

**Analysis of Feedback to the Consultation Process held with regard to the Draft National Curriculum Framework**  
**Church Schools**

**Appendix III**  
**Part II**

**Date:** 6<sup>th</sup> August 2012  
**Version:** Final Version

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## 01. Analysis of Feedback

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In order that a comparative analysis could be carried out on the feedback presented by an individual participant within a stakeholder cohort as well as amongst a specific stakeholder cohort as well across the different stakeholder cohorts a common template was designed to allow for a consistent analysis of the feedback received.

In segmenting each individual consultation document on the basis of the above template careful review of each document was undertaken and statements within paragraphs and across each were identified and correlated against the appropriate attribute.

This constituted painstaking review and attention to detail as a particular paragraph within a consultation document may include statements, issues, criticisms and recommendations relating to different aspects of the draft National Curriculum Framework.

In segmenting each individual consultation document into segments and categorising these under the appropriate attributes within the said template, careful attention was undertaken not to change the original drafting of the text. The actual nuances of text lifted from feedback documents reflect not only the opinion of the author / s but also an author's feelings vis a vis the language applied on the part of the draft NCF that he or she is expressing her / himself on – which may range from carefully articulated statements and unequivocal commendations to outspoken anger and disappointment.

To the extent possible, changes to the nuances of the text as presented by the author in his or her consultation document are limited to instances where editing could not be avoided to improve the original draft to render it more comprehensive or were the text is presented in Maltese (very limited feedback is presented in Maltese).

A further level of analysis carried out is that of ascribing a code to each and every segment categorised under an attribute within the said template. The codification applied is shown in Table 01.

**Table 01: Codification of Segmentation Analysis of Documented Feedback**

Code	Definition	Example
<b>C+</b>	Definitive statement in a consultation feedback document that is <b>positive</b> with regard to the draft NCF.	<p>Examples are:</p> <p>“Supports placement of Kindergarten, Year 1 and Year 2 in the same category as currently there is not enough communication between Kindergarten and Year 1.”</p> <p>“Enhanced communication will lead to a better transition between Kindergarten and Year 1 in Primary.”</p> <p>“Cross curricular themes a very positive innovation.”</p>
<b>C-</b>	Definitive statement in a consultation feedback document that is <b>negative</b> with regard to the Draft NCF.	<p>Examples are:</p> <p>“Timetable models do not reflect classroom realities as they do not take into account class disturbances and daily classroom practices such as collecting of forms, money for outings, etc.”</p> <p>“Has a strong utilitarian orientation as it directs students to well-paid jobs and not to societal needs.”</p>

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"If [subject is] reduced to one lesson a week [it is] impossible to cover [the] syllabus."

**S** A **categorical** statement in a consultation feedback document on the existing state of play within the educational system or the draft NCF.

Examples are:

"Children should be exposed to good models of spoken English given exposure to America TV channels or not sufficient exposure to English at home."

"Learning Support Assistants need to receive proper pedagogical training to have sufficient knowledge as they cannot be all-rounders."

"Primary Schools with large physical setting population are impossible to allocate just 15 minutes for assemble and settling in."

**I** A statement in a consultation feedback document which identifies an **issue** or challenge with regard to the existing state of play within the educational system or the draft NCF – yet, in raising such an issue there is no rejection of the NCF matter under discussion.

Examples are:

"Syllabi do not take into account a differentiated teaching environment."

"Parents of high flyers complain that teachers are holding back their children from reaching their full potential."

"Syllabus prescribed text books is not suitable for use by lower ability students."

**R** A **recommendation** put forward in a consultation feedback document.

Examples are:

"Early years are crucial for educational development and children who seem to be lacking should be identified early and given adequate support."

"School Management Team needs to gather feedback and necessary information for School Development Plans (SDP) to be effective."

"Introduction of Subject teaching in the late Primary years might help for a smoother transition to the secondary years."

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## 02. Gozo Church Schools

	2	Gozo Church Schools	3	Gozo Church Schools
		Day Seminar for staff – 31st Oct 2011		Day Seminar for staff – 31st Oct 2011
		Working Groups 1 & 3 and Asst Heads Group		LSAs - Secondary Schools and Years 3 and 4 teachers
General Principles	C+	Being student-centred, NCF gives the teacher the freedom and power to give individual attention	C+	We agree with all 8 keys suggested in the NCF
	I	If everything is going to be student-centred, students will be getting the notion that everything revolves around them and this will never truly prepare them for the reality of life where dog eats dog especially in the work sector		
	C+	NCF enables teamwork where everyone works to achieve one goal		
	C+	It provides one system, uniform to all which makes the system more reliable and holds everyone accountable		
	I	NCF is idealistic and although there is nothing wrong with trying to be perfect, reality is very different		
Teacher Support	C+	Professional development throughout the year is highly positive		
	I	Will training be in the form of subject meetings or having people coming to lecture teachers on general education topics?		
	C-	With regards to cross-curricular teaching, it is a bit hard to achieve in every subject due to the prescribed syllabus		
	C+	Time allocated for teacher training and discussions in meetings		
	S	Teacher helpers are needed during lessons with larger classes		
	S	Teachers need guidance on where we are leading students to and what should students aim for		
	S	To fulfil the NCF proposals we need to implement the English system where there is a teacher's aide (not LSA/SLSA) in every class		
Autonomy	C-	There is no flexibility, e.g., the subject curriculum restricts teachers from doing the topics when they like		
	C-	Although the NCF prides itself in giving teachers flexibility, we did notice some contradictions there – it is actually prescriptive and so are the subject curricula		
Cross Curricular Themes			I	In terms of cross-curricular themes, the NCF is not clear in what is being suggested
Quality Assurance	I	There are a lot of good ideas but there is a lot of uncertainty of what exactly is going to happen and how and who will be in charge of it.		

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		Day Seminar for staff – 31st Oct 2011		Day Seminar for staff – 31st Oct 2011
		Working Groups 1 & 3 and Asst Heads Group		LSAs - Secondary Schools and Years 3 and 4 teachers
	I	There are some subjects that offer marking schemes but others lean towards certain topics only which is unfair		
	I	Are MATSEC being examined to make sure the papers are being done fairly?		
	S	Quality assurance is required on exams and marking		
	S	Standards need to be set from the Dept to ensure uniformity		
	S	The subject meetings within colleges would be a great way to discuss difficulties and different ways to overcome problems and share positive experiences		
	S	Schools should have their own internal audit by the SMT and if help is needed, the school should be allowed to seek external audit.		
	I	EO's, HOD's and mentors need to be there to help give feedback and not to monitor the teacher as the latter undermines the professionalism of the teacher		
Syllabus	C+	More hands on activities	I	Matsec syllabus should be in line with curriculum
	C+	Greater relevance to the students' lives	C-	With present full syllabus we cannot imagine how we are going to implement the NCF's 8 key proposed
	I	Will the syllabi be decreased as they are too vast at present?	I	In an ideal world the 8 proposed keys of the NCF can happen but in real life it is another story as there is too much content with the already existing syllabus and teachers are not specialized to teach all proposed 8 keys
	I	Detailed preparation of syllabi and books need to be considered	R	The syllabus and text books for all subjects need to be reduced
	C+	The new Form 1 syllabus is very good as it is detailed and gives the teacher a good idea on how to provide an effective lesson		
	C-	There seems to be nothing concrete on where all this is going		
	C-	There is no long-term plan		
	S	To reach the NCF aim to be student-centred the syllabi contents need to be reduced		
Children in Class			I	A teacher cannot give his/her full attention if there is a large amount of pupils
			I	The NCF focuses on children rights but nothing is mentioned of the children's responsibilities
	I	High number of students in classroom with mixed ability is very hard work for any teacher, especially for language teachers with the amount of planning required and corrections	R	Class population needs to be reduced to 18 max 20
	R	Less students in the classroom are required		
Timetable	C-	NCF does not give you neither the liberty nor the freedom to	C-	Timetables proposed in NCF are not practical in real life in a

	2	Gozo Church Schools	3	Gozo Church Schools
		Day Seminar for staff – 31st Oct 2011		Day Seminar for staff – 31st Oct 2011
		Working Groups 1 & 3 and Asst Heads Group		LSAs - Secondary Schools and Years 3 and 4 teachers
		schedule a timetable the way teachers think will benefit the students		normal class situation
	C-	The extended hours being proposed are a main concern	C-	Timetables proposed can only be implemented on a freak day when class is not interrupted and all pupils understand topic immediately
	I	What are the teachers' positions?	C-	Timetables proposed are very rigid meaning that teachers would have to mind the time more than whether the pupils are understanding or not
	I	What will become of the students' free time?		
	I	What about socially inept children?		
	C-	The subject curriculum focuses on a 38-week plan – this is hard to maintain since it seems that holidays, activities and other absence issues are not taken into consideration		
Teacher Roles and Responsibilities			I	Teachers and LSAs have to be trained for Universal Design
			I	At the moment LSAs face the problem of having to 'know' all subjects even though those which they have never studied before
			R	LSA job description should also be amended, e.g. to give more free time to LSAs during school hours to talk with teachers and to do lesson adaptations
			R	School based LSA meeting slots, LSA meetings with school subjects and regular LSA meetings with INCO are required
			C+	We agree with teacher training and professional learning opportunities
			C-	We are against the suggestion that primary teachers become subject teachers like those in the secondary as this would mean that the primary pupils will lose the security they presently have
			I	Primary teachers are expected to be proficient in all subjects not like the secondary teachers who are subject based
			I	Primary teachers do not have peripatetic teachers and are expected to teach Drama, Music, Art, Science etc
			R	LSA are to be regarded as teacher's aid and their job description is to make this clear to parents
Learning and Learning Environment	C+	The way the subject curriculum is set up and organised, e.g. English Curriculum, is very easy to follow and provides the guidance any teacher, especially new ones, would need	S	The proposed learning objectives are all being done at present

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		Working Groups 1 & 3 and Asst Heads Group		LSAs - Secondary Schools and Years 3 and 4 teachers
	C+	Shift towards more choices in options		
	C+	Integration of subjects and syllabi across all the themes		
	C+	More importance is being given to sciences, technology and health than before		
	I	What is meant by success for all?		
Life Long Learning	R	More time has to be given to students for research so they learn to become independent lifelong learners		
Religious Education	C-	Spiritual development (which contributes towards the achievement of a real holistic approach) can be found nowhere in the NCF document		
Science Education			C+	Agree that Science is considered as a Core subject
			I	Does this mean that Science will be squeezed in with all the present syllabus that teachers are doing or is there going to be a huge reduction to the current syllabus?
Mathematics			R	Abacus needs to be revised as there are a lot of methods which confuse the low achievers
Languages			R	Maltese textbooks are to have listening, speaking and conversational text as well
			I	English core competences do not reflect the Year 3 syllabus and since Year 2 is being considered as an Early Year, lots of Grammar which need to be assessed has been introduced to Year 3 teachers.
			R	English books are to include listening, speaking and conversational text so that the pupils in Gozo (who speak their mother tongue in all schools with the exception of the English lessons) are more exposed to this second language
Arts Education	R	Dance needs to be given importance by being introduced as one of the options		
Examinations and Assessments	I	Unless MATSEC works in tandem with the NCF and the subject curriculum proposed, all this hard work would be useless	C+	We agree with the adoption of a ten-point assessment scale as with this kind of assessment children are not stressed and they do not need to study a lot of topics at one go
	R	A revision of the Matsec exams is required to suit the proposed curriculum		
	I	How are students going to be assessed at Form 5?		
	R	Exam system should be like that in the UK where there are a series of levels and also examinations on topics or modules so every student can have some sort of certification on the subject and not nothing if he fails		

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		Day Seminar for staff – 31st Oct 2011		Day Seminar for staff – 31st Oct 2011
		Working Groups 1 & 3 and Asst Heads Group		LSAs - Secondary Schools and Years 3 and 4 teachers
Facilities and Support Structures and Services	R	More human resources are needed in Gozo church schools		
	R	Laptops for teachers are required		
	I	Are there enough resources in church schools?		
	I	Lab space is a huge problem		
Text Books	I	Detailed preparation of syllabi and books need to be considered		
	R	Books based on Maltese syllabus should be provided to teachers and students so there is uniformity		
School Outings and Extra-curriculum Activities			I	In an ideal world the 8 proposed keys of the NCF can happen but in real life it is another story as there is too much content with the already existing syllabus and teachers are not specialized to teach all proposed 8 keys
			C+	We agree with extra curricular activities and participate in them
			I	Although we agree with them, extra curricular activities are increasing and are causing lots of stress on teachers
School Management	R	More attention on special needs of students increases the work of the SMT considerably. So: <u>either</u> re-arrange the allotment of assistant heads in schools; <u>or</u> designated persons according to student population to help SMT take care of special needs in each school (apart from the INCOs)	R	Teamwork with school management is needed – the latter needs to be aware of the situation of students' with needs area
Special Needs			R	Since the secondary target is O-levels, students with learning difficulties should be given concessions to do oral exams and even use laptops for their exams
			R	LSA system should be based on a mixture of 3, i.e. specialized in disability, in subject and set
			R	Students with needs should have a 'stepping out' programme so they will be prepared to adulthood
			R	Students with needs can do core subjects so that then, certain subjects, which they may not be good at or are not necessary for their future, can be dropped, and instead do revision of other subjects or other practical work/skills
			I	Parents of students with needs think LSAs are there to help their child only
			S	When there is a child with special needs in class, the teacher needs more assistance

	2	Gozo Church Schools	3	Gozo Church Schools
		Day Seminar for staff – 31st Oct 2011		Day Seminar for staff – 31st Oct 2011
		Working Groups 1 & 3 and Asst Heads Group		LSAs - Secondary Schools and Years 3 and 4 teachers
Employability	I	Although secondary schooling should offer protection and look at individual students needs, we also need to be practical and prepare them for the world outside and the world of work		
Management of Change	R	Changes have to start from primary and continue up to tertiary education		

### 03. St Francis School – B’Kara

St Francis School – Bkara		
Document Number 3		
Principles	C+	Curriculum design is excellent because it covers everything and the child is the focus.
Teacher Support	I	Teachers would need further training re a new language.
Autonomy	C-	Flexibility in the time table especially re time allotted to different subjects weekly is a must.
Timetable	C-	Parents preoccupied about the timetable especially the time allotted for the core subjects which they consider too short taking into account the present syllabi.
	C -	Not enough time for a 3 <sup>rd</sup> language particularly given that Maltese and English were not allotted enough time.
	C-	No time allotted for school activities and preparation for school concerts.
Health Education	C-	A 30 min slot for PE daily for every class is impossible taking into account the fact the school hours are 5½hr– with 13 classes that means that the Schools is 1½hr short.
Languages	R	English should be used throughout Kinder and Maltese introduced during the 2 <sup>nd</sup> term of Y1.
	C-	Sceptical about teaching of a 3 <sup>rd</sup> language in the Primary: believe it is more important to consolidate the Maltese and English languages and the 3 <sup>rd</sup> language should be taught in the Secondary.
	R	Third language in Primary should be limited to some vocabulary and songs for Y5 and Y6.
Examinations and Assessments	I	Too much paper work and no time for it. This is over and above preparation of lessons and correcting of children’s work.
	S	Evaluation as proposed in NCF is already in practice.
Facilities and Support Structures and Services	R	Although student services are available to Primary Church schools these should be extended further and to include also the Kindergarthens.
	I	Support for curriculum implementation already in place but Church Schools need more support as not enough personnel and resources available.
Parental Involvement	R	Important that parents are involved through parent and teachers associations, outings, circulars, etc., but this should not interfere with the smooth running of the class and the school.

