes an Ethics Education programme for those who opt out of Catholic Religious Education);
- **Citizenship Education** (History, Geography, Social Studies, Environmental Studies and aspects of Personal, Social and Health Education and Home Economics);
- **Technology Education** (Design and Technology, Digital Literacy);

- **Arts Education** (Art, Music, Drama, Dance); and
- **Health Education** (Physical Education and Sport, aspects of Personal, Social and Health Education and Home Economics).

The NCF also proposes five cross-curricular themes:

- **eLearning;**
- **Education for Sustainable Development;**
- **Intercultural Education;**
- **Education for Entrepreneurship;** and
- **Creativity and Innovation.**

These are considered essential components for a holistic education and they are meant to be embedded in the different learning areas and to provide connecting strands across the learning areas.

Pedagogy, Practice and Evaluation

Effective Learning and Teaching

Within a differentiated learning and teaching environment, teachers need to adopt approaches that build on the students' current knowledge and that help them progress. The NCF is proposing that practitioners adopt a constructivist perspective to learning which combines a cognitive and social constructivist approach for effective teaching and learning.

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

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

- **content and mastery** which involves having students explore and understand the whole breadth of ideas in a particular content area;
- **higher order thinking** which involves analysis, synthesis and evaluation of content and concepts in some depth, and applying them in different ways and in different contexts; and

- use of **overarching concepts and themes** to examine curriculum content through different lenses, for example change, systems, power, patterns and/or cause and effect.

Learning environments

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

Progression and differentiation in learning

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

The professional teacher's role is to select suitable strategies that actively engage learners, motivating them to own and internalise their learning experiences. With the focus increasingly on the learner, and more mixed-ability classes in schools, differentiated approaches become more important and teachers need to adopt strategies that build on pupils' previous learning and help them progress.

Transitions

While in the initial years of the Primary Cycle, the curriculum builds upon the foundations laid during the Early Years, in the later primary years it links closely with the Secondary Cycle to ensure a smooth transition. With the termination of the Junior Lyceum and the Common Entrance examinations from 2011, the NCF proposes a curriculum which facilitates the transition from the Primary to the Secondary Cycle through the reorganisation of subjects into learning areas and the progression of levels of achievement expressed as learning outcomes.

The NCF is proposing that :

- the transition from primary to secondary school should be smooth and offer progression in a way which supports learners as they take more responsibility for their own learning;

- learning in the Secondary Cycle should consolidate and build on the learning experiences of primary education and prepare learners for the wider challenges they will have to face beyond compulsory education;
- the present system of two years in the junior Secondary Cycle followed by three years in the senior Secondary Cycle be retained for the State sector, although other schools are free to consider other alternatives.

The consideration of characteristics of effective teaching and learning, as outlined above, spurs the urgent need to develop two policies related to (a) the teaching of language, including language of instruction, and (b) diversity and inclusion. In this respect, the NCF highlights some crucial issues which need to be addressed through evidence-based policies together with the views of stakeholders.

Assessment and Evaluation

Assessment and Learning

Assessment in pre-school and school settings makes an essential contribution to learning and progress at all levels. It should be seen as an integral part of the teaching and learning process, providing students and their parents with continuous, timely and qualitative feedback about children's progress, giving teachers information about their practice, and providing schools and colleges with information about their curriculum planning, learning and teaching. Assessment **for** learning (assessment for formative purposes) is a process carried out as learning is taking place. Learners and their teachers use the outcomes to find what learners know and are able to do in relation to planned learning. They use the information and evidence gathered during learning to make decisions about how to focus and improve future learning. Assessment **of** learning (assessment for summative purposes) is usually carried out at the end of a unit or periodically at the end of a module, mid-year or at the end of the year. Information and judgments about learning are pulled together in a summary form for purposes of reporting to parents and sharing information with other teachers in the next class or school. If learners are fully aware of what is expected of them (the learning intentions) and the success criteria against which their learning will be evaluated, they will then develop the self-evaluation skills which will help them become self-directed learners. .

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

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

- support parents to share their children’s learning experiences and interpret assessment information and follow their children’s educational development.