#### 04. St Monica School – B’Kara

	8	St Monica School – B’Kara
		NCF Seminar 3 <sup>rd</sup> November 2011
Principles	C+	Agree strongly with general principles underlying the NCF – they are in sync with school ethos
Early Years and Primary Education	C+	In primary, the introduction of a Literacy hour with a fully trained Literacy teacher would be very beneficial
Teacher Support	C+	Subject LSAs would be good especially in the secondary because of their specialization in certain subjects
	I	Is teacher’s training in individual subjects adequate for the proposed pedagogy?
	I	When will re-training of teachers take place? After school? How are they going to be retrained?
	R	To improve learner centred teaching, teachers and LSAs need more professional development and support and also ICT facilities are required in church schools
	I	For good education of students with different abilities, teachers need help in the classroom. This will take the form of a Teacher’s Assistant
	I	Professional training needs to be given great importance – mentoring can be very helpful if mentor is experienced
Autonomy	C+	Agree with the autonomy given to each school regarding certain specializations
Cross Curricular Themes	C+	The thematic approach in the primary is very interesting
	R	Suggest ‘education for character formation’ as a curricular theme – can be called ‘Values Education’
	I	Doubt about how assessment would take place if the thematic approach is taken up – need more detailed information about attainment levels and their use
	S	The thematic approach for the primary should not be dragged to include all subjects and stressed for a long time not to become boring and defeat its aim
Quality Assurance	I	External quality assurance mechanisms must be based on trust in teachers as professionals
	I	Fully agree with class observation but video sessions will not be fruitful and can create pressure both on teachers and students
	I	University and Education Division must work together and join forces for the sake of students
Syllabus	I	Syllabi content will be the same while the number of some lessons will decrease
Timetable	I	The 6-day time table could remedy the present situation of repeatedly missing lessons on a particular day – it could confuse certain students however
	I	Regarding time tables, further discussions and clarifications are required about their implications
	I	New time tables may create issues with regards to increased working hours for teachers
	R	What about having longer school hours with specialized staff employed to teach co-curricular subjects? Teachers should have the option to apply for such roles
Life Long Learning	C+	The development of students as lifelong learners and as potential employees are the most important aims of the NCF
Learning and Learning Environment	I	Concerns about learning areas as teachers are not sure how they are going to work in practice – what the new syllabi will be and what exams students will be sitting for
	I	Regarding curriculum design, further discussions and clarifications are required about its implications

	<b>8</b>	<b>St Monica School – B’Kara</b>
		NCF Seminar 3 <sup>rd</sup> November 2011
	C+	Agree with re-introduction of Accounts and Economics
Religious Education	I	The education of students in moral values is also essential
	C-	Disagree with proposal to replace Religion with Ethics Education (in some cases) – keep in view Constitutional status of the Catholic religion in Malta
	R	Ethics Education should (only delete) be limited to non-catholics while the Religion syllabus should include a strong element of ethical considerations
Science Education	C+	Agree with the introduction of the Core Science option to replace Physics/Chemistry/Biology at present compulsory
	S	Physics teachers need re-training to be able to teach the new Core Science subject
Languages	C+	The emphasis on the four skills in language learning is positive as opposed to the current exaggerated emphasis on writing
	R	The family and the community have to be involved in the implementation of a National Language Policy
	C+	A National Certification System similar to the English Speaking Board for both Maltese and English as well as the reintroduction of a compulsory third language as a requirement for post-Secondary education would be most welcome (Repeat of above!)
	C+	A National Certification System similar to the English Speaking Board for both Maltese and English as well as the reintroduction of a compulsory third language as a requirement for post-Secondary education would be most welcome
	C-	The removal of English Literature from the compulsory English syllabus is a real pity because there is a danger of teaching the language in a monotonous grammar-centred way – Literature enriches language teaching
Education for Sustainable Development	C+	The introduction of ‘education for sustainable development’ is an improvement on the old NMC and is very welcome – so is eLearning
Education for Entrepreneurship; and Creativity and Innovation	I	Re cross-curricular themes, expressed great uncertainty as to what ‘education for entrepreneurship’ will actually entail
Physical Education	I	May be timetable issues in classes where there is subject teaching though PE should definitely be given great importance
Examinations and Assessments	C+	Re assessment and attainment levels they fully agree with the co-existence of formative and summative assessment – emphasis on coursework would be a plus point
	I	The importance of exam success cannot be ruled out as long as Malta retains its exam oriented culture and the SEC exam system remains
	I	What support is needed to implement NCF fully? Will the B.Ed. course need to be adapted too? Are the SEC exams going to be changed?
	S	There must be different ‘national’ exams of different levels to cater for different ability students – perhaps a Paper C at SEC level
	S	Introduce a student portfolio with comments by both students and teachers
Facilities and Support Structures and Services	I	The lack of resources (such as interactive whiteboards) will be a disadvantage in most church schools
	R	Facilities available to state schools must be made available to church schools too – e.g. ICT facilities and resources
e-Learning	C+	The NCF proposals re eLearning are welcome
School Outings and Extra-curriculum	I	Re possible increase in school hours, extra-curricular activities are still possible within present time – hope that extra time will cover all the load of work including corrections and preparation especially for differentiated teaching

	<b>8</b>	<b>St Monica School – B'Kara</b>
		NCF Seminar 3 <sup>rd</sup> November 2011
Activities		
School Management	R	All schools should be allowed a “manager” to free the Head to work on curricular & educational issues
Special Needs	I	Re subjects LSAs, what about students with particular difficulties such as autism? Would they have different LSAs for different subjects? Will there be time table issues? How many lessons will LSAs have to follow?
Parental Involvement	S	Parental involvement must be balanced and the NCF must take into consideration and address how ‘indifferent’ parents’ can be further encouraged
Comments		

## 05. St Monica School – B’Kara (Feedback by Parents)

	16	St. Monica School - B’Kara
		Feedback by parents
Autonomy	I	Can schools take certain decisions independently from the Education Division?
Differentiated Teaching	I	How is the teacher going to cope with mixed ability class?
Cross Curricular Concept	C+	Parents agreed with thematic learning in the early years of Primary
Timetable	I	Are the school hours going to be prolonged?
	I	Students might prefer/need half an hour of free time to unwind rather than having all their time structured
Learning and Learning Environment	C+	Parents believe that diversity encourages peer teaching (stronger students helping weaker ones)
	I	How can students for example in Form 1 having a level of Grade 5, cope in class or will teacher cater for the average ones only? The same goes for above average students
	I	Is the ‘Learning Areas’ pattern finalized?
	C-	Parents showed concern with projects – putting extra pressure on them
	I	Is there a possibility of giving our students some lessons in study skills to enable them to cope with new techniques of teaching?
	I	Are there any proposals about homework – amount and quality?
Religious Education	I	Will moral values (within Religious Education) be taught?
Examinations and Assessments	I	Is this new way of teaching, i.e. encouraging thinking and understanding skills going to be reflected in SEC exams?
	I	Are the children going to be aware of the attainment level they have reached?
	I	Can some of the SEC exams be done in Form 4 so as to reduce stress in Form 5?
	I	While a lot has been said about the School Leaving Certificate, is there time for study-life balance?
School Outings and Extra-curriculum Activities	I	Will there be more time for cultural outings/activities related to certain subjects such as Social Studies and Env Studies, seeing that Env Studies has such a huge syllabus?
	I	Since many students cannot stay for activities after school hours, can some of the activities be held within school hours, that is having less subject content?
Intercultural Education	I	With diversity/inclusion is bullying taken into consideration?
Parental Involvement	I	Having working mothers, how can parents attend school activities/meetings and form part of school committees etc?

## 06. St Monica School – Gzira

	10	St Monica School - Gzira
		SMT & teachers
Principles	C+	NCF aims for inclusion, differentiated teaching is inherent and there are various curricular options for various aptitudes and abilities
	I	Our present system seems to be providing our students with a holistic education, with plenty of options for all aptitudes and abilities – why should this change?
Early Years and Primary Education	C+	Agree with importance given to transition from primary to secondary
	R	Children at risk need to be detected at an early age and provided with the necessary intervention in order to reduce problems and failure rates later on – the NCF can outline some sort of mechanism to be implemented in the early years
Teacher Support	C+	Teacher training and support is very important
Differentiated Teaching	I	Students at the higher end of the educational spectrum are not adequately catered for by the proposed NCF
Autonomy	C-	We do not agree that policies are centralised and laid down in the NCF – different schools have different needs
	C-	We emphasise the need for flexibility – some of the changes proposed in the NCF would make us go back rather than forward
Timetable	C+	Agree with NCF to put less stress on students with regards to timetabling
	I	How binding will timetables be for Church schools?
	I	If less time is dedicated to certain important subjects how will the necessary level be reached?
	I	If less time is dedicated at school to these academic subjects the stress will be shifted from school to home
	I	In Primary it is calculated that Technology, Health Education, Art, Citizenship Education and Science will take up almost 10 hours – this will leave only 3hrs 45 mins each for Maths, English and Maltese – is this balance right? How will present material fit in this reduced time? And how about standards?
	S	Timetables should not be restrictive but flexible
Learning and Learning Environment	I	Who controls content in different learning areas? How will the overlapping areas be decided and concretely what will a particular subject teacher see on her/his timetable?
	C-	The information available at this point (re learning areas) does not enable to visualise how this can be put into practice
Citizenship Education	I	If Citizenship Education in Secondary takes up about 90 mins for a combination of Env Std / PSHE / HE, thus not leading to SEC exam - Would this mean that Env Std and Home Economics will have to be taken as an option to reach ordinary level besides the core version of these subjects?
Religious Education	R	Students should not be allowed to opt out of Religion lessons in Church schools
Technology Education	C+	We agree with ICT across the board
Science Education	C+	Agree with the introduction of core science and concur with the idea that students who do not choose to follow the Sciences should have core science instead of just one compulsory science subject (if the SEC exam in the area will follow)
	C+	Agree with the opportunity for students to follow core science beyond 16 years of age
	I	Will this enable student to take up any of the three science areas for advanced levels? Will the three new science areas have an advanced level?

	<b>10</b>	<b>St Monica School - Gzira</b>
		SMT & teachers
	I	Would Physical Science enable former Maths and Physics students to read for Engineering or Architecture, that is take physics for advanced level and move on?
	I	Will students be able to choose just once science area (together with two other option subjects) or one science area together with core science and another option subject?
	I	Will there be ordinary and advanced level exams for core science? Will these be recognised abroad? Will core science enable students to become good Primary Science teachers?
	I	Will teachers be re-trained in time for the introduction of new science subject areas?
	I	Given the new science areas proposed, students must at Form 3 already know whether they want to pursue a Science career – if this turns out not to be a good choice there does not seem to be alternative route out
Languages	I	To what extent would the NCF be binding to Church schools regarding the teaching of languages? The correct balance must be found between examinable and non-examinable subjects
	C+	Agree with four lessons for Maltese
	C-	It seems that English literature would not remain a compulsory subject anymore – we do not agree with this as this is needed for advanced level and students will not be able to have two foreign languages besides English and Maltese.
	C-	The overall feeling we have is that English will not be given the importance it merits – it merits more time in time table
	C+	Agree that students be exposed to foreign languages in Grade 6 but not earlier
	C-	Putting a second foreign language as an option is not advisable because the three year cycle is not ideal for exposure and teaching/learning a language well
Examinations and Assessments	C+	Agree with ongoing assessment not only exams and tests, and agree with oral and aural assessment proposed for Years 3 to 6
	I	Are benchmark exams a tool for setting purposes or a tool to determine and assess the National level of education at grade 6?
	I	Will ordinary and advanced level exams be changed according to NCF changes?
	I	Consequent to having exams that cater for the NCF, will we produce students that will cope and successfully read University courses?
	R	To assess national level of education, the benchmark exams should not be at the end of grade 6 but should assess the whole programme of teaching and learning throughout the Primary years
Facilities and Support Structures and Service	R	More needs to be done in terms of provision of resources for church schools
	R	When tapping EU funds, church schools should benefit from such funds too, especially now that students in church schools are increasing
Social Needs	C-	No mention of early intervention is made

## 07. Stella Maris College

	6	Stella Maris College
		Grade 3 and 4 – NCF workshops 1 & 2
Principles	I	The NCF mirrors the best practice in theory but does not mirror the Maltese Culture – it is assuming that all children are mainstream and it does not look at, or is flexible with, the individual needs, e.g. children with special needs
	I	The NCF is assuming that all our children are good citizens, are law abiding, coming from good families – the problems are not only about literacy and numeracy but cognitive.
	C+	NCF caters for every child's individual educational need, every child has opportunities to develop to the best of his abilities, it promotes the physical aspect of their development and prepares them for a multi-cultural and inclusive society
	C+	In theory, the 3 main recommendations of the NCF are very positive and idealistic
	C+	The NCF provides student services for the school to support the students
	I	Will all proposals be effective in mixed ability class rooms?
	S	Although NCF proposes excellent solutions, our country still faces a severe problem of illiteracy
Teacher Support	I	Church school teachers are continuously discriminated against when it comes to resources – they do not have enough support to deal with children with aggressive/oppositional behaviour
	I	The NCF is a philosophical document but how is it going to be implemented in class with the resources available at the moment?
	R	In-service courses should be more related to modern pedagogies – teaching teams should be more aware of all services and professional development opportunities that exist
	R	NCF needs to be more practical and not philosophical – more practical guidance is required how to apply this philosophical theory in the classroom
Quality Assurance	C+	Quality Assurance is positive especially if it's backed up with constructive criticism and feedback on progress and what needs to be improved
	C-	NCF kills autonomy of the school and the professionalism and the motivation of the teaching team and creates a lot of stress on them
	I	Why should teachers be checked? Are teachers professionals in certain areas only? Isn't the school administration trusted?
Syllabus	I	It is felt that the syllabus is too vast and therefore not allowing for revisiting, consolidation of work or a simple discussion in class
	R	We need to move away from a book-oriented system, reduce syllabus and focus more on skills
Children in Class	R	Smaller number per class (example 20 maximum including statemented children) would facilitate the teacher's leadership qualities in the class room and allow him to dedicate more individual and differentiated attention to each child
90m Curriculum Development	I	Time-element is a concern especially in a class-room setting due to over-packed curriculum
	R	People in drawing up curricula should be more aware of the needs of children at different ages to avoid cramming, deadlines and stress on the child
Learning and Learning Environment	I	What about those students who will not succeed in the school system?
	C-	Learning areas are not clear and the NCF does not cater for students with SPLD
Languages	C+	We agree with language policy with a very positive point being that importance is given to oral and aural skills in languages
Examinations and Assessments	C-	Formal exams from Year 4 create psychological problems and low-esteem in children at young age – such exams also may cause extra pressure on families and instil a negative element of competition

	<b>6</b>	<b>Stella Maris College</b>
		Grade 3 and 4 – NCF workshops 1 & 2
	R	Teachers need to assess children from their performance in class throughout the year both verbally and written
	R	Remove marking scheme or any form of grading and introduce personalised comment including all the positive aspects/abilities of the child and teacher's suggestions for areas that need improvement
Facilities and Support Structures and Services	I	Church school students are all the time being discriminated due to lack of resources when compared to Government students
	I	Lack of funds and human resources to cater for all the students' needs which are always increasing
School Management	I	SMT are unnecessarily involved in statistical information gathering to the detriment of time better dedicated to engagement/critical reflection with teachers and staff
Social Needs and Discipline	S	Teachers' hands are tight and they cannot adequately address seriously bad behaviour due to psychologist and psychiatric reports
	R	The concept of consequences for your actions has to be addressed
Parental Involvement	R	It is very healthy that we involve the parents in their children's educational development and that the latter are exposed to the real world so they can connect their studies towards their choices for their future careers
	S	With passage of time we are finding that less parents are willing/ready to attend school functions and children are not adequately followed by their parents on example written HW or reading
	S	Reinforcement of work carried out in class is unfortunately diminishing and parents seem to expect school to cover their children's social, emotional, religious and educational development
	S	Parental ethos has shifted from a position of authority to a position of friendship
	R	Effective parental skills should almost become mandatory as the Cana course is for marriage
	R	To reach the NCF aim of Good Citizenship, the State needs to insist on parental accountability for their child's upbringing and behaviour in society

## 08. St Joseph School - Sliema

	20	St Joseph School - Sliema
		Senior Section
		NCF Staff Consultation Seminar
Principles	C+	NCF principles – Entitlement, Diversity, Continuum of Achievement, Student-Centred Learning, Quality Assurance, Teacher Support – are all practiced in school
	C+	Some examples of best practice in school – Buddy system, Adapted notes/papers, Multi lingual papers, Multi level activities, Individual explanations, Use of technology in the classroom and Formative assessment.
	I	There is not enough attention paid to what students should be ready to give back to society especially in terms of voluntary work
Teacher Support	I	Teachers need training in group work taking into consideration differentiation
	I	What will happen to teachers whose load will decrease due to lesser lessons in timetable?
	I	NCF promotes major shifts in pedagogy that require both teachers and LSAs to unlearn 'traditional' pedagogical practice that focused on content and relearn new pedagogies that place skills in the forefront
	I	Present remuneration is inadequate for the increase in work and working hours which would result from NCF proposals
	I	Teacher's profile must change radically if the dynamic demands of the NCF are to be met – teachers needs to be confident, creative, innovative, flexible, have some psychological and pastoral insights, be a good presenter and good in ICT
	R	A huge mentality shift is needed from top down (from university lecturers and the way lectures are conducted) – we need to move away from an intensely exam-oriented system.
	R	Lots of teacher training is needed to increase creativity, innovative approaches, cross-curricular planning, use of ICT, etc
	S	DQSE should study the possibility of introducing sabbatical years for teachers
	I	To deliver what the NCF requires will mean teachers, LSAs and SMT will have to work much harder and for longer hours on a weekly basis so salaries will have to increase accordingly
	C+	Agree with proposed model of subject LSAs
	R	For this to work the number of LSAs must not fluctuate
	S	Support structures offered to state schools must also be offered to church schools e.g. peripatetic system in the junior school and the services for the visually impaired
	I	NCF places enormous pressures on SMT, teachers and LSAs and drastically increases their workloads
Autonomy	I	NCF document 3 can be too prescriptive – a 'one-size-fits-all' approach considering the autonomy that church schools are proud to maintain
Differentiated Teaching	I	For differentiated learning to be successful, lessons need to be longer than 40 minutes
Quality Assurance	I	Self-evaluation does not need to be done in a written rigid format considering methods done today through constant meetings between teachers, LSAs and HoDs
	R	A mentor service should be available for teachers according to needs
	I	A lot of time is being wasted in administrative procedures to conform to demands of DQSE during external reviews.
	R	An adequate supply of professionals is required to offer hands-on-experience and support to all schools as required
	S	Regular classroom visits by subject EOs would be beneficial
	I	Many proposals of the NCF will burden small schools with additional administrative policies and procedures

	20	St Joseph School - Sliema
		Senior Section
		NCF Staff Consultation Seminar
Syllabus	I	Syllabi have to be realistic for differentiated learning to be successful – MATSEC syllabi at SEC level and Advanced level have to be reduced
	I	In the upper senior years it is impossible to include Art, Citizenship and Health education lessons as separately time-tabled unless SEC syllabi are drastically reduced and streamlined carefully
Children in Class	S	Number of students in class need to be reduced in view of differentiated teaching and planning of lessons
Timetable	C-	In several areas NCF is idealistic but not realistic such as the 6 day timetable and the 3 minute locker time
	I	Achieving what is being proposed in terms of timetables is impossible given the school's situation
90m Curriculum Development	I	The proposed 2+3 model regarding the choices of options during secondary education will create huge problems in small secondary schools due to lack of space and teacher compliment
	I	Small secondary schools would have problems incorporating all the subjects in the curriculum with the probability that some subject areas will be taught by non-specialized teachers
Teacher Roles and Responsibilities	R	The need of specialised assistant subject teacher in senior school
Learning and Learning Environment	I	More human resources (teachers and LSAs) are required to support learners are proposed by the NCF
	R	It is recommended that a number of teachers will visit and help schools in the development and implementation of policies – it will be more effective if these teachers will be part of the school itself.
	R	Part of the support should include the employment of specialist professional people available on school premises
Citizenship Education	R	The 5 lessons in Arts and Citizenship can easily be incorporated in cross-curricular themes
Religious Education	I	Proposal to weight Religion with only 2 lessons weekly does not give us enough time to implement the school's spiritual and pastoral plan
	I	The proposed Ethics programme should not necessarily be offered to students of different faiths – the social-cultural aspect of Malta will help all students of all faiths if they learn about the Roman Catholic faith
	I	The opportunity to opt-out of Religious Education is highly questionable
Health Education	I	Physical and Health Education need to be encouraged but these may require more resources than the school may provide e.g. space
Science Education	I	Too many changes at once are being proposed for science – the shift of pedagogy to inquiry-based learning alone is already a major challenge but in addition it is proposed there is also a shift from traditional Biology, Chemistry and Physics to Life, Material and Physical Sciences
Languages	R	The language of instruction should remain English; students should be bilingual and effective communicators in both Maltese and English.
	S	Schools should be free to retain their language of instruction
	S	We must ensure that students are bilingual and effective communicators in both Maltese and English
	S	Every effort must also be made to value Maltese and give it the dignity it deserves as national language
	S	English Literature should be taught alongside English language and only IEN students with IEPs should be exempted or the lowest set only
	S	We need to ensure that our students get a good grasp of English which will help them secure the option of a wider range of jobs in future
	S	English must be strengthened to ensure success in subjects taught through the medium of English

	20	<b>St Joseph School - Sliema</b>
		Senior Section
		NCF Staff Consultation Seminar
Education for Entrepreneurship; and Creativity and Innovation	I	More entrepreneurship in teaching means that more projects and activities have to be created
Examinations and Assessments	I	Assessment needs to be much detailed if the 10-point scale is to be introduced for different achievement levels
	C+	Agree with need for formative and summative assessment and their importance in teaching and learning
	I	A culture change is needed whereby parents value formative assessment, secondary schools are further constrained by the demands of the SEC exams
	I	Unless SEC exams are modified, teachers will still be pressured to focus on the content rather than on skills-based approach
	I	The new assessment methods require the learner to be at the centre of the process but if the current SEC exam system is retained it is highly unlikely that the new methods can succeed in the upper senior years
	I	New assessment methods proposed will not overload students but will overload teachers because they need more planning time which is impossible with the proposed timetable
	I	With regards to coursework and examinations, it is very unclear as to who is responsible for the agreed weighting of the coursework – if weighting will be decided by school there must be frequent liaising with teachers from other schools so that weightings are valid
	I	Attainment levels are difficult to sustain in an objective manner over a number of years due to teacher change – these need a lot of training for assessment to work, very time-consuming and teacher changes in a scholastic year will impact assessment
	I	In small secondary schools, where teachers may teach whole school population, it is not feasible to expect frequent assessment using attainment levels
	I	Are there sufficient HoDs and EOs to oversee change in assessment methods? Will HoS be able to source necessary resources?
Facilities and Support Structures and Services	I	Laboratories need to be bigger and better equipped in view of work in differentiated groups
e-Learning	I	If staff are to use blogs and web pages for more contact with students, teachers need to have lower lesson loads to find time for designing and updating these
Children in Class	I	To support diversity, smaller classes, more space in class and more LSAs are required
	I	With new inclusive system more time is needed for communication between teachers and LSAs
School Management	I	One of major implications of NCF on HoS is the hefty increase in paper work to plan/record/reflect on enormous new procedures in place – it is hoped HoS will not be isolated further from daily life in school because of added bureaucratic pressures
	I	Weekly PD sessions will pose problems schools with small population whose teachers teach more than subject in the context of time-management and time-tabling
	I	NCF will continue to increase workloads on HoS
Parental Involvement	S	Parental involvement is to be acceptable only up to a certain extent
	I	Those parents who take an active role in education are the ones whose children are already doing well.
	R	It is desirable that the issue of parental involvement is tackled on individual basis
	I	Which criteria will be used to choose parents to take the lead in the decision-making process? How far are professional school-based decisions going to be allowed to be directed by parents?

	<b>20</b>	<b>St Joseph School - Sliema</b>
		Senior Section
		NCF Staff Consultation Seminar
	I	Decision-making process will get even more complex with parents' involvement together with DQSE and school management
Management of Change	I	All staff members are called to be effective educational leaders and agents of change. This entails a sense of commitment, resilience ,perseverance and appreciation .
Feedback from Parents	I	Opting out from religion classes was highly questioned
	I	Who will teach new subjects?
	I	The introduction of foreign language in upper junior classes was questioned.
	I	Will there be enough time for core subjects to be learnt if new activities are time-tabled?
	R	More organised talks for parents especially when new teaching methods are introduced.

## 09. St Joseph School – Blata I-Bajda

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Teacher Support	S	Experience shows that teachers need a lot of training to be able to reach the outlined aims and objectives.
	C-	NCF places enormous pressures on Teachers and LSAs and drastically increases their workloads.
Autonomy	C-	Feel that NCF is proposing a one for all system when we as Church schools were always more autonomous in the implementation of the curriculum.
	C-	Certain logistics in the NCF do not allow flexibility - small schools such as this School it is very difficult to offer certain optional subjects if there are not enough students to make a class - and not enough human resources.
Differentiated Teaching	S	Although it is difficult to deal with the individual needs of each and every student, the School still reaches out to the needs of the students by using different teaching styles and strategies in the classroom.
	I	Use of differentiated teaching can help to reach as many levels as possible, however, this does not guarantee that all the needs of the different students are reached.
	I	Queries how level descriptors will be used and whether this will lead to the labelling of students and the lack of inclusion.
	R	Level descriptors should provide guidelines so that teachers can adapt content specifically to students' needs as is already happening in the revised Form 1 syllabus.
Cross Curricular Concept	R	Ideal if schools are allowed to develop their own cross curricular themes - also in line with the flexibility which is being allowed for timetabling.
Quality Assurance	C+	Agree with SDPs which are a vital tool which give a sense of continuation and relevance to the everyday life in school.
	C+	Self evaluation is important but it need not be done so rigidly: the School carries out continuous self –evaluation in subject meetings, staff meetings, etc.
	C+	A mentor service if available would be very useful if asked for by a teacher or a LSA.
	C+	Performance Management and Professional Development Plans are systems which can help teachers improve their teaching skills and learn new ways of how to cater for their students' needs.
	S	External reviews carried out by the Quality Assurance Department of the DQSE are useful and helpful if undertaken with a sense of respect towards teachers' sense of individuality and personality and a sense of awareness of the school and class environment: unfortunately, an appreciable amount of time is being used in administrative procedures to conform to the demands of the Directorate.
	C-	Teachers feel that expectations are too high within the real classroom setting as proposed in the NCF
	C-	Teachers seem to get the impression that their professional abilities are actually being questioned: This does not happen in other professions.
	I	Peer observation is alien to the School's culture and should be implemented with care and queries whether teachers will have the time to observe their peers, especially if their free lessons are taken up with extracurricular activity and lesson preparation.
Syllabus	S	NCF places a lot of emphasis on inquiry based training – this may at times be possible and successful, however it cannot be applied during each and every lesson due to the extensive syllabi.
	R	If there is no time for discussion and enquiry-based learning in the classroom, these skills cannot be developed. There has to be a reorganisation of teaching strategies and need for further staff training. There must also be a reduction in subject content so that more time

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		can be devoted to the teaching of these thinking skills.
	R	Subject content has to be reduced because inquiry based learning requires more time to be implemented.
	C-	NCF proposes a learner centred environment where teacher takes the role of facilitator of learning. While this is possible in the lower seniors it is unlikely to work in the upper seniors where teachers are engrossed in the MATSEC syllabus: the current MATSEC exam is to change if this new concept of teaching and learning is to be achieved.
	R	Teachers recommend setting up of Syllabus panels for proposed changes in Foreign languages.
Children in Class	S	As from 2011/12 all lessons for Science for Forms 1 and 2 are split and students are now enjoying the lessons more because of more practicals and other activities.
	S	Students taking Maths in Form 4 have been split in smaller groups and are now getting more individual attention in this way and more activities are included in the lessons.
	C-	Classrooms with a large numbers of students in the lower forms, as the School currently faces, makes it difficult to be able to reach certain goals being put forward by the NCF such as acknowledging the diversity of all the students.
	C-	Queries how one is expected to help a student who does not even have literacy skills when one is obliged to fulfil a syllabus with a large group: e.g., while through different learning strategies one can reach different learning abilities of the students, handling a big class on one's own does not enable the teacher to deal with students who come with social difficulties.
	C-	With the number of students in class it will be very difficult to implement the 10 point scale for levels of achievement, let alone take action on it.
Timetable	C-	Timetables proposed are impossible to achieve given the School's present situation.
	C-	The 6 day timetable and 3 min locker time are not all practical and realistic.
	C-	Although 6 day cycle is ideal it is not easy to implement especially with the younger students since it takes time to get used to – more importantly, the 6 day cycle cannot work in this School because of the 4 HODs are away on particular days which would create difficulties within the set groups.
90m Curriculum Development	C-	School has a weekly subject meeting and SDPs throughout the year which is more ideal than the CFTs proposed by the NCF.
Teacher Roles and Responsibilities	S	LSA support is already present and indispensable: dialogue between the LSAs and teachers is maintained at all times.
	S	Presently, LSAs are getting used to the idea of acting as Teacher Assistants and helping with other students in the class.
	S	Currently School does not have subject LSAs but is hoping to introduce the concept in the near future.
	R	When a class or subject LSA is introduced it is important that teachers do not shift the responsibility of particular students onto the LSA: requiring good team work between teachers and LSAs, and training is required for both teacher and LSA.
	I	Queries what qualification LSAs are to hold if they are to be subject based.
	I	Queries whether Teachers Assistants will be made available
	R	Support staff for particular learning needs should be available especially for students who are not stated. Not only curricular needs should be addressed but also social and emotional needs.
	R	Expert groups must include teachers who are given a year off their teaching duties to help in drawing up syllabi - job involving observation of lessons and collecting of feedback from teachers during school visits.

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	I	Proposed curriculum in the NCF puts pressure on teachers to work longer hours: queries whether the present remuneration is adequate.
Learning and Learning Environment	S	As a Church school values highly the spiritual and moral development of the students and because it does not focus solely on learning but also on the development of holistic skills the School can give its students a chance in life.
	S	A lot of what is suggested in the NCF is already being handled to a certain extent in the School.
	I	Queries the NCF call for integration of different subjects into Learning Areas vis-a-vis how this will be attained successfully as at the moment it does not appear that all subjects, as they are, can lend themselves to such integration.
	R	Students at Form 3 should be given the option to focus on the core subjects (instead of choosing other new subjects).
	I	Whilst it is understandable that education system moves towards a holistic approach where educators expose students to as many subjects as possible to prepare them for LLL this is not at the detriment of modern foreign languages.
	I	Learning Areas are obvious for languages but Maths is being left in isolation and queries whether it should be incorporated with Science though acknowledges that not all Maths is applicable to science.
Religious Education	C-	As a Church School we strongly feel that the 2 lessons weekly for Religion is not enough to uphold the Catholic ethos.
Physical Education	C-	Weekly PD sessions are going to be difficult to implement: at present it is impossible to time table these weekly sessions.
Science Education	C-	Too many changes being proposed at once in the Vision for Science - inquiry based learning is already a challenge for most teachers let alone a change in the traditional sciences from Physics, Chemistry, and Biology to Physical Science, Material Science, and Life Science.
Languages	S	Flexibility regarding language options already implemented in the school.
	C+	Agree with proposal of having 4 lessons a week for Maltese from Y7 to Y11.
	C-	English Literature should not be an optional subject: the School believes it should be taught alongside English Language because through Literature students can enhance further the English Language.
	C-	Do not agree with a reduction of 1 lesson of English / week: other subjects such as media could be integrated into a language lesson which would render it more effective and interesting.
	C-	Introducing new languages is not feasible in this School given the small population of students.
	C-	Teachers who teach foreign language in the School disagree with allotting 3 lessons a week for 5 years to the teaching and learning of a foreign language.
	C-	Experiences with the new Form 1 syllabus which is structured for 4 lessons/wk indicate that learning outcomes expected at form 5 level will not be met with the allotted hours in the NCF.
	R	Y7 and Y8 students should have 3 lessons/wk and 4 lessons/wk in Y9, 10 and 11.
	S	Teachers agreed with what is proposed in the new Form 1 syllabus and the NCF regarding pedagogical methodologies but they note that this requires its due time to put into practice.
	R	Teachers suggest that students are offered the possibility of choosing 2 languages in the 1st year of Secondary to study both or one throughout the secondary years - rationale being that the in the first 2 years of secondary students are less stressed.
	R	If students opt for 1 language out of the two when they reach Y9 they would still have been exposed to a second language and can attain an A1 level.
	C+	Agree that students are exposed in Y6 to all the foreign languages they can choose from Y7 - with each term focusing on a different language with one lesson per week.
Vocational Subjects	S	A selection of students have taken part in job exposure opportunities.

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	C+	4 initial vocational subjects (Engineering, Hospitality, IT Practitioner, and Health and Social Care) can be beneficial for students who are finding it hard to cope academically.
	C+	Agree with having vocational subjects included in BTEC however trained teachers should cater for such new subjects.
	R	Teachers should be trained to teach BTEC subjects
	I	Queries what NCF statement that vocational area is to be based exclusively on coursework means and how such course work is going to be conducted.
Examinations and Assessments	S	Exam papers and handouts at the School are built on exercises of graded levels of difficulty, starting from very simple ones.
	S	Objectives should be communicated clearly to students and if students are going to be involved in their own assessment this will take time and it will also require support.
	I	Changes in SE must be reflected in MATSEC and queries what happens when students finish secondary schools and whether there will be a continuation of the new NCF in 6 <sup>th</sup> Form and Tertiary.
	C-	NCF gives no indication of the continuity between the NCF reforms with Post Secondary and Tertiary.
	S	Feel the importance of continuing to use the assessment for learning and assessment of learning; as assessment for learning is very important to help sustain learner development and can be used within contexts of learning communities; whilst assessment of learning helps the teacher and the student to identify the level reached..
	S	Total shift in mentality regarding the importance given to subjects which are not examinable: many students and parents seem not to give importance to those subjects which are not examined.
	R	Levels of achievement should be simplified to be understood better by the students thus enabling them to reflect more on their learning.
	C-	If based on marks and points will lead to more competition between students, especially if these marks feed into the summative mark at the end of the year or the school leaving certificate.
Financing	I	Queries whether resources are going to be made available to Church schools just as in State schools.
Resourcing of Church / Independent Schools	I	Queries whether teachers who function at a national and college level be available also to Church schools - class teachers in Primary will need help in the development of education material and professional development.
	C-	A situation of inequity is being created between State and Church schools because mentors in State Schools have a reduced load as well as access to psychosocial and legal services provides free of charge by the DES which this School does not.
e-Learning	S	Many teachers are already making use of ICT resources in their class not only through the use of IWB but also through other resources, using varied teaching resources such as PPT presentations, online sites, etc
School Management	S	Management supports the staff and students at all times.
Student Involvement	S	The Student Council, EkoSkola, and Student Leaders play an active role in the School.
	S	At the School teachers feel that they are acknowledged as Educational Leaders in the classroom and are encouraged to put forward their ideas through an SDP
	C-	Management see one of the major implication of the NCF to increase administrative procedures necessary to promote the NCF which took the precious time from daily contact with the students and staff so important for the effective leadership and management of a school.
Parental Involvement	S	Parental involvement is already put into practice in both Schools, which work in liaison with the Parent Teacher Association.

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	R	Parental involvement is to be acceptable only up to a certain extent and recommends the drawing up of a good policy for parental involvement given that an increase of devolution of power to parents may have an effect on classroom practices.
	R	Parents need to be educated to value formative assessment: a culture change is necessary – which should be gradual as a drastic change will never give the expected results.
	S	Some Schools are already using IT systems which enable what their children are doing at school, work assigned, information with regards performance, work covered by teachers - though this is problematic with regards to students and parents who do not have Internet access or skills to use IT.
	R	Train parent to help bridge IT gap can be offered by schools after school hours.
	R	Work which involves parents and teachers can be assigned on a balanced basis in order to help parents become more involved in what is being done by the child - has to be kept as a one off activity given parents busy lifestyle.
	R	Parents can be encouraged to provide constructive feedback to the school and to participate actively in school activities such as organising fund activities, etc - with such involvement being overseen by the school in order to see that the contribution of the parents whilst given its due importance does not overstep its mark.
Local Community Involvement	R	Within context of Learning Areas students can be taken to the community to obtain practical experience of what they are learning: such as businesses, factories, etc.
Management of Change	I	NCF proposes setting in core subjects should start as early as Form 1 and queries whether the School will be given the human resources and necessary training from this to be implemented as otherwise it will be very difficult to implement with such large group and vast abilities.