The NCF recommends the development of an assessment policy at the school and college level to monitor progress during the year. The policy should seek to enhance the quality of assessment and how it is reported to parents and other stakeholders such as examination boards and employers. It should also take into consideration the frequency, duration and timing of oral tasks and listening comprehension tasks in languages, and practical work and other types of coursework in the different learning areas, including the vocational subjects. For the State sector, the policy should also establish in which year groups the examinations will continue to be centrally set. For those year groups where the examinations will be college based, the Educational Assessment Unit needs to monitor standards across the different colleges.

Evaluation: Quality Assurance Mechanisms

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

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

National monitoring of achievement

Monitoring at the national level using agreed standards is essential for ensuring that the students’ entitlement for a quality education is being respected. It is the responsibility of the Directorate for Quality and Standards (DQSE) to evaluate curriculum implementation, innovation and emerging trends, through external assessment at national and international level, through end-of-year examinations, moderation of school-based assessment, monitoring achievement in the different learning areas, national benchmarks, surveys of literacy and numeracy; SEC examinations, PISA¹, PIRLS², TIMSS³ and other surveys.

1 PISA: Programme for International Student Achievement. This is an internationally standardised assessment that was jointly developed by participating economies and is administered to 15-year-olds in schools. PISA assesses how far students near the end of compulsory education have acquired some of the knowledge and skills that are essential for full participation in society. In every 3-year cycle, the domains of reading, mathematical and scientific literacy are covered not merely in terms of mastery of the school curriculum, but in terms of important knowledge and skills needed in adult life. In the PISA 2003 cycle, an additional domain of problem solving was introduced to continue the examination of cross-curricular competencies.

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

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

Parental⁴ and Community Involvement

Learning should be contextualised within the surrounding community, the borders of which extend beyond the immediate environs of the school. Formal educational structures should be sensitive and responsive to the realities and opportunities of the learners' environment. Additionally the community (parents, businesses/industries, local councils) – within which learners interact – should acknowledge its major role of investing in and promoting a high quality education.

Schools and Parents

Since the introduction of school councils in the 1988 Education Act, parental involvement has grown in importance and in the variety of forms it takes. Currently, four types of parental interaction exist locally:

Home-school links: These links include regular correspondence and documentation to parents and the parents' attendance at school ceremonies and functions.

Parental participation: Participation includes assistance in events as requested by the school through different services.

Parental involvement: Parents take a lead in the decision-making processes of the school because they can influence the agenda of what needs to be done.

Parental lifelong learning: Parents recognize that the school can be a site and/or an opportunity for their personal growth.

The four categories are important for parents, their children and schools to ensure the most holistic educational development of all the stakeholders concerned. The NCF recommends the development of a national policy to formalise the different forms of participation.

Schools and the Community

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

- The local community is a useful resource for the school to contextualise learning. This can be done through, for example, visits to sites of national relevance; the school/ hosting persons or organisations related to curricular learning; orienting the school curriculum to include site visits, participation in events and contribution of personalities.
- The school can be a locus for lifelong learning for the community. This is currently being achieved through evening classes and through programmes of parental support to learning and parental empowerment courses.
- The community can assist schools to prepare learners for the world of work. Work orientation experiences have been introduced by many secondary schools, exposing

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

learners to real work environments whilst also giving a taste of the work ethic and entrepreneurship in context.

- Schools respond to societal demands through specific curricular foci and ad hoc educational experiences. Debate within civil society suggests the need for education in specific content areas to bring about a particular culture change in contexts that are in urgent need of improvement.

Schools can be turned into communities of learning as they identify various and unique ways of learning that sees members engaged with different members of the school and local community.

In effect, the NCF recommends that:

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

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.

Student services

The commitment in favour of diversity and inclusion promoted by this NCF requires the availability and accessibility of services in the students' interests. These services range along a continuum from the personal/pastoral to the curricular. The following underlying principles govern the delivery of the services:

- all services start from the reality of the learner incorporating a personal/pastoral component;
- all services need to address the implications of the particular service on the learner's educational entitlement and development;
- such services need to be given in the context of diversity, implying that they address the learner's current/actual level of competence with a view to subsequent progress and achievement;
- the services facilitate the teachers' access to appropriate information, skills and comple-

mentary provision enabling them to address a learner's educational entitlement effectively; and

- services that require temporary withdrawal from the classroom are effective to the extent that they lead to the reintegration of the learner into the mainstream class, and the up-skilling of classroom teachers to ensure the sustainability of such reintegration⁵.