## 10. St Joseph Blata I-Bajda – Consultation with Students

St Joseph School - Blata I-Bajda: Consultation with Students		
Document 7A		
Timetable	S	Mixed reactions - positive (i) longer break; (ii) lessons not so crammed; (iii) more time for sports/library; and negative (i) arrive home late; (ii) less time for private lessons; (iii) less time for extracurricular activities; (iv) queries how they will cope with homework and studies; (v) less time to be with family and to relax.
	I	Queries raised with regards to a longer day at school vis-a-vis (i) range of activities such as dancing and ballet; (ii) sport activities such as swimming, athletics, gymnastics which require special facilities; (iii) participation in national sports; (iv) students who choose to go to private lessons; (v) extracurricular activities.
		Mixed reaction with regards to names of Classes to be called Y8, 9 , etc with students mainly preferring current designation of Forms 1, 2, etc which gives a sense of achievement.
Science Education	C-	Uncertainty with new names to the Science subjects and queries is how they will be called in 6th Form.
	I	Queries how new syllabus for Science will impact future learning in Post Secondary.
	I	Queries whether Core Science will be included as an option to study in 6th Form.
	C-	Some resistance to the concept of Core Science - some students did not like the idea that they have to study core science when they feel more inclined to one Science area such as Physics.
Vocational Subjects	S	Mixed reaction: students saw this is as a positive suggestion since it provides opportunity for hands on learning whilst other did not like the idea much.
Examinations and Assessments	I	Queries how the new system would affect the SEC exam at the end of Form 5 and how students can sit for the same exam if they are taught in different settings with different methodology, contents, levels, etc.
Comments	I	Queries whether Church schools will be given more human resources to implement the proposed NCF changes.
	I	Language used in the DVD was too technical and difficult to grasp by students in the lower forms.
	I	DVD should also have been in English for English speaking students.

## 11. St Jean Antide School

	17	St Jean Antide School
		Feedback by staff and parents
Syllabus	I	Is it possible to review the syllabus (especially Maths) as well as the curriculum?
Children in Class	I	The average number of pupils per class in Government schools is 10 whilst in Church schools it is 25 – thus church school teachers have much more pressure also because of less peripatetic teachers
Timetable	I	Given the present syllabus it will be very difficult to implement a timetable as suggested in the NCF with 5 PE lessons etc.
	I	With barely time for a 15 minute coffee break, how are IEPs and MAP sessions expected to be carried out during school hours?
90m Curriculum Development		
Teacher Roles and Responsibilities	I	At the moment we barely raise enough funds to pay PE and Drama peripatetic teachers given the capital expenditure and every day running expenses of the school. Being without Art, Music and Health and Safety teachers, how can this school be expected to employ teachers for third and fourth language?
	S	Having an LSA in every class in Primary would avoid having LSAs pending till end of summer, not knowing which class they will be in or worse, end up redundant
Religious Education	I	Religious education in Church schools is a hot issue and teachers feel that it is not appropriate for parents who opt for Church schools to have their children exposed to other religious teachings, at least not at primary level
Facilities and Support Structures and Services	I	Teachers in non-state schools are still without a laptop and in this school only a few classes have an interactive whiteboard – although NCF says there should not be difference between schools, Education Directorate often treats teachers in church schools as second class citizens
	I	Are the support services for staff which the NCF mentions also available for church schools staff?
School Outings and Extra Curriculum	R	Parents suggested that First Aid and Etiquette sessions are included even at Primary Level and that specific cultural outings form an integral part of the curriculum to make sure that all pupils are exposed to a variety of experiences
Management of Change	I	Experience shows that new guidelines are often met with scepticism and take quite a few years to be implemented at grass root levels, ie in the classrooms

## 12. St Francis Secondary School - Sliema

	12	St Francis Secondary School – Sliema
Early Years and Primary Education	I	Is there an INCO for the junior schools so that learning difficulties can be identified early?
	R	More meetings are required with Primary teachers to help students with the transition to secondary and to discuss the choice of books and the syllabus content in the first two years of secondary
Teacher Support	S	Meetings for teachers are of great benefit for teachers and students but finding a slot in the timetable during which all teachers can meet is quite difficult
	S	With amount of lessons teachers have, it is not possible for them to meet and offer inter-curricular links between subjects
	R	In-service courses should be available for both state and church school teachers including the resources given and should be held separately to reflect the realities of both schools
	R	Consider having subject teachers (English, Maltese and Maths) as from Year 4
	R	An INCO in primary schools could have an initial meeting with teachers early on in the year to identify children's difficulties – the same INCO can be used in both primary and secondary
	R	In an ideal situation, Maltese and English should be kept separate (avoiding code-switching) – teachers of Maths, Sciences, Geography, Accounts and Economics should not be obliged to teach their subjects in English if they are not proficient in such language
Syllabus	C-	Compared to the new MATSEC syllabus for Culture, the NCF feels contradictory – while NCF proposes strengthening of culture, the new MATSEC syllabus is eliminating the Maltese Folklore project
Children in Class	R	Smaller classes are required to benefit from the ability of having more time to dedicate to listening talks/abilities, speaking tasks/abilities, reading and writing tasks and presentation skills
	R	An alternative to smaller classes could be the introduction of a fourth class
Timetable	R	All schools (especially church schools) should be free to set their own timetables
	R	Subject meetings should be held within school hours – ideally a slot in the timetable should be reserved for subject teachers every week but if not possible some time should be set aside during SDP
Learning and Learning Environment	R	NCF should be set up in a way that it addresses all stakeholders (state, church and non-church schools) – there should be no distinction
Religious Education	S	If parents choose to send their children to church schools, they should expect and accept that they are taught Christian Religious Education – Ethics always forms part of CRE
	S	Our school does not have the required resources to teach Ethic education as proposed in NCF
	I	With regards to the free choice of values, teachers will be abdicating their responsibility to guide students towards the best values in their life
Languages	S	The development of language skills deals with a methodology which, although spread over 3 lessons only, is already being done
	R	More exposure to culture and civilisation in its widest sense is required helping students to appreciate the language, the country and its traditions
	R	It would be useful to have language LSAs in the class room having A level in or more of Maltese, English, French and Italian to assist language teachers
	C+	Agree with increase of Maltese lessons from 3 to 4
	C-	Disagree that English Literature be an option subject as otherwise students who later decide to take English at a higher level will be placed

	<b>12</b>	<b>St Francis Secondary School – Sliema</b>
		in a disadvantage
	R	Re English Literature, weaker students could be exposed to a different syllabus which would not lead to the SEC exam but at least exposes students to the general idea of literature
	C+	Agree with exposure to new foreign languages – currently a lesson a week in French, German or Italian are being given in state schools – church schools must follow!
	R	An alternative to foreign language policy being proposed in NCF (if not feasible) would be to offer 2 foreign languages in Forms 1 and 2 keeping one of them from Form 3 onwards
	R	French and Italian should be introduced in Year 5 and if not possible they can be both be offered in Forms 1 and 2 (yrs 7 and 8) after which students will drop one subject (and the other can be taken as option subject)
Examinations and Assessments	R	Further support is needed to clarify the level descriptors in the assessment of all students – all state and non-state schools have to abide by the same level descriptors
	I	Due to the fact that the resources in various schools differ, how can all students be assessed in the same way?
Facilities and Support Structures and Services	S	Teachers in church schools ought to be given the same support as those teaching in state schools – they must be treated equally thus provided with the same resources
	R	Adequate and relevant resources should be made available to all teachers in State and Church schools – e.g. laptops and state sports facilities (which are not free for church school students)
Parental Involvement	I	A conflict is felt between the economic need of women participating in the labour market and the interest of parents in their children educational process – parents need to be present with their children at home
	R	Government should offer parenting skills courses to teach parents about their very important role in the education process of their children
Local Community Involvement	C+	Agree that government and voluntary organisations (e.g. youth centres, boy scouts) be considered by schools as their partners – it is important that these walk hand in hand with the schools in the interest of children

### 13. St Francis School - Cospicua

	7	St Francis School - Cospicua
		Workshops held on 31 <sup>st</sup> October 2011
Principles	C+	Proposals are all intended to improve education
Life Long Learning	C+	Six principles mentioned in Document 2 (pg 22-24) and aim 2 (pg 29-31) will help students for their lifelong learning
Teacher Support	C+	On-going professional development is fundamental for teachers - we agree that staff should be trained on an on-going basis
	C+	We agree with legal and psycho-social services for teachers
	I	Psycho-social services for teachers are not only necessary but they need to be available when the need arises
	R	Human resources – teachers should be supported each year with a helper if an LSA is not present in class
	R	The role of LSAs should be clearly defined, e.g. whether LSA is assigned with the class to do adaptations or else with assigned children
	R	What resources are given to state schools must be given to church schools
	S	It is important that mentoring is given on a regular basis to be effective
Quality Assurance	C+	Schools should be supported constantly to develop their practices
Children in Class	R	Classes should be less in number
Learning and Learning Environment	I	Document 2 – major concern is whether church schools will benefit from NCF proposals
Technology Education	R	Technology should be taught by specialized teachers
Science Education	C+	Proposals re science are very relevant since this subject stimulates student's curiosity and learning outcomes
	R	Science should be taught by specialized teachers
	R	Proposals re science need to be supported by relevant resources
Languages	C+	We agree with the language policy adopted in the NCF
	C+	We agree with the introduction of basic skills in foreign languages
	R	In Year 6, a foreign language lesson should be held once a week using a different language in each term but with no exams
PSD	R	PSD should be taught by specialised teachers
Examinations and Assessments	I	A lot of bullying will be present if peer assessment is encouraged
	R	Mid-term, half-yearly and annual exams should be part of the assessment process
School Management	C+	Document 1 – the dissemination of leadership is a very good thing
	I	Document 1 – leadership and final decisions ultimately depend on head of school
	S	SMT should provide constructive feedback to staff throughout the year for better leadership
Social Needs and Discipline	S	Withdrawal from classes should be accepted in extreme cases as a system of support structure for learners with special needs
Parental Involvement	I	Parents sometimes do not know their limits, e.g. disturbing children in classrooms when visiting the school
	S	Parental involvement benefits the school - parents can be included in outings and during special occasions or teachers can ask for parents' help to teach certain occupations such as asking a parent who is a doctor to talk to children about his profession

	7	<b>St Francis School - Cospicua</b>
		Workshops held on 31 <sup>st</sup> October 2011
	R	School has to organise frequent parental skills courses
	S	We should take into consideration the fact that many parents work and hence more activities need to be organised in the evening
Local Community Involvement	S	Parental and community involvement in education is very important in school

## 14. St Francis School – Msida

St Francis School - Msida		
Document No 4		
Differentiated Teaching	I	If one has a large class with mixed abilities one cannot use best practice all the time.
Cross Curricular Concept	S	K2 children learn the letters they make a craft of the said letter, sing about words which start with the letters, read stories to children and, because of the presence of a visually impaired child, sound the words; and incorporate science, with the children encourage to put pictures reflecting the letter, etc.
	S	Thematic approaches are used in Y2 – when they learn colours they do so in English and Maltese, through crafts, etc.
	R	Cross-curricular activities eg: Maltese/Drama/Computer
Syllabus	C-	Sceptical on how teachers are supposed to cover the number of subjects proposed in the time available – not a matter of proposing new timetables with definite time allocated per subject but a matter of either increasing the teaching time or decreasing content.
	C-	Cannot increase subjects and expect teachers to cover these in the same time as presently.
	R	Review of syllabus to make it possible to deliver other sessions with regards to Education for Life.
Children in Class	C-	Seems good in theory but in practice(?)in Church schools teachers are dealing with large classes – not like State schools.
	R	Expectations of proposed NCF would require decreasing the number of pupils in class, if assistance in the classroom is not provided.
Timetable	C-	NCF does not account for lost time in setting up the classroom and the need to prepare and change from one lesson to another: such rushing leads to teacher stress and thus results in ineffective classroom practice.
	C-	Proposed timetables in Primary means that children will be rushed from one topic to another without enough switching time (mentally) which children need– as do teachers.
90m Curriculum Development	I	Regular meetings are required.
Professional Development	R	Teachers should show that they are working on their professional development by attending courses (other than the Inset) which is relevant to their teaching at least every 4/5 years. In this way Management can have the assurance that teachers will do their utmost to take an interest in PD.
Teacher Roles and Responsibilities	R	A Teaching Assistant in a large mixed ability class would help as it would allow for more differentiation, group work, etc.
	I	Primary teachers need to have the support of subject teachers to teach the other subjects proposed: classroom teachers can keep teaching the core subjects with the continuous help of the subject teachers the content delivery could maximise classroom practice.
	R	Cannot continue to teach in situations with large classes and then expect teachers to increase their work load without providing human resources such as: Classroom Assistants and subject teachers to take over subjects such as: PSD, IT, PE, etc.
Learning and Learning Environment	I	Area coordinator (departments)
	C-	NCF requires more work to cater for all School sectors and not only State schools.
	C+	Agree with the concept being proposed in the NCF: new subjects and the rationale behind them.
Physical Education	I	Agree that a child should engage in active activities daily but if there is to be a PE lesson daily then time for academic subjects will lessen.
Examinations and	R	Y1 and Y2 need to have more Assessment for Learning included in their school assessment reports – the Kinder are already utilising this

		<b>St Francis School - Msida</b>
		<b>Document No 4</b>
Assessments		method.
Text books	I	Discuss books – Abacus?
Facilities and Support Structures and Services	C+	Agree with the proposal for help with student services, human resources, etc.
	R	Support – MWP, LSA, visual resources etc.
Special Needs	I	Y2 teacher comments on an extreme case concerning a boy with severe autism who disrupts the class when he does not understand what is happening around him and can be dangerous.
Parental Involvement	S	In Y2 parents are involved in the crafts lessons which are held once a week wherein parents enjoy themselves working with the children and also help so that together they contribute towards final work.

**15. St Dorothy's Senior School**

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	13	St. Dorothy's Senior School
		<i>Note: In the single page document provided there were no comments about the NCF</i>

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## 16. St Dorothy's School – Sliema

	1	St. Dorothy School Sliema Doc 1	2	St Dorothy School Sliema – Doc2
		Primary		Early Years
Focus on / Early Years				
Teacher Support	S	The introduction of learning areas will involve more teachers, LSAs, resources and premises.	R	In order for the NCF to be more effective and sustainable we should take a lot of personnel on board including the various professionals needed.
	S	The concept of a class finishes with the introduction of learning zones. This involves restructuring as regards staff, resources and premises.		
Professional Development	R	Although the need for professional development is felt, teachers feel well occupied with preparations and corrections. Such courses should not eat away from teachers' free time		
Differentiated Teaching	I	The idea of universal design where lesson plans and homework are planned for different categories of children from the most gifted to the weakest is very challenging and time consuming		
	I	The stigma of labelling remains especially if children are placed in particular groups – learning areas.		
Quality Assurance	S	The positive aspect is that the external review gives rise to evaluation and improvement but on the other hand causes stress especially on teachers.		
Syllabus	R	More topics of general knowledge (news, environment) need to be included.		
	S	In the core subjects the teacher has to follow closely the syllabus issued by the government. This leads to a better preparation for the benchmarking process. Parents need to be informed beforehand of any changes.		
Children in Class	I	Our concerns were mainly that the NCF is idealistic but is difficult to implement in such large numbered classrooms and with limited resources (human or otherwise)	I	Considering the amount of students in each class, the NCF will have a challenging impact on classroom practice in the early years.
	R	Decrease classroom size, more personnel to help the teaching staff		
90m Curriculum Development			I	The section dealing with support for curriculum development and implementation is not concrete. We need more concrete information.
			C-	In order for the NCF to be fully implemented concretely, a teacher has to be a multi-tasking person. According to research, a multi-tasking person does not exist
			C-	It is too idealistic and might not be implemented in the correct way

	1	St. Dorothy School Sliema Doc 1	2	St Dorothy School Sliema – Doc2
		Primary		Early Years
Teacher Roles and Responsibilities			R	Classroom assistants and reading group assistants should be trained and qualified professionals before they are allowed to assist in these services.
Learning and Learning Environment	R	The curriculum needs to be flexible. The teacher should be able to adapt to incidental situations, the particular students of the class and the ethos of the school.	C+	NCF – they are positive. They mirror my best practice, because any of the proposals are already being implemented.
			S	Support structures for learners as proposed in the NCF should be available to all students especially in the world of today presenting so many challenges
Citizenship Education	R	Citizenship education (including PSD) and IT should be included from Grade I		
Languages	R	Children should be literate and fluent in both English and Maltese. Emphasis should be made to eliminate Maltese English		
	R	The English Macmillan Books reinforce the practice of listening skills, mental exercises and critical thinking. Similar books, backed by CDs are necessary for Maltese.		
	S	During lessons more discussions which develop critical thinking need to take place, giving the children time to express themselves in English		
Examinations and Assessments	R	Assessments on listening skills (English and Maltese), mental maths and critical thinking		
	C+	A positive aspect is that assessment is more continuous and gives a more clear picture of the child's progress and needs – but it will be more complicated and time consuming		
	I	No assessment for aural skills is held in Maltese. Resources are limited.		
Facilities and Support Structures and Services	S	The need for a resource room, internet in class, a computer lab and technician will be felt if the NCF is implemented as stated.		
	S	The NCF proposes many ideologies which would be ideal for educational improvement. However, all the necessary resources and services have to be provided for such aspirations to be reached.		
School Outings and Extra-curriculum Activities			S	As to outings, fundraising and school activities parents should participate.
Special Needs			S	We would need closer collaboration between the schools and resource centres as to what regards children with special needs. Maybe the classroom may not be catering for the special needs as

	<b>1</b>	<b>St. Dorothy School Sliema Doc 1</b>	<b>2</b>	<b>St Dorothy School Sliema – Doc2</b>
		Primary		Early Years
				it is done by the specific professional.

## 17. St Augustine College

St Augustine College		
Document No 6		
Early Years and Primary Education	R	Focus of Primary education should be more on skills such as logic, memory and critical thinking.
Teacher Support	S	Teachers should feel the responsibility to instil values in students but sometimes this can prove to be very difficult.
	I	Teachers may not necessarily be able to teach Technology, IT and PE to the level of detail required as they would not have been trained in these subject
	I	Queries the level of recognition that is given to teachers who render the College proud due to student achievements in sports activities, talent shows, etc.
	C+	Very beneficial to have teachers' mentoring by co-teachers, whenever one feels the need – a practice already in place within the College.
Autonomy	R	Schools have to be more flexible since lessons will have different durations.
Differentiated Teaching	S	Differentiated teaching already being implemented in the school.
	I	Means teachers have their own class – which implies certain logistic problems that have to be tackled.
	I	Will impact a number of classroom practices such as time management, increased planning of day to day lessons, LSAs to work in collaboration with teachers, etc.
	S	Teachers at the College are already striving to help students achieve high marks by tailor making the lesson plans according to the students' needs.
	I	Queries what happens if a student is on Level 3 in one topic and Level 4 in a different topic of the same subject.
	C-	Different Level Descriptors for each subject which will create confusion for students, parents, and teachers.
Thematic Approach	S	Both Primary and Secondary teachers think that cross curricular themes are already implemented in the College – whilst recognising that there is room for improvement.
	C-	Even though the College agrees with the notion of cross curricular themes the NCF does not propose any tangible structures and practices to help teachers - which may require specialised teacher to teach such subjects.
	C+	Agree with interrelating cultural aspects through subjects.
	R	Propose cross curricular meetings to focus on curriculum content across different subjects not only languages.
Quality Assurance		
Syllabus	R	Principles mentioned in the NCF are brilliant but the amount of work related to each subject should be revised and reduced – otherwise it is going to be very difficult to implement them.
Learning and Learning Environment	C-	Vast amount of work that has to be covered restricts teachers in developing an inclusive and health environment.
	R	If time for Maths and Languages is to be reduced then syllabus content must be reduced accordingly.
	R	Part of the teachers' load could be used for the preparation of resources and for differentiated lesson plans.
Children in Class	I	Large number of students in class will definitely reflect and effect the successful implementation of the recommendations made.
	R	Amount of students in each class should be reduced otherwise it is very difficult to implement what is being proposed in the NCF: having

St Augustine College		
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		15 and having 25 students in a class is not the same.
	R	Primary school teachers, especially in lower grades, insist on the need of having fewer amounts of students in class: at the moment they are finding it really hard to differentiate work.
Timetable	C-	Majority of teachers do not agree with the 6 day model time table as this creates confusion and unnecessary disruption in routine and is considered to be too radical.
	C-	Allocates same amount of time for Languages and Maths as it does to PE – which whilst all are important, the teaching of Languages and Maths require considerable time to be taught.
	C-	Technology emphasised in the NCF but then allotted only 45 minutes per week.
90m Curriculum Development	S	Some teachers are in favour of subject based meetings as these help to improve coordination among the different year groups.
Professional Development	R	Implementation of the NCF requires ongoing professional development to be sustained.
Teacher Roles and Responsibilities	S	Implementation of the NCF teachers' support should be increased, more resources should be made available.
	S	Since at St Augustine College LSAs are subject based it is easier for them to support the teachers and reach all the students.
	S	Primary School teachers agree that the idea of having a Classroom Assistant – different from a LSA – in each class will help the teacher to cater for the different needs of the children.
	R	LSA subject based is good in theory but requires training to be attained.
Learning and Learning Environment	C+	NCF encourages interaction between teachers and students which will facilitate a teacher's ability to identify the skills and abilities of each individual student – which promotes creativity of students.
	I	Queries the extent of the NCF with regards to inculcating a sense of belonging of students with a school and that it is educators who should strive to inculcate leadership skills in students.
	S	College introduced a system of student mentoring directed to help students with particular difficulties.
	S	New NCF encourages teachers to deliver lessons based not only on the academic aspect of the subject taught but lessons should embed values and principles related to other subjects.
	C+	NCF helps teachers to adopt a more student centred approach.
	R	Educators should help students to be independent by helping them to acquire skills that will help them further in life: must be careful that they are not spoon fed.
	R	From a very young age, students should be taught the necessary skills they need to help them become independent persons: this will surely prepared them for the future.
	S	Getting students to a stage to search for information on his/her own is a preparation of leadership skills.
Subjects	C+	NCF gives importance to a broad range of subjects and therefore covers a spectrum of abilities.
Religious Education	R	Religion teachers think that religion textbooks need to be changed: at the moment teachers need to provide a lot of extra notes to the students, since the textbooks alone are not enough to cover the content of the syllabus.
	I	Teachers of RE feel that they need more resources.
Science Education	I	SE teachers are concerned with the fact since in the College there are only 75 students it will be quite impossible having enough

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		teachers to teach the 5 options of science proposed in the NCF.
	R	SE teachers should be given the necessary training for them to be able teach the 5 options mentioned in the NCF.
	R	Students in Primary should be introduced to science principles at a young age to be prepared for the Secondary.
Mathematics Education	I	Maths teachers think that the subject cannot always be taught in English as some students have problems understanding the explanation due to the fact that in the Primary they were not exposed to the language.
	R	Use of modern technology to teach maths is a very positive idea since this will surely help students to visualise abstract concepts – however e-Learning is almost inexistent in Maths and needs to be integrated in the subject.
Languages	R	English teachers agree that the English language should be a language of instruction: delivery of lessons in English will increase the students' exposure to terminologies and jargon related to the subject.
	R	Subjects whose exams are in English should be taught in English.
	C-	Too generic and vague where languages are concerned except for the English language which is given more importance.
	C+	Agree with interacting linguistically within contexts.
	R	Although all languages are grouped together the mother language (Maltese), the second language (English) and the foreign languages should be treated and taught differently.
	I	Queries why multi-lingualism is not placed as a re-requisite for Post Secondary given the considerable amount of importance given to it in the NCF.
Education for Entrepreneurship; and Creativity and Innovation	S	Should encourage creativity activities which requires supporting structures that will assist teachers to engender the appropriate environment.
Examinations and Assessments	R	Test and examination papers should be offered in both languages.
	I	Tests and exams are putting a lot of pressure on parents, students and teachers.
	S	Group work especially in Forms 1 and 2 helps interaction between students.
	I	Educational system focuses on an exam centred approach: the whole concept of targeting students towards achieving high grades in exams is putting a lot of pressure on the students, parents and teachers.
	C-	NCF principles are difficult to adopt if MATSEC remains the same – due to the fact that differentiation is more time consuming.
	R	Apart from the core competencies check list, teachers agree with the idea of having a proper check list to check the basic skills of each students – which should be tested at the end of each term.
	I	Concern with regards to peer-assessment: though in theory it sounds beneficial as it encourages learners to support one another's' learning the College is sceptical whether this actually works.
	S	NCF combines summative with formative assessment with more importance placed on the latter; and this reflects the College's policy on assessment.
	R	System where the checklist is simple to complete but still provides sufficient information on the holistic development of the child.
	R	The summative mark should not be simply a number but a number which is categorised according to key areas for each subject thereby allowing for better understanding of a child's knowledge.

<b>St Augustine College</b>		
<b>Document No 6</b>		
Facilities and equipment	S	Use of IWB and projectors in class help a lot.
	R	Requirement for support structures that include Guidance, Counsellor, Mentoring. Pastoral Care, PSD, inclusive education programme – which are support structures provided by the College.
Financing	I	Church schools need funding to provide the necessary resources, teaching aids, software, etc.
Resourcing of Church / Independent Schools	R	Church schools need to unite as colleges to help each other, although this will affect the autonomy of the schools.
Books	I	Majority of book used are meant to be for English students – which should be customised for local students.
Intercultural Education	S	Need to work harder to cater for the change in cultures, social inequalities, different religions, different abilities, etc.
Special Needs	R	Certain learning difficulties should be tackled from a very young age.
Parental Involvement	I	Teachers feel the need of more support from parents.
	R	More contact with parents is necessary.
	I	Concern that parents will not understand the results and how level descriptors are to be communicated to parents.
	R	Need for continuous interaction with parents so that results and levels achieved are explained.
	S	Parental involvement is key for educational improvement.
	R	Since what is taught at school is not carried on at home, parents should be given skills from school (hygiene, personal care, etc).
	S	Parents are not involved in decision making and they should be involved only to a certain extent so as not to overpower the school's decision.
	S	To develop certain issues there is the need to consider today's situations where now nowadays both parents work and find it difficult to attend courses and other activities being held for them by the local councils and other entities.
	S	Financial aid for parental courses.
	R	Recommendations in involving parents include provision of voluntary courses, getting parents to set up career conventions, informing parents through online data, etc.
Local Community Involvement	I	Concern related to schools and community involvement in the learning of the students as the College feels that no all clubs and associations are willing to be involved and therefore the options are limited.
	R	More communication between schools and local councils so they can offer flexible courses related to what is happening at schools – will involve the Local Council to encounter certain situations and to be able to offer the proper needs and works for all students to success and the need and work of the parents as well.
Management of Change	S	All the stakeholders have to liaise together and any opposing forces are to be eliminated.
	R	Policy makers have to be open to constructive criticism coming from educators and all those implementing the curriculum in the trial period.
	R	There has to be ongoing evaluation and the will to make any necessary amendments.
	S	There has to be a certain degree of adaptability whilst building upon existent good practices.
	I	One of the College's main concern is that even though the NCF content is very well presented and augurs well for the holistic development of our students the realistic implementation of the curriculum might not be plausible as there do not seem to be any alternative strategies.

## 18. De La Salle College

	4	De La Salle College
		Remarks by Head of Primary
Principles	C+	General principles and aims are commendable
Early Years and Primary Education	S	Regarding assessment and time allocation, and in terms of the outcomes in the Early Years, 'I would like to add something to the effect of independence/responsibility'
	R	There should be an amount of flexibility when it comes to assessment strategies and time tables – this is implied but this needs to be stated explicitly in the document
Teacher Support	C+	Agree with all teachers being school-based and as such support the idea of specialized subject teachers for Science, PE etc.
	C-	Strongly disagree with curricular support teachers
Autonomy	R	Heads should be given the possibility to experiment and explore in order to take our children's education forward
Learning and Learning Environment	C+	Agree with the promotion of childrens' creativity
	R	Rather than learner-centred learning, it would be better to express an idea of learning together and not in isolation
Religious Education	C-	A church school must not be obliged to offer Ethics education instead of Religion if a student or parent demands it
Facilities and Support Structures and Services	R	Re support structures, it is time to think of resources other than human when it comes to church schools
School Management	R	The NCF should also promote creativity at Leadership level
Comments		

## 19. De La Salle College - Council

	5	De La Salle College Council
		Deliberations and Comments by College Council
Principles	C+	Welcomes the development of the NCF that takes account of today's realities and tomorrow's requirements – the changes in our society require that the NCF is constantly reviewed
	C+	We agree with the general principles of the NCF
Employability	I	The NCF has placed too much emphasis on the world of work excluding other important choices that an adult makes, such as voluntary work or being a homemaker
Autonomy	C-	The document does not give any scope to the character, identity and autonomy of the individual schools, especially church schools – this is a fundamental point of principle which we have striven for in the last 30 years and which has been accepted by successive governments
	I	Flexibility in aspects such as the choice of textbooks, form of assessment, topics, and focus on particular subjects needs to be guaranteed
	S	The NCF must allow flexibility to enable experienced schools to continue building on what they gained in the past
	I	Although it is stated that the NCF is non-prescriptive and allows room for flexibility, this is not emphasised enough and we fear that once the document is finalised it will be applied in a restrictive manner
Quality Assurance	I	There is no certainty in the document of the disposition of those institutions responsible for post-secondary education to accept the changes being proposed in the NCF and to incorporate them in their admission regulations
Learning and Learning Environment	C+	The principle of moving away from subjects to learning areas to establish links across subjects is very positive
	I	The NCF does not appear to take into account the current situation in individual schools
	I	The NCF seems to exclude the concept of the common good where the emphasis is on the individual with not a strong enough message that education helps the individual to understand the fundamental principle of the common good and contributing to society.
	S	The NCF must give equal importance to outcomes as much as it gives to inputs
	R	Certainty is required to oblige post-secondary institutions to accept the changes being proposed in the NCF for a seamless transition between compulsory education and post-secondary and tertiary education
	R	The NCF should make mention of two important aspects that contribute to the education of children – the environment and the management of schools
Religious Educations	I	The NCF is not all explicit on the right of a Church school not to provide an alternative to Catholic Religious education
	I	Ethics is not an alternative to Religious Education – governance in education seems to be simply market-driven
Health Education	C+	The identification of Health Education as a distinct learning area is positive
Languages	I	NCF does not tackle issue of bilingualism and multilingualism
	R	Re learning areas, we would like to see a split between English and Maltese (as our two national languages) on one hand and the other languages on the other in two distinct learning areas (as is done in the European Reference Framework).
Facilities and Support Structures and Services	I	A number of initiatives mentioned in the NCF are indeed very positive however their implementation may require additional resources.
	R	Government needs to ensure that non-State schools are given the required resources to implement the NCF and for all children to succeed bearing in mind that soon one out of every two students in primary and secondary education will not be attending a state school
Management of Change		
Comments		

## 20. Savio College

	19	Savio College
		Feedback from Educational Staff
Principles	I	General feeling is that the NCF is a statement of the ideal – students would need time to progress while more teachers are required to test the students' skills
Teacher Support	I	Will teacher contact hours remain to be solely based on contact with students in a class environment or will some of these hours be devoted to much needed teacher meetings and lesson preparation?
	I	Proposed changes in science require training of teachers – when will this happen and how often? Will this be given in term time within school timetable or are teachers expected to train in their own time? Will the required resources be provided without unnecessary costs?
	R	Adequate training and resources be provided in order to facilitate this big change in science
	I	Concern that LSAs will eventually become class assistants – students will benefit with subject-based LSAs
	I	Teachers need to enjoy teaching and students to enjoy learning
Differentiated Teaching	I	How can teachers make sure that the intellectually gifted and the intellectually challenged both experience challenges that fulfil their potential?
Syllabus	I	Will syllabi change in content, depth, emphasis on skills rather than knowledge etc to reflect NCF changes?
	R	SEC syllabi are to be reduced in content so that teachers can focus on using different methods with students rather than on whether they will cover it or not
	R	SEC is to provide for project work that can cater for the individual within a group and for such project work to be partially done in class and not only outside of it
	R	If certification bodies other than SEC are going to be introduced care must be taken that the syllabi will converge and have a lot of common ground for teachers to be able to implement both
	R	Any syllabus changes be published well in advance of the scholastic year in which they will be applied
	I	If number of students in class remain high, the kind of assessment which is being required by the NCF will not be possible
Children in Class	I	Are mixed-ability classrooms going to remain with a maximum of 25 students? If yes how can teachers be expected to achieve the principle of differentiated teaching?
Timetable	C-	We do not agree with timetables that span more than 5 days since these can create confusion amongst students
Learning and Learning Environment	I	What is the impact of student-centred learning? Should learning depend entirely on the student or should there be a balance between what the student experiences are and what society deems important for the student to learn?
Science Education	C+	We agree with overhaul of how science is taught in Malta, the smooth transition of science education from primary to secondary and the need for basic scientific literacy for all school leavers
	I	A lawyer might not need specialise in a science subject but a single specialised option will not be available to any student
	I	Will a student wishing to follow a computing career, which requires Physics at Intermediate level, be prepared for this course with just the basic core science SEC?
	I	Shift from transmission of knowledge to scientific inquiry method – will syllabi content be reduced accordingly and if so how will scientific method be assessed for each and every student?
	S	Students should be informed and suggestions made as to what science option should be taken according to future career plans
	R	If a scientific enquiry methodology is to be pursued then content must be reduced