Human resources

The NCF is setting a clear direction as to how the teaching of specific learning areas is to be carried out, and, in the case of primary schools, indicates the responsibilities of class teachers and subject specialist teachers. The developments suggested by the NCF necessitate a review of the peripatetic service aimed at supporting the curriculum at its various levels of implementation. In both the Primary and Secondary Cycles, the support of the Heads of Department and the Education Officers is to be maintained and strengthened.

On-going professional development

The ongoing professional development of teachers to update their knowledge and skills-base should be viewed as indispensable for the continued effectiveness of the profession. Teaching professionals ought to develop their professional and pedagogical work with learners on the basis of contemporary perspectives on research, theory, content knowledge and teaching practices and on their understanding of the learners. They should consider themselves as critical and reflective professionals who engage with contemporary theory and practice, and who actively seek specific professional development opportunities to ensure their effectiveness as educators. This NCF supports a wide range of opportunities available for professional development of practitioners in schools and colleges and the Education Directorates.

Mentoring

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

Legal and psycho-social services for teachers

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

Leadership of key practitioners

Leadership is a key component to the whole reform process and needs to serve as a fulcrum for development at all levels. The NCF recommends:

⁵ Behaviour management services which incorporate Nurture Groups and Learning Support Zones are provisions which aim at reintegrating the learner and up-skilling the classroom teacher.

- a leadership model that promotes distributed forms of leadership. Within the network experience, whilst school leaders play both a visionary and strategic role, they also need to focus on developing a collaborative culture which draws upon the full range of professional skills and expertise to be found among the members of the organisation. Varied opportunities are to be encouraged within the college network system and in other sectors to invite educators to engage in critical discourse, to address curricular matters and improve the quality of learning and teaching; and
- that Senior Management Teams⁶ dedicate effective, quality time to work together as they lead the schools and to provide varied opportunities for themselves to engage with teachers and other support staff to enhance the quality of education being provided.

This model of leadership is applicable in the Early Years, Primary and Secondary Cycles.

Support for Curriculum Development and Implementation

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

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

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

⁶ For the purposes of curriculum development and implementation, Senior Management Teams are composed of the Head of School, Assistant Heads and Heads of Department or equivalent.

Document 3:

The NCF in Practice. The Three Cycles: The Early, Primary and Secondary Years

The Early Years

In Document 3, the NCF proposes an Early Years curriculum that focuses on children's experiences and provides for the nurturing of positive dispositions towards learning which are to be extended in later years. It encourages programmes of activities which move away from specific subject or content teaching in favour of pedagogies which enhance curricular links and thus facilitate learning processes that respond to children's interests and prior knowledge, respect young learners' cognitive maturity and preferred learning patterns, stimulate curiosity, instil an interest for learning, promote exploration, discovery and creativity, and foster environments which promote communication and interactive styles of learning. Through programmes which seek children's active involvement and experiential learning, children are expected to acquire social, communicative and intellectual competences in an environment which fosters personal well-being and positive learning dispositions.

This NCF advocates:

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

The NCF also endorses the position recommended by the NMC (1999, p.57) which regards the first two years of primary schooling as a continuation of the two-year Kindergarten period.

The NCF identifies the following five competences for the Early Years:

(1) Well-being; (2) Social competences; (3) Communicative competences; (4) Learning dispositions; and (5) Intellectual competences.

These competences can be translated into learning outcomes which young children are expected to achieve by the time they are moving from the Early Years to the later primary

school years. The holistic development of children contributes to successful achievement of the following outcomes:

Outcome 1: Children develop a strong sense of identity;

Outcome 2: Children gain a positive self-image;

Outcome 3: Children are socially adept;

Outcome 4: Children are effective communicators; and

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

The Primary Years

The NCF is proposing that:

- The Primary School curriculum views learning as an on-going, continuous process, builds upon the sound foundation laid during the Early Years stage and links closely with the secondary schools to ensure smooth transitions between the levels;
- the implementation of pedagogies be founded on a socio-constructivist approach that respects individualised learning patterns, addresses all children's needs and successfully develops children's full potential;
- the Primary Curriculum assist children to develop into confident learners who have a positive self-image, high self-esteem and are socially adept; critical and innovative thinkers who are capable of generating new ideas which are then put into practice; proficient users of Maltese and English; learners who are numerate and have a firm foundation in mathematical reasoning and concepts; learners who are scientifically literate and capable of engaging in enquiry that inculcates the love of exploration and wonder; learners who are digitally literate, capable of using and adapting to new technologies; and learners who are physically active, capable of making choices in favour of a healthy life-style;
- children are grouped in mixed ability classrooms throughout the primary years;
- primary school teachers be responsible for the teaching and learning that takes place in: Maltese, English, Mathematics, Science, Technology, Religion, Citizenship and Health (including Physical Education);
- subject specialist primary school teachers are to replace class teachers to teach Art, Music, Drama, Personal, Social, and Health Education, and the awareness programmes in foreign languages;
- curricular support teachers for Science, Physical Education, Technology and IT are to assist class teachers in the school to develop the curricular area and to offer assistance

with content and resources, as may be required;

- support is to be offered at a college and national level in the planning, implementation and evaluation of cross-curricular themes, and in the implementation of specific policies through a whole school approach;
- the current peripatetic system is revised as necessary;
- different forms of assessment **for** learning in all primary years and assessment **of** learning from Years 4 to 6 are indicative of the learners' progress in the achievement levels. School-based assessment, incorporating the assessment of oral/aural skills in Maltese and English provides parents, teachers and the school administration with an overview of each child's development in terms of levels of achievement throughout. In addition, from Year 4 the process becomes more formalised with the introduction of examinations in conjunction with other forms of assessment. The combination of approaches should help different stakeholders to obtain a clear picture of the development of knowledge, skills and attitudes of individual pupils in the different learning areas during the Primary Cycle.
- at the end of Year 6, a national end-of-primary benchmark in Mathematics, Maltese and English⁷ is set and marked centrally to provide national benchmarks. Whilst these assessments are compulsory for children attending State schools, schools in the Church and Independent sectors may also participate. These methods of assessment record the achievement of pupils at the end of the primary education cycle and provide important information to the receiver secondary schools about the achievement of individual pupils. Information available through the Benchmark examinations shall not be used for a comparison in the public sphere of the results of individual schools.

The Proposed Timetable for the Primary Years

The range of activities in the first two years of the Primary Cycle (Years 1 and 2) should be similar to those provided in the Early Years. A topic/thematic-based approach is recommended for the first two years in primary: such an approach enriches the development of each learning area. Science, Religious Education, Citizenship Education, Arts Education and Health Education as learning areas all support the development of oracy, literacy, numeracy and digital literacy skills. Although an indication of how the school day may be distributed for primary schools is being proposed, no fixed recommendation for the Year 1 and Year 2 children is being made.

With regard to the timetable for Years 3-6, alternatives which allow for some degree of flexibility at school/college levels are presented for consideration during the consultation process. However, the following criteria are common to all options:

- it is assumed that on average, in a school year there are approximately 800 teaching/learning hours. This figure does not include assembly time, break-times or examination time;

⁷ The national end-of-year examinations include assessment in oral/aural skills for both English and Maltese.

- lessons may vary in duration allowing for flexible timings which are child-friendly. In general lesson time varies between 30 and 60 minutes;
- Physical Education/Sport activities are allotted an average of 30 minutes a day during the time allotted to Health Education. In addition, schools are encouraged to organise sports activities during mid-day break. After-school activities at school/college level, in collaboration with the wider community and the *Kunsill Malti għall-Isport* are also to be promoted;
- the recommended distributions (learning area weighting) allow for a well-balanced programme of activities which permits sufficient time for the different learning areas; and
- schools are to ensure that 1.5 hours per week is spent on teacher planning sessions.

In line with the flexibility which the NCF is proposing, one of the time-table models sets aside one hour per week (approximately 32 hours per year) for Heads and Schools to decide how this time is to be spent. With younger children, where there is no foreign language awareness programme, the school has an added degree of flexibility in each of the alternatives. It is hoped that flexibility in the timetable will increase over time.