	<b>19</b>	<b>Savio College</b>
		Feedback from Educational Staff
	I	Physical, Life and Materials Science – are these changes merely cosmetic? If yes then cosmetic training is not needed!
	I	Will Physical Science, Life Science and Material Science be recognised by future employers locally and abroad?
Mathematics Education	I	NCF emphasizes role of ICT in Mathematics – this is excellent but will Maths exams remain pen and paper? Shouldn't there be a percentage devoted to computer work in Maths?
Languages	I	It seems that only aim of English, Maltese and other languages is an exam at the end of each scholastic year, including SEC exams
	R	Rather than studying all literature topics, it would be wiser to start a portfolio during Form 1 which the students will keep till Form 5 – this will enable them to go in depth through different types of literature and learn different techniques of reading it before trying to cover the endless number of literary works in the syllabus
	S	Multilingualism - language of instruction should be English (excluding the Maltese lesson) – for students who do not understand English communication has to come first with the student having to feel comfortable to ask questions regardless of language used.
	R	The amount of work in the syllabi for languages has to be reduced.
Arts Education	I	Time allocated to Creative arts subjects (Music, Art, Drama and Dance) is much lower that that given to other subjects – this is in contrast with NCF ideal to promote other intelligences and capabilities
Examinations and Assessments	I	Whilst there is provision for opportunity where the school can assess students according to their abilities and skills, will students be finally assessed at end of Year 11 solely through the SEC exams? Will only SEC exams remain the key to post-secondary education or will other forms of assessment and certification be considered?
	I	How will the NCF proposed changes be reflected in changes to the SEC system?
	C-	It was mentioned that for students who are not up to SEC level, the school has to provide a school leaving science certificate – we believe that this is not ethical since it constitutes a conflict of interest and will most certainly be subjective
	R	Basic science school leaving certificate be administered externally or internally with external auditing and NOT entirely by the teachers at that school
Books	I	Science – it was mentioned that text books will have to change and that publishers have been contacted – are these publishers local or foreign? If latter, is it cost-effective or have textbooks changed for Malta only? In what time-frames will this be done? Are textbooks to be recommended or are they seen as too 'content-based'?
School Outings and Extra-curriculum Activities	C+	Agree with cross-curricular themes proposed by NCF
	I	We are concerned about lengthening the daily hours at school since this would tire teachers and students alike and deduct from time needed for informal activities after school
Intercultural Education	C+	Agree with principles of inclusion and diversity
	I	Uncertain about some of the academic aims proposed in the NCF

## 21. Our Lady Immaculate School

	14	Our Lady Immaculate School
		Feedback from parents
Differentiated Teaching	C+	Giving equal opportunities to all students in all aspects of the child's development is very important and to give them the opportunity to express their talents and skills
Timetable	S	It is important that parents are informed about their children's timetable
	I	Other parents prefer shorter hours and to have children early at home
Learning and Learning Environment	I	Will all schools be offering all subjects, such as Engineering? Why are we increasing subjects?
	C-	To sort out problems in state schools we are creating problems in church schools
	I	Would like to see longer hours at school and less homework to do – students can be assessed on their school work – this will reduce stress on teachers (to cover syllabus in a short time), students (to absorb it quickly) and ultimately parents (who can spend more quality time with their children)
Science Education	I	Why are we changing the names of the science subjects? They still have to study them so what are we going to solve?
Languages	C+	Agree with introducing a foreign language in year 6
	Q	Who will decide what language to choose – the kids or the school?
Examinations and Assessments	I	Cannot understand whether exams to go to Junior College will also be changing – if they do not have exams at school how are they going to be prepared for the O levels?
	R	Some sort of streaming is still required and schools are to be left free to do what they feel is best for their realities and their students
School Outings and Extra-curriculum Activities	R	Would like children to be taught how to behave and basic etiquette
	R	Would like to see more extra-curriculum activities – it would be great that kids stay longer at school and learn everything from dancing to catechism
Parental Involvement	C+	Agree with proposed meetings between teachers and parents
Involvement and Local Community		
Management of Change	C-	Many changes are happening at once; we are not waiting for outcome of previous changes before implementing new changes; the proposed system will continue to penalise high-fliers and low-achievers

## 22. St Albert the Great College

	21	<b>St Albert the Great College</b>
		Feedback from Staff
Principles	C-	What was in our view absent, was a reflection on the context i.e. the society we live in and perhaps more importantly the society we would like to work towards. This context is at best evident as a 'ghost in the machine'... it has to be deduced from what is being suggested in the framework. This gives the impression of a monolithic view of society set in stone and incontestable. Feel that the discussion on the framework should have started off with a reading of the context because it is this which ultimately provide the direction to the whole process. This failure has the effect of making the document somewhat reactionary rather than transformative.
	S	Quality education should be about <u>Relevance</u> (Skills that prepare students for life as active citizens. Education should be critically linked with the world of work so that it does not just reproduce it; Education should be related to society and the communities that students identify with; education should not just aim to reflect society and help students fit in but to help students critically engage with it; acknowledgment of students' identities through the use of their own communities as resources and starting points); <u>addressing students' needs</u> (child rather than the economy or the institution should be at the centre. This implies a degree of incidental teaching which is de-standardised to cater for individual needs; education should engage and motivate thus maximising on the potential of the learner; development of values – morals, spiritual and social; differentiated teaching based on the premise of diversity of learning patterns; Adequate support structures for students); <u>Addressing the teachers' needs</u> (Addressing time issues is considered to be of the essence. Doing more in less time (tight time tables, loads, crammed content, etc) cause under stress which leaves its mark on a quality education); <u>Teaching and learning</u> (Critical thinking rather than students being treated as passive recipients of information; need for more creativity both in content and in the process of teaching and learning; appreciation of the value of beauty – appreciating things at a deeper level; appreciation of learning as an ongoing process not just at school; Different learning experiences for different students; Providing a holistic view of the world; Cooperative learning); <u>Structure</u> (Continuation between primary and secondary is considered a must. Jerks in education do little to make students feel safe and comfortable. Without safety, education is at best improbable; Emphasis on continuous and formative assessment is preferable to summative assessment because being developmental is preferable to being judgemental; Lower student teacher ratio – this provides further possibilities of individual attention where the child is not just a number in a crowd; Better resources – both in terms of equipment and people; Flexible strategies to cater for mixed abilities should be an ongoing debate in school and beyond; Cooperative learning should be at the heart of a quality education. This means promoting and evaluation strategies to maximise on learning. Such policies need to be generated at school level as much as possible; inclusion of parents as partners on many levels not least with through the sharing of methodologies used in class with parents)
Early Years and Primary Education	S	Students attitude towards L2 need to be addressed before learning takes place. This should be done in the early years. It would be ideal to have specialised teachers teaching Maltese and English in the primary years. Considering that it is unlikely to have primary teacher who are experts in all the fields the importance of having language teachers teach at primary school level cannot be overestimated.
	S	Formal schooling should start at mid-Year 2/3 – emphasis in the meantime should be on play, social skills, discussions and listening skills.
	S	Teaching and learning are geared towards a tension of reaching a grade. We realise the importance of learning for learning in Year 1 and 2 with a taste of oracy, and aural testing and profiling. The paradigm shift being advocated through the NCF in this respect is therefore laudable.
Teacher Support	S	Healthy balance between accountability and support was considered to be very important.
Autonomy	C+	There was appreciation of church schools' autonomy mentioned in the NCF because this provides the possibility of alternative solutions to different challenges.

	<b>21</b>	<b>St Albert the Great College</b>
		Feedback from Staff
	R	However teachers felt that the fact that they have more autonomy puts more onus on church schools and their staff to deliver. This implies the need for resources allocation to be at par with what state schools are being offered. Whilst it is felt that there are efforts in this direction, it was felt that efforts should be stepped up.
	S	State of affairs is much more suffocating in the state sector where such changes (pilot form 1 syllabus) are obligatory and leave very little room for manoeuvring.
	R	Staff suggested that it was time that colleges within the state sector are provided with greater flexibility to be able to cater for the particular individual and collective need of their students. This is one of the main reasons that colleges were set up in the first place. A review of the college system to make it more effective in this sense is therefor called for.
Differentiated Teaching	S	The NCF needs to review its priorities – in today’s society with students with mixed abilities and interests it must consider all scenarios including the possibility of having tailor made programmes / timetables for students who would benefit from such programmes.
	I	Differentiation depends on the possibility of flexibility and individual attentions – class size are therefore an issue that needs addressing. Linked to this is the need for smaller sized schools.
	I	It was felt that big schools where students are just a number do not help to create the sense of safety and communication which is more probable in smaller schools.
	R	Where the physical environment does not allow for smaller schools care should be taken to create smaller communities within larger ones.
	R	It was felt that this is so crucial that the NCF should clearly highlight this essential direction in policy.
	R	If teachers are being encouraged to cater for the different needs of students then it was felt that students should not be unduly loaded with more work and challenges some cannot handle. The same principle applies to a fourth language at secondary level.
Syllabus	I	The new syllabi for Form 1 do not provide enough time for adequately scaffolded help and time to process learning.
	I	The proposed Form 1 curriculum / syllabus – unfortunately the main emphasis of the Form 1 syllabus is content. The Form 1 curriculum seems to be a syllabus – a curriculum cannot be implemented before it is discussed.
	C-	Feel that process is not being given importance when it should be a priority. The time frames suggested for the implementation of content are unrealistic.
	C-	Many felt that the chosen method of implementation is depriving teachers of their professionalism.
	S	If the proposed Form 1 syllabus have been drawn up in accordance with the NCF principles and targets then we still question the implementation of the NCF in a realistic classroom with mixed abilities.
	I	In this case is process learning a possibility when so many subjects have been introduced? Is process learning and acquisition of mastery and proficiency in four languages a realistic goal when less lessons will be dedicated to the teaching of a third and fourth language? Is the love for the subject especially in math a realistic goal when not enough time is given for learning through fun and for practice and consolidation?
	I	There seems to be a tangible tension between the need for flexibility as declared by the NCF and the concern to provide possibilities across the board which seem to go counter to the sense of autonomy and subsequent flexibility so essential in catering for all students.
	C-	The form 1 curriculum syllabus is a case in point. The timing of the publication of the Form 1 syllabus is at best unfortunate since it gives the distinct impression of prescription. It is being argued that the Form 1 syllabus is a pilot and it shall be up for discussion and revision. This is considered as a good thing.
	C-	There does not seem to be a strategy on how to go about this or at least there is no information as to how this is to be brought about. What shall happen next year? Will Form 2’s be affected by a new curriculum based on the Form 1 model? But isn’t the Form 1 syllabus up for review? There needs to be a strategy with clear time frames which are made public

	<b>21</b>	<b>St Albert the Great College</b>
		Feedback from Staff
	R	It needs to be pointed out that learning outcomes are contestable and therefore should be up for discussion.
	C-	Feedback generated regarding Form 1 syllabi indicates that they are still content oriented in a number of subjects. It also seems that the time allotted for specific themes do not take into consideration the realities of school life and the time that is actually available
	C-	Makes the educational endeavour more crammed and stressful leaving little space to cater for relevant issues which might be brought to the classroom by the students themselves.
	C-	Important element of creativity in the curriculum risk being squeezed out. .
	C-	Moreover, there is a risk that the actual process of education is over shadowed. The need for learner based learning seems to be neglected
	S	It was felt that the syllabi are too much of a noose. They leave limited space for creativity and innovation contrasting sharply with the emphasis of creativity and innovation as cross curricular themes.
Cross Curricular Concept	R	Other cross curricular themes were also suggested – these included Research, Philosophy, Aesthetics, Environment and lastly Education in Democracy.
Teacher Roles and Responsibilities	S	Provision by learning support assistants: seeing that the provision of LSA's strikes at the very heart of the inclusion debate, the possible
	C+	Support structures are available but how many make use of them? Teachers need more time to discuss issues arising and take the necessary steps to follow up important matters. Thus the space as proposed in the NCF in this respect is positive.
	R	Role of LSAs should be re-evaluated: LSAs should perhaps take on the role as Teaching Assistants, meaning that the focus is not only on the problematic child but on the classroom dynamics in general. The structure needs to be changed so that teacher – LSA time is increased for both to discuss lessons as well as students' needs and how to cater for them.
	R	LSAs should be given the opportunity to specialise in particular areas so that they may serve as trainers for other members of staff in their areas of specialisation. Ideally LSAs should rotate according to subjects.
Mentoring	R	The point was also made for more organised teacher support in particular the mention of mentoring as a tool to help teachers was lauded. It was also felt that whilst teachers need to be accountable it is even more important for teachers to own the educational process through adequate support.
Learning and Learning Environment	C+	Learning themes were positively looked upon because they give the opportunity of a holistic view of knowledge which makes relevance and critique more possible.
R	R	It was however felt that the themes themselves should overlap much like sets, such that issues are considered from different realms of knowledge and therefore different perspectives. This should be emphasised in the NCF more forcefully inter alia by providing enough spaces for this to happen.
	C-	The curriculum should aim to prepare students for life including the understanding of diversity as an opportunity. Whilst the framework refers to the need to cater for diversity, participants felt that it fails to consider gender as a form of diversity that cannot be left out.
	R	It was felt that the framework should consider the issue of co-education as a means of furthering this aim. On a wider level there does not seem to be a gender perspective to the curriculum that attempts to address the patriarchal society we live in and live with. This should also help counter the emphasis on the participation of women in the labour market on purely economic reasons.
	I	Critical thinking: whilst the framework is interspersed with the use of the phrase, it is unclear what is being meant in the different contexts it was used in. It seems that this needs to be defined and not left to interpretation. As is, it risks remaining a buzz phrase. It is also worthwhile to note that whilst European Learning Framework lists this skill as key, the NCF seems to have overlooked this crucial and perhaps elusive concept. It would not have been amiss to consider this aspect as one of the main cross thematic approaches.

	<b>21</b>	<b>St Albert the Great College</b>
		Feedback from Staff
	I	In spite of so many new approaches, technologies and resources some students still lack motivation. New strategies need to be devised for effective learning to take place.
	R	The school should learn a lesson or two from what motivates students outside the school and try to find ways to aid learning using such methods.
	R	Distractions at home need to be addressed. Students whose home environment is not so conducive to learning should be given the opportunity to do homework and study after school hours.
Citizenship Education	I	There need to be clear criteria on what is meant by Citizenship Education. There is a dire need for students to become aware of real life situations. Only then can they become critical thinkers discussing, among other perspectives, causes and effects, change and continuity, etc. Students need help to discover their local, national, regional identities. Citizenship Education should start at the primary level. The college has a similar approach to the teaching of History, Geography and Environmental Studies among others. Students are given a taste through the teaching of the home grown Mediterranean Experience (ME) in Forms 1 and 2. The approach here is multidisciplinary. Students can then choose History or Environmental Studies as an Option in Form 3. Apart from the experience itself at these early stages students have the time to learn through fun while learning skills as well as acquiring knowledge without time constraints and exam pressure.
	R	Aim of this area should be the acquisition of analytical skills, thinking skills, awareness of cause and effect, time and space and the belief that things can be changed. Unfortunately this learning area is not being given its due importance in schools. Making this area at par with other areas should lead to better appreciation of this learning theme in schools.
	C-	The NCF seems to lack a holistic analysis of society in general. It fails to study the context in which it is trying to function as well as which political, social and economic challenges it aims to tackle. Owing to this, it lacks contextualisation and seriously risks to be an historical and irrelevant document.
	I	Education for Democracy – it was also felt that education for democracy is not given the attention it deserves. This key component of what we think should characterise the present and the future should also be emphasised throughout the framework.
Religious Education	S	A debate ensued in some groups regarding the issue of Ethics education. Should this be an option in church schools when parents have CHOSEN to send their children to openly declared Catholic schools? Or should schools provide for all in this respect as well? A number were of the opinion that a school with a strong Catholic ethos should also mean that it opens up to all. This is even more so considering that a number of church schools open their doors to all irrespective of belief.
	S	Religion helps in the formation of the students – it should be a priority in church schools and prospective students and parent should be aware of this. Ideally religion classes should be smaller to encourage discussions and debates. It was suggested having smaller classes in the upper forms.
	I	Education Ethics: with this be an option? Who will choose: parents / students / and /or teachers? Further more will Education Ethics be offered at SEC Level as is done with Religious Studies?
Health Education	S	The idea of having level description in PSD lessons is debatable. PSD teachers feel it is unfair to assess their students on the attainment level and stage in a subject that concerns itself with Personal and Social Development. Apart from Human, Personal and Social Skills being difficult to quantify, assessment would be purely subjective. Bearing in mind that students develop at different ages and at a different pace, PSD Teachers see no rationale in assessment in this area. It boils down to diversity and appreciation of different skills and abilities. PSD teachers are also wary that the awareness of assessment could lead to students change in attitude towards PSD lessons. This can also affect students participation and disclosure patterns.
	R	Why is HELP (Health Eating Lifestyle Plan) being promoted in state schools and not in church schools? We suggest the implementation of a practical HELP approach.

	<b>21</b>	<b>St Albert the Great College</b>
		Feedback from Staff
Technology Education	R	One needs to differentiate between the visual and scientific subjects. Graphical communication, Technical Design, Computer Studies, ICT, Design and Technology cannot be placed in the same basket. Perhaps the subjects can be divided into Technology & Design and Digital Technology / Literacy.
	R	One problem with the NCF is that it does not propose smaller classes for the teaching of Technology. Further more, Industry and Economy should not be the main aims of the NCF. Rather the main focus should be understanding, creativity as well as the enhancement of skills.
	I	What about Graphical Communication? This is not mentioned in the NCF but is only referred to as an option
	R	Foundation courses after school were suggested so that particular students can be helped further.
	I	Internet is an efficient resource; however not all sites are adequate. There is a great need for structure, organisation and discussions re cyber crime, internet use etc at an early stage, ideally at the primary level. Although work on this area has started more focus is called for.
	I	There also seem to be restrictions in the Computer Studies Syllabus – it is too vast. ECDL is not relevant to students and does not seem to fit in with the NCF. Perhaps other alternatives, including home grown alternatives should be contemplated.
	C+	Technology education is a step in the right direction because it provides skills all students should have an entitlement for.
Science Education	C+	The idea of having core science that offers an integrated approach to science is good.
	S	The proposed half classes for the teaching of Science in Form 1 is an ideal scenario because it provides further possibilities for a more hands on approach.
	R	One must assess what will happen at EC level and post secondary schools. So far a student taking a science subject has the possibility to specialise in a relate area: Students studying Physics can later on further their studies in Engineering, one studying Chemistry can specialise in Pharmacology, etc. The participants asked whether changes are being contemplated at a higher education level that would still accommodate this scenario. Change at SEC and MATSEC are certainly called for.
	I	Furthermore, how will the subject be offered – alongside or instead of other science subjects? Also if the nature of the three sciences is going to change then there must be a change in syllabi too.
	R	Training in linking the subject by doing: if teachers are expected to teach using a constructive and inquiry based approach, then they should be helped to explore ways of making this even more possible.
Mathematics Education	C+	The principles and objectives underpinning the Mathematics Area were perceived to be sound.
	C-	Section about Maths in NCF seems to be void of new proposals and innovations. An ideal scenario would be to provide students in the upper years in the primary with specialised Maths teachers.
	R	If this cannot be implemented then teachers teaching Maths in the primary should be encouraged to teach maths through play, experimentation, group work and investigations to consolidate concepts. This should be highlighted in the NCF
	R	Need to overcome the phobia a number of students have towards Maths. The main emphasis needs to be put on reasoning, understanding and problem solving. For teachers to be able to address students' problems, classes need to be smaller.
	R	The NCF needs to address all levels, all four schemes (A-D) in its exams with a view to certification as well. Unfortunately exams only cater of abilities to set B. There is also a great need for more human resources to cater for academic and vocational routes – the main emphasis must be on process rather than mere acquisition of content.
	S	The NCF also talks about the possibility of setting students in Form 1. Students at St Albert the Great College are set in Form 4.
		It was suggested having smaller groups rather than setting in Form 1. This way more individual attention can be given to the students. There is also the need for Numeracy classes since difficulties are being carried over from year to year. At the same time lessons should be tailor made in such a way that all students including those who do well in Maths to feel fully engaged.

	<b>21</b>	<b>St Albert the Great College</b>
		Feedback from Staff
Languages	C+	The NCF acknowledges the importance of having a language policy. Maltese schools cannot have one language policy which applies to all schools since schools cater for students coming from different backgrounds.
	S	A language policy should be school based. It should cater for its students keeping in mind their social background and preferred medium of communication.
	R	Teachers should provide more speaking opportunities to students in all the languages being studied. It is suspected that speaking opportunities in classes might be limited to isolated words or phrases. Participants felt that teachers' expectations need to change.
	I	Code switching is another problem language teachers face in class. A language policy should also give guidance on the use of English and Maltese in content subjects. .
	I	Teachers teaching content subjects in Maltese are not aware of the problems students face when answering questions in English when they would have never expressed themselves in English in class. Thus, the importance of direction in language use in other language areas.
	R	The NCF puts emphasis on the need for students to be able to master all the skills of their first (L1), second (LS) and ideally third language (L3). At the same time the NCF embraces differentiated teaching and learning. If students' needs are to be catered for, then the teaching of L3 should be considered seriously when dealing with student who have problems with L1 and L2. Students who have difficulties in mastering the basic skills of their mother tongue (L1) and English (L2) should be given more help in the latter rather than be burdened with yet another language. This option should be discussed with the respective students, parents and teachers.
	R	The priority should be that of mastery, fluency and proficiency in Language 1 and 2.
	R	The introduction of a third language in the primary years once again depends on the students' performance in their first two languages.
	S	The implications of the proposals as suggested by the NCF for languages does not seem to create a class environment where practice and process are the main focus. Quality is preferably over quantity. One would rather have a student who is highly proficient in L3 rather than have a student with a fourth language but is proficient in neither one nor the other.
	S	Students master three languages fluently is close to impossible if languages are taught to full classes. Why hasn't the NCF proposed smaller classes for English, Maltese and the foreign language when applicable? Students need to be provided with more speaking opportunities which do not stop at class discussions. Thus the importance of having smaller groups. Subject based LSAs would also facilitate the teaching and learning of languages.
	S	The emphasis on the language of instruction is a crucial issue which the framework does well to address. It was felt however that such a policy should be shared through adequate consultation.
	C-	The proposed English Language syllabus is too prescriptive. Once again, there seems to be incongruence between the principles of the NCF and these syllabi. If teachers are catering for the different needs how can a syllabus which determines the number of lessons to be used to teach let us say, a grammar point or skill, do this? Students may need more than the prescribed time frame to grasp a skill or learn a concept.
Arts Education	C+	The fact that subjects have been linked is a step in the right direction. The NCF should promote more awareness of the arts, and cultural influences that have affected them.
	R	Ideally more contact hours with students for the teaching and learning of the Arts should be allotted for students cannot be creative and innovative in a rigid structure.
	R	The NCF should also make a better distinction between core and option
	R	There should also be an introduction of General Arts in Forms 3, 4 and 5. There should be an ongoing assessment in the Arts. More weight should be given to ongoing assessment throughout the year.
Education for	C-	Entrepreneurship as a cross thematic theme as used in the document is misleading. Indeed it seems to try to satisfy needs imposed

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Entrepreneurship; and Creativity and Innovation		elsewhere.
	R	A closer look at what entrepreneurship means in the document reveals that what is meant is very different from the meaning commonly attributed to the term. The word here therefore needs to change to reflect what is actually intended
Vocational Subjects	C+	Vocational subjects in the secondary are also important and should be widened in scope as much as possible.
Physical Education	I	The NCF states that PE and Sports aim to develop physical skills and abilities – what about focus on emotional skills, teamwork and cooperation? Ability is only one fitness component.
	S	NCF document 3, Section 1, mentions the importance of a holistic development. Motor development should also be included. Swimming has also been omitted from the PE Syllabus, when in fact if the aim of the NCF is to promote life long learning physical activity, then considering the local context, swimming should be included.
Examinations and Assessments	R	Assessment should consist mostly of oral testes, practical, hands on sessions and be child centred. Written examinations should not be the be all and end all.
	R	Assessment for all subject needs to be relevant to students' reality. It should be ongoing and include different skills and assessment methods such as case studies where applicable, projects, research work, presentations, experiences etc. only this type of assessment can give a true picture of students' performance in the subjects.
	I	Assessment is still not as formative as expected at early years.
	C+	The emphasis on formative assessment in Year 1 – 3 rather than formal exams was considered as commendable.
	I	The changes being envisaged by the framework necessitate an overhaul of the Secondary Education Certificate (SEC). How post secondary education is going to be impacted is also not mentioned.
	R	It was felt that a timeframe should have been suggested as to how end of secondary certification is to be changed. Perhaps a different SEC altogether should be entertained.
	C+	Agree with the proposed assessment document which will include assessment of projects, written work, work done in class and summative assessment. It was suggested to have students go through experiences which reflect the teaching of Christ such as voluntary work. This should be part of the Religious Education Classes as well as part of the students' assessment.
Facilities and Support Structures and Services	S	The NCF mentions appropriate use of ICT based technologies which can provide further support - but more use needs to be done in terms of ICT as a learning tool.
	R	Resources were an important component for any educational provision to work. However it was felt that these should be as close to the school as possible rather than centralised. This would make them much more responsive to the immediate and particular needs of schools.
Intercultural Education	R	In the section dealing with intercultural dimension, there is a surprising reference to 'their' as if there is a 'we' and 'them'... the concept of the 'other' is thus accepted and promoted. This should be amended.
Social Needs and Discipline	S	Sustainability should be linked to social and environmental needs not just to the economy (vide doc 2 p25 – The NCF aims at developing ..... Learners who are capable of sustaining their chances in the world of work).
Parental Involvement	S	Parents need to be part of their children's education especially in the primary/ they need to take responsibility of their own children's emotional, physical and social development. Help in doing so should be provided when necessary.
	C+	The NCF's reiteration that parents should be involved is important. This participation is viewed as a continuous process where parents are viewed as partners rather that as passive observers.
	R	Further more parents should be encouraged to participate in the teaching – learning process so that together with the schools they can

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		pull on the same ropes.
	R	Parents are also a valuable resource especially when they provide the school with expertise not available in schools.
	C-	It seems that the NCF overlooks situations where the home environment is in conflict with schools. This implies a critical look at the policy of homeworks, informal education, the phenomenon of private lessons, day care in the early years among others.
	I	This was seen a question of entitlement. Participants felt that this is entirely absent in the framework. It seemed that the formal curriculum might be taking for granted a home environment which is conducive to reinforce school work.
	I	Afterschool help could help bridge the gap where it exists between the have's and the have nots. The issue of private lessons also stems from this reality. Day care for young children might mean giving possibilities for children who need them the most. Bridging the school and the home should be a crucial component of the curriculum.
Involvement and Local Community	S	Whilst it is important that the NCF looks at students as individuals so that they are more than a uniform outfit deserving one size fits all approach it is crucial that the individual is considered as part of a wider community. It was felt that throughout the framework this emphasis was conspicuous by its absence. Considering that one of the main threats in today's fragmented and individualistic society, albeit globalised and interdependent world, a community approach to education is advocated. The development of social skills is a must. Cooperative learning should therefore feature as one of the cross curricular themes being proposed.
Student Involvement	R	Student should be encouraged to learn about their school community as well as that beyond it. The students' and their parents' contexts and communities need to be the starting points for a relevant education. However it was felt that this needed to be done in a critical way rather than blindly following or adopting such contexts.
Learning Environment		
Lifelong learning	I	The NCF is addressing lifelong learning but there has to be more time to digest what is being learnt.
Employability	I	Education for work: Whilst the framework declares to place the student in the centre it was felt that students are made to fit uncritically in the economy. There is too much emphasis on education as the preparation of workers to fit the economy. This is evident in the framework as early as the primary years. Whilst it is important for students to be active in the economy it was felt that there is no mention of the need for a critical approach to the economy and work. It was felt that the shift should be towards transformation rather than the preservation of the status quo. It was therefore suggested that Aim 2 as is should be amended to read: "learners are capable of reading their world with the aim of transforming it".
Management of Change	C+	In general it was felt that the consultation process was wide and worth the while because it gave the opportunity for debate and reflection. Stylistically the way its various sections are linked together could have been clearer.

## 23. St Albert the Great College (Feedback from Parents)

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		Feedback from Parents
Differentiated Teaching	I	One parent suggested that not only is society characterised by diversity but higher education itself is replete with students of diverse abilities. If students are not prepared for such scenarios they lose out.
	R	Parents felt that teachers needed help on this score.
Children in Class	R	Smaller class sizes so that students are given more attention and pastoral care which is a sine qua non for educational development.
Learning and Learning Environment	I	Concerned that the NCF is too crammed to cater for skills that are so necessary for students to develop. Parents mentioned public speaking (and therefore the development of children in forming their own opinions and making their own point in a coherent manner
	I	In general they mentioned the need for more social and life skills. The need for work related to skills was also mentioned. A discussion ensued on the ever changing scenarios in the world of work and the difficulty of preparing students for particular niches. The need for social skills was also discussed. It was suggested that to move towards mixed abilities provided such a context.
	I	A number of parents also queried by the curriculum does not mention the need to look at co-ed as a way of helping students understand the opposite sex.
	I	It was argued that in the context of single child families and the fact that post secondary institutions are mixed, boys and girls should be provided with the opportunity to experience and interact with the opposite sex. If education is preparation for life it was felt that this should be taken into consideration.
	I	Apart from that parent felt that this should also be seen as a family friendly measure where children living under the same roof are given the opportunity to attend the same school. As is the case to date a boy and a girl in the same family mean a different school, a duplication of resources, time and energy. The argument was also brought up due to the as yet unsuccessful attempt by the College to introduce co-education as part of its ongoing development
Technology Education	C-	Many parents felt that the emphasis on technology education was a step in the right direction and that this needed to be spread across sectors as much as possible.
Science Education	C-	Whilst it was felt that the emphasis on sciences was laudable
	I	Should not come about at the expense of other areas.
	R	Some parents felt that science education should be more relevant and hands on
	I	Parents asked whether aspects of engineering shall form part of the new science set up.
Languages	R	Some parents felt the need for a policy that promotes the correct use of the English language given that the perceived level of English in our children is lower than it once was.
	C-	This was hotly debated with a number of parents feeling that it would be too early for students in the primary to engage with another language when they are still struggling to acquire the basic skills in Maltese and English. This holds true for all especially for a particular group of students who might be encountering difficulties in language.
	R	If a third language were to be introduced the main emphasis should be the oral component. This should help in providing the necessary exposure in the language.
Vocational Subjects	C+	The possibility of vocational subjects being offered at the latter part of the secondary was also favourably looked upon.
Examinations and Assessments	C+	Parents felt that the provision for broad themes was a step in the right direction.
	I	However they felt perplexed as to whether there were plans for the SEC to be overhauled to cater for these changes. They asked whether the framework considers this point.

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		Feedback from Parents
	R	Parents also asked whether any changes which reflect the inclusion of themes would be acknowledged by foreign boards and higher education institutions both local and international.
School Outings and Extra-curriculum Activities	C+	Parents agreed with the need to recognise informal education. In particular parent felt that this promotes physical activity after school rather than students wasting their time away in front of a computer screen.
	I	However most felt that what is being accepted as informal does not cater for all situations for all students. Students involved in caring initiatives among others were not being recognised by the system. This was felt as being unjust.
	R	Parents also suggested that the school itself should provide experiences for the students after school hours which may be included in the SSC. Some parents suggested the setting up of school scout group. I
	I	Issues concerning transport back home for such students were raised considering that students at the college hail from different localities (this echoes the difficulties encountered elsewhere by the FES in its 3-16 programme to cater for students who might not be part of the school where the programme is being organised.
School to Parents Relationship	I	Some parent commented on the issue of homework which does not seem to be given any attention whatsoever in the proposed framework. On parent went as far as to urge education to 'give us our children back' when school finishes.
	R	A homework policy needs to be discussed on a national level apart from a school level. It was suggested that perhaps the school day is so jam packed with too much to do in a short time that teachers felt compelled to give a substantial amount of homework to counteract this difficulty.
	I	Many parent echoed what is usually pronounced by employers that education does not seem to be preparing students to the workplace. Some felt that students should be guided to choose their careers depending on the availability of the particular skill in the labour market. However the point was also made that if anything this should come at a later stage. Primary and secondary education should concern itself with the development of skills across the board. A parent involved in the trade union sector agreed on the need for students to be geared towards a sense of solidarity and rights including trade union right at the workplace.
Managing Change	R	Some parents felt that the framework should include timeframes for its implementation. It was pointed out to them that the fourth document deals with this issue. Some parents felt that this aspect needed to be given more prominence so that discussion is generated and a sense of direction and accomplishment is provided.

## 24. St Elias and St Michael Schools

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Teacher Support	S	Staff well being and team building are very important		Teachers need specialised training to be able to cover all the proposed subjects. How will certain subjects be integrated and how shall we be capable of understanding the world of children and youths. We teachers need to be aware of their reality and aspirations.	R	Teachers need to be well trained in relation to syllabus changes. Even LSAs have to be well trained and competent according to lesson.
	S	Time is needed for cross-curricular collaboration			I	Just in-service training is not enough for radical changes.
	S	Teachers require ongoing support				
Differentiated Teaching					I	Agree in principle with differentiated learning, but how can this be applied in our classroom? Differentiated learning will thus lead to differentiated assessments / examinations?
					I	Overall differentiated learning is a good concept but would exams at the end of form 5 reflect three or more levels of students achievement or would they have to sit for the same two levels Paper A and Paper B
					S	The settings will create a lot of difficulties in small schools with regards to teachers and the locations where they will meet..
Cross Curricular Concept					S	We have worked on a number of themes mostly related to IT – but however we have a lot more to do on other areas such as creativity
					S	Cross-curricular themes can help students integrate accounting with some languages, IT, Maths, Religion. This needs to be done in conjunction with other teachers. This will be hindered if the syllabus remains as it is.
					S	Literature and PSD – teacher time should

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						be improved; every term should be provided with free slots in which to meet and discuss
Quality Assurance						
Syllabus	S	Students, from an early age are being burdened with too much content is being. This is creating undue pressure and discourages students.	I	How will it be possible to cover all subjects when it is already difficult to do so in the current syllabus.	S	There is a flimsy / no syllabus for the other sciences than integrated science. One should not be too prescriptive when it comes to teaching.
	C-	Will education be obligatory until the age of 17 – in order to cover all topics? I do not think so	I	Does the syllabus give importance to every subject? Are they all important? Will every subject have its own text book or not?	I	Inquiry-based learning needs loads of time.. not practical with current syllabus.
	C-	There should be less topics up to Form 5 – especially those topics which are of little importance or relevance. The fact that we teach our students master more subjects than their foreign counterparts does not mean that the value of our syllabus is any better – if anything, common sense indicates the opposite – these extra subjects are like ‘fillers’ in an already crammed syllabus.			I	How will the syllabus adapt vis-a- a student centred approach, preparing for the world they will encounter after school?
	S	Education up to fifth form should primarily serve to interest children to further their education at a tertiary level.			C-	Final structure of MATSEC – levelled but MATSEC is not changing – a bit useless. Syllabi and subject out of touch
	R	More time should be set aside for a more balanced education			S	Sometimes have to choose what to teach. Teachers realise certain patterns with students – the rhythm of students affects very much what is taught
	R	The extra topics should be added to existing subjects at sixth form level			I	NCF ideals are interesting (and high) but implementation is difficult with the amount of students in class – class population needs to be reduced – I cannot give individual attention.
Children in Class			R	The environment in class is important – the structure should be based on that used in PSHE where students		

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				work together in small groups.		
Timetable					S	We have changed the timetable this year. We made a small change, since we introduced an extra PSHD and an extra PE every fortnight.
					S	Timetable gave us the opportunity to increase one of the option subjects from three to four lessons
					S	We have also implemented a 20 minute assembly twice a week. This is serving us very well. There are many groups that wish to address the students such as Caritas, KNZ, Jum il-Missjoni etc and we offer them this time.
90m Curriculum Development					I	The opportunity for a curriculum meeting is a very good one – but however we are finding it very difficult to implement. If you send children home at different times there will be difficulties with the transport. If you add extra curriculum activity you have to see who will undertake supervision and who will organise the event. We have to think more about this.
					S	Curriculum design is within our hands and this involves a lot of work from our part to see how we shall work alongside our teachers that are ready to teach the students and not the subject.
Teacher Roles and Responsibilities			R	Currently both schools offer the service of an LSA – based on the needs listed on the statements of individual students. This is one method how an LSA can operate in our schools – other methods can be:  Classroom LSA – where a LSA is assigned to a class instead of specific students and	R	LSA should be subject based.