The Secondary Years

The NCF is proposing that:

- the transition from primary to secondary school should be smooth and offer progression in a way which supports learners as they learn to take more responsibility. It has to consolidate and build upon the learning experiences of primary education and prepare learners for the wider challenges they will have to face beyond compulsory education;
- the present system of two years in the junior Secondary Cycle followed by three years in the senior cycle is retained for the State sector, although other schools are free to consider other alternatives;
- a number of timetable models are considered that maximize learning time, offer schools 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;
- schools may consider offering other foreign languages apart from Arabic, French, German, Italian, Russian and Spanish, should this be sustainable and educationally viable. Moreover, schools may design curricular programmes for students who are still experiencing difficulties in the core languages;
- Core Science is given to all students in Forms 1 and 2. In Forms 3, 4 and 5, 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;

- Accounts and Economics is re-introduced to the list of subjects that students may opt for at the end of Form 2;
- the spectrum of educational opportunities is widened to cater for the interests and aptitudes of all students in compulsory education by means of the introduction of four initial vocational subject areas, namely *Engineering, Hospitality, IT Practitioner, and Health and Social Care* to the list of subjects that students may opt for at the end of Form 2;
- initial vocational options are piloted in a number of State and non-State schools as from September 2011 and the national implementation of initial VET by 2013;
- a more flexible approach towards annual examinations is adopted by the State sector where it is established in which year groups the examinations will continue to be centrally set. For those year groups where the examinations will be college based, the Educational Assessment Unit (EAU) within the DQSE, will monitor standards across the different colleges;
- the college assessment policy allows students following individual learning programmes to be assessed using alternative forms of assessment. The policy needs to also take into consideration the frequency, duration and timing of assessments such as oral and listening comprehension tasks in languages, practical work and other types of coursework. The policy will also seek to enhance the quality of different forms of assessment and how they are reported to parents and other stakeholders, such as examination boards and employers;
- syllabus designers take into consideration the interconnections within each learning area, and the actual time on task available to allow for meaningful learning arising from effective teaching;
- schools develop into sites of effective, diversified learning to the extent that practitioners learn to co-ordinate all the possibilities inherent in the NCF to co-construct autonomous teaching and learning opportunities that are truly learner-centred and that address the realities of their students.

The Proposed Timetable for the Secondary Years

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

- cater for a minimum of 38 lessons per five-day week since this is the minimum amount of lessons to ensure accessibility to the eight learning areas;
- allocate regular timetabled time for day-to-day and special assemblies, use of school lockers and Form time;
- have a reasonably long mid-day break to strengthen the presence of sport and non-formal learning activities;
- allow for lessons of between 40 and 45 minutes each, and preferably not less than 42

minutes when taking travel time between lessons into consideration, to provide enough time for effective time-on-task in the classroom;

- ensure regular time for the school professional community to discuss and/or address school-related and professional development issues; and
- be structured on the principle that teacher time is wholly dedicated to actual teaching or related professional duties and not for any supervision - extra payment should be made available for such supervision.

Currently, there is no single timetable that meets all the above criteria. Whilst the actual diversity within and between the State, Church and Independent sectors needs to be respected, different timetables are being proposed in this document in an attempt to address various priorities and realities. The advantages and disadvantages of each of the proposed models are presented for discussion purposes.

Document 4:

The NCF - The Way Forward

Consultation for the Implementation of the NCF

An over-riding concern in the drafting of these documents has been that of ensuring that the NCF and the proposals targeting every stage of the learners' education address their current needs whilst preparing them to face the challenges beyond compulsory school age, in further and higher education and in active citizenship within their community. The challenges ahead require the concerted effort and the collaboration and participation of all stakeholders if the proposals of the NCF are to be accepted, understood and implemented successfully.

Document 4 summarises the recommendations being proposed in the NCF and examines the implications of such recommendations. It is acknowledged that a meaningful strategy for the implementation of the NCF can only be developed once the recommendations are debated and the full impact of their implications understood. In order to achieve this as a reflective community that is learning together, the 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.

The consultation process is divided into three phases:

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

This phase will serve to present the NCF and prepare the various stakeholders for the consultation process. 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 with opportunities to share and consolidate their ideas within and across different institutions. The aim of this phase is to invite and encourage stakeholders to participate actively 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 with the aim of discussing suggestions from different perspectives.

Once the proposed NCF is reviewed in light of the feedback received, a final NCF document will be submitted to the Minister for the approval of Cabinet/Parliament.

The major purpose of this draft NCF is to launch the process of reviewing, and updating the curriculum. Ultimately, the success or otherwise of the process will be determined by the extent of the on-going commitment of all stake holders in their unstinting efforts to ensure that the proposals can be successfully translated into daily classroom practices. These will in turn impact on the quality of the educational experiences provided in schools and the relevance of such practices for learners, as expressed in their short and long term achievements within a life-long learning context.