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				Subject LSA – where LSAs are assigned to specific subjects.		
			I	At the moment we are practicing student LSA where an LSA is allocated to a particular student/s. in many cases this is resulting in the paradoxical scenario where our work is working against the ultimate objective of educational inclusion. An example of this is the fact that in these circumstances we end up accompanying our students for the majority of the time they spend in school.	C-	A lot of talk with no base in reality. Reality of office versus reality of class
			S	Perhaps LSA should be subject based. At present the LSA is not trained in all the subjects in which the student may need help with. E.g: an LSA might be given a student who is learning French, and the LSA does not know French – how will the LSA help the student in a confident manner?	S	We are to recognise that an LSA's job is still in transition phase yet we need to have a clear structure.
			R	The role of the LSA should be exactly defined	I	What happens when LSA is sick?
			R	It would be best if the LSAs in conjunction with teachers design the different methods a subject can be taught so that all the needs of the students can be successfully addressed.	S	We need lessons which are allocated to preparations for further teamwork planning
					I	On Call LSAs – can we have these people available?
					I	How can on call LSAs be trained?
					R	INCO should be more present in our professional work
					I	What is the role of a teacher and that of an LSA?
					S	When we focus on the subject we are shifting ourselves to the teacher's role.

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					S	We succeed if our students are equipped with the necessary tools to live independently.
					S	Administration should believe more in our work
					S	IEP – why do we have to beg administration to provide us with such a useful document for our work.
					S	We are at times working in a bubble
Learning and Learning Environment			S	The importance of relevance and actuality – otherwise education might become detached from reality. Hence care should be that each subject should reflect both.	C-	Sometimes the NCF has no concrete real life examples.
			S	The pedagogy and methodology espoused is already being used in PSHE	C-	It's impossible to make radical changes on such short notice.
			S	It is positive, that not only the NCF is changing but also its content and methods. However will SEC reflect all this?	I	Another challenge for teachers is the pedagogy of the five 'E's. there may be unflexible teachers who might be unwilling to change and therefore as SMT we have to see that the teachers change the pedagogy
			S	It is of utmost importance that teachers build and maintain a rapport with their students. Each person is unique and h and we have the vocation to guide the students for the better.	S	It is not easy to get teachers to integrate e-learning, creativity, sustainable development etc
					S	Most topics are already reflecting daily life issues especially those that help students organise their financing and spending activity.
					R	Use more ICT. This can be facilitated if classrooms are equipped with a computer and a video projector.
					S	What they will be learning for life nopt only syllabus / O-levels – at least read something basic in English

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					I	How to choose between a student understanding vs a student following the syllabus
Subjects			S	Subjects should cater for complete person. E.g. in religion we should show respect towards other religions without neglecting our own	S	We have long had accounts and economics, in fact we never removed them.
			I	One of the difficulties today is that subjects seem to be split into two categories – with attention levied to those which are deemed important such as Maths, Physics and English, whilst the others are neglected. Every teacher is aware of this discrepancy – the problem remains SEC		
			S	The use of communication media is the life of each subject		
Religious Education	C+	Introduction of ethics is good, so that students who opt not to attend religion classes do not waste their time				
	S	Those who choose to attend church schools know what they are in for, however we cannot impose certain values.				
	S	PSD and religion are an extension of each other – and therefore a form of ethics is already being taught.				
	I	How realistic is it to teach ethics?				
	S	Religious education is different from Religious knowledge. Before it was based on a lot of theory but it with the new proposals it will be more focused on imparting values				
	I	Will Ethics education be introduced in Form 1 or Form 3				
	R	Ethics education should be offered as an option subject				
Technology Education					S	ICT and computing – overlapping topics which can be approached in agreement

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						between the two teachers.
					R	We need to mention other subjects more, so that students can comprehend that graphical communication is part of life and all the other subjects. There is the need for the introduction of AutoCAD, because in the world of work – that is what will be used.
					R	We need to become more technical and use computers more during lessons. The 'o' level syllabus should be reduced so that we can demonstrate things in class which students will encounter in life.
Science Education						
					C+	Investigative science to let students learn by doing – this is a v. important concept in the NCF
					R	In service courses should also be held for biology, chemistry and physics to adopt a more investigative approach.
					C-	Students who choose core science will close all opportunities. This needs to be well thought of and reforms need to be made also at a higher educational institutions.
					S	The basics, especially in practicals are being lost to over-use of technology.
					I	We believe that in Science, if one chooses just one option – one would have to take core science and that this shortcoming will limit students.
Mathematics Education					R	We suggest that content should be reduced for us to cater for mixed ability groups. This would give us more time to include ICT and to apply maths to real life situations.
					R	Should have fewer students per class with ½ support teachers. This would help teachers to cater for mixed ability students

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					R	Setting should be applied throughout the secondary years (years 7 to 11) and not just for years 7 and 8 as proposed.
					R	Students who opt for vocational subjects might require ‘Applied Maths’ to cater for their needs. ‘Applied Maths’ is a simplified version of the current syllabus. Might include topics which are more practical and to involve hands-on experiences.
					I	The changes in science will offer a great challenge, especially with elder teachers who might have only taught physics. On the other hand we see the necessity of this change and therefore we need to find away how to implement it.
Languages					I	Should official school documents be bilingual?
					I	Literature – is it only available as part of language only?
					R	Some creative ideas to learn a language: During assembly a student can say a prayer in Italian / French Culture Night – students prepare food/clothes Cross curricular – English – passive voice and report speech while science teacher doing reports
					I	Languages – are they too demanding for some of these students?
					S	Literature - Fact that no specific lessons – no base for students who take English A/Intermediate level
					S	Cross-subject as well – English terms given in Maltese as well. Link.
					S	French – even in Brussels and Luxembourg – students not aware of their lives and future.
PSD					S	We have always included “issues to health”

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						in PSD, therefore the idea of PSHD was easy for us to implement.
Physical Education					C+	We fully agree that more time is going to be allotted to physical education. This shows that P.E. is being given more importance.
					C+	The fact that physical education is part of health education is in our opinion encouraging the student to lead a healthier lifestyle. This also shows that PE is important to keep a healthy body.
Examinations and Assessments	R	Exams should remain for core subjects and removed for other subjects such as Citizenship education, religion etc in order to foster more chance for discussion and formation without the pressure brought about by exams. It would also be ideal if the classroom size for the latter subjects would be smaller.	S	There is a difference between when a teacher is faced with preparing for a SEC exam and when he is not – is creativity dependent on this reality?	S	Assessment is too focused on technicalities..students get bored.
	C-	Concerns with NCF with regards to assessment			S	RP English/Maltese -English
	I	Mentoring – what does it actually mean? Teacher with teacher? Student teacher style? One can we mentor students? One to one or a group with one teacher? Is it subjects based?			S	Do not punish the student by giving him academic work as we strive to make it fun.
	I	Am I competent to mentor – who am I to judge?			C+	We agree and are using formative assessment during our PE lessons. This gives students an opportunity to excel in one or more sports during the academic year.
	I	How are you going to document formative assessment? Does it have to be graded?			C-	Students sometimes couldn't care less for general knowledge but do care if it's for exams.
	I	Is the assessment proposal applicable to church schools?			S	Structure of exams needs to change especially literature. Needs some cultural

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						backing.
	C-	We agree with the aspirations, but they are not really applicable in practice			S	Us 'teachers' are not prepared to teach 'alphabet'
	S	Assessment should not only be based on writing			S	Needs to reflect NCF but much appreciated if we have some leeway
	R	There should be a marking criteria formative assessment with few, but realistic, criteria			S	When not imposed, students enjoy
	S	Homework is not a reliable assessment			S	As soon as exam is introduced – students change
	I	On what criteria are the moderators at Form 5, moderating students' work.			S	O'Level should assess competence not knowledge
	S	The MATSEC system has to change to reflect the different abilities				
Facilities and Support Structures and Services	S	We need to think how to be capable of identifying and developing alternative sources of funding, so that whenever government is incapable of providing us with a resource or a service we can procure them ourselves – this should be feasible for one time capital costs – but admittedly very difficult for salaries and other expenses.			I	Why do church schools not have the same software available as do state schools
	S	More software and resources are required (ex Boardmaker) - laptop			I	Lack of computer / laptops to help teachers in their work
School Outings and Extra-curriculum Activities	R	More awareness sessions on important values – such as animal awareness, the value of life, health where experts are invited to address the students – these already happen but should be given more importance				
School Management	R	Distributed forms of leadership should be introduced.				
	S	This will mean that the head should not be held responsible for everything that happens at school				
	S	This will also mean that we need				

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		many more people involved such as an INCO in every school or at least shared between two small schools.				
	S	Leaders in the different school departments should be provided with all the facilities necessary so that they can actualise the vision.				
	S	We need to learn to think about and embrace new forms of leadership				
	S	We need to develop the necessary structures, recruit the right people and invest in them				
	S	We are allocating time, once a week, for SMT meetings to discuss school activity – however we are finding it very difficult to also find time for reflection, strategy, etc – this can only happen if members of the SMT are ready to work in their free time and on holidays.				
	C+	We agree with the suggested timeline, and we have already adopted and implemented a number of points , however there are always cases where one needs assistance from external bodies				
Special Needs	S	In several schools, substantial energy is demanded by students with special needs – we have come to the point where 15% of students in many schools are students with special needs.			C-	Not enough is being done for the benefit of special needs students
Parental Involvement	S	We need to listen more to parents because they are the ones who need to work with students “first hand” and it is parents that are our greatest source of information.	S	It is important for parents to be involved in the education process – but how many of them have enough time?		
	R	There should be greater contact with parents, it should not be restricted to				

	1	NCF St Elias-St Michael – Doc 1	2	NCF St Elias-St Michael – Doc 2	3	NCF St Elias-St Michael – Doc 3
		parents day. There should also be greater parental involvement in the IEP.				
Local Community Involvement	R	We should increase outings so that students can garner more first hand experience eg: learning the value of money – lessons can be held in different locations – students learn basic skills, they learn what exists in their community.				
	R	As part of their “vocational works” students should have the opportunity for voluntary work which should also be assessed. This has already started but is not given enough emphasis.				

## 25. Archbishop's Seminary (and San Andrea School)

	1	Archbishop's Seminary (and San Andrea School)	2	Archbishop's Seminary (and San Andrea School)	3	Archbishop's Seminary (And San Andrea School)
		Group 1: Senior Management Team		Group 2: Primary B		Group 3: Maths Group 4: Science Group 5: English / Maltese Group 6: PSHE / Religion / etc Group 7: Foreign Languages
Principles					I	Proposals are a bit utopian.
Early Years and Primary Education					I	The NCF mirrors the teachers' best intention but not their best practice. Lack of information to implement the NCF.
					I	There is a concern due to the fact that students coming from the Primary might not have the necessary ground work for digital literacy as proposed by the NCF started in the Secondary years.
Teacher Support	R	Teachers meetings should be concerned with sharing good practices rather than just reporting problems.	S	In Primary the NCF mirrors the main aims we personally have when teaching the subject, namely: <ul style="list-style-type: none"> <li>- Develop a positive and resilient approach to life</li> <li>- Healthy lifestyle</li> <li>- Basic understanding of personal and social responsibility and how one's choices and actions may positively or negatively influence ourselves, other, communities and the environment.</li> </ul>	I	Fear of teachers becoming babysitters in the future by lengthening school day.
Autonomy	S	Changes should bring with it more distributed leadership – however the heads have too much legal responsibility. Each practitioner (teachers included) should also have their own legal responsibility				
	R	This is the only profession that retains incompetent teacher. Administration has no power at this point to remove incompetent teacher. School				

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		administration should have more power to decided who forms part of the teaching complement.				
Differentiated Teaching			S	NCF General Principles of Diversity is being done when teachers acknowledging their language to facilitate their learning.	S	Complements the Maths teachers in highly mixed ability classes.
					I	Differentiated teaching takes more time.
					I	Students moving from one class to another and not having a certain sense of identity.
					I	Another concern is that at the end of the day all students are expected to reach the same attainment level even though they have different attainment levels which should be acknowledged and reflected in our differentiated teaching methods.
					I	Thus it is felt that it is contradictory to be expected to prepare a lesson in a differentiated way (which they fully agree with) and deliver the same syllabus to all students so that they can be promoted to a higher level.
Quality Assurance					S	Teachers of French who teach in non state, church and independent schools are not being represented by EOs hence if expected to follow the NCF and be visited by reviewers these should also be represented like other teachers working in state schools.
Syllabus			S	Syllabi have to be revised – content diminished to be able to implement a holistic approach in our teaching as proposed by the NCF. Changes have to be gradual otherwise progression is hindered.	I	Discrepancy between the level expected by SEC and the revised level of the national syllabus.

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					I	The new science form 1 syllabus is too loaded.
					I	Most Seminary students at Form 1 are new to inquiry based learning and have to be trained in the skill.
					I	Huge parental pressure to finish the syllabus.
					S	The SEC Syllabus should be restructured in line with NCF.
					S	Prioritise teaching skills such as critical and inquisitive thinking over the fact that some of the syllabus topics will not be covered – or not covered in detail.
					S	English curriculum – not useful to be honest. Teachers are not given room for creativity – it is too rigid.
					I	Maltese syllabus rigid too – do we want our learners to learn or do we want them to pass the exams.
					I	English syllabus – not using modern / contemporary poems for example.
Children in Class					S	Classroom size has to change – smaller classrooms are better.
Timetable	S	It is suggested that the SMT are allotted time for planning. Time is a very high premium for all SMT.	S	The introduction of learning areas and cross curricular themes will definitely impact classroom practice as now more collaboration amongst teachers will have to take place in order for scaffolding to occur – therefore staff development days need to be allocated.	I	At San Andrea there are 3 Science lessons a week rather than 4.
					I	If other subjects are introduced will this entail less contact time for English, Maths and Maltese?
					I	Not sufficient importance might be given to

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						them. Slowly we will be reducing time. Some schools have 4 lessons per subject (English / Maltese) – this is not enough contact time.
						More for teachers increased and contact time decreases – as per English and Maltese lessons.
Teacher Roles and Responsibilities	I	If LSAs are to be appointed to the teacher – who is going to pay for it?			S	Could invite other teachers to mentor us during the lesson to get constructive feedback.
	I	Primary teachers are not specialised to teach PE – teachers are changing and they need a specialised teacher who can see the physical changes in the children.			C+	Having the support of an LSA who is subject based would be of great help and the reason is twofold: differentiated planning can be done by sharing the work and consequently the quality of the lesson improves; the low ability students can be given more individual attention and support.
	I	On what criteria has it been decided to appoint specialised teachers for art and not PE? Such suggestion has brought with it a mixed approach.			R	Need to insist in getting specialised training on the subject content – in line with the new Science subjects.
	S	It is suggested that the specialised teacher is assigned to a school. Curriculum should be allocated in a way that there is a physical activity every day. PE should be subject specialised.				
	I	The change that is being proposed incurs financial constraints and brings with it a certain amount of resistance.	S	In support the starting point should always be the child and work is planned keeping in mind the basic tenets of the Social Constructivist Approach.		
Learning and Learning Environment	S	Remove single subjects will bring with it resistance – such as removal	S	Learners construct their own meaning (pupils are presented with different	I	How will the digital literacy across the Curriculum be assessed – by the subject

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		history and geography		approaches to learning – audio, visual, kinaesthetic and gauge learning according to their particular likes and learning style)		teacher?
	S	Early and Primary – these learning areas are already being implemented. There are ways of implementing it better.	R	Cooperate and collaborate learning (in some cases peer teaching is used – whereby the peer teacher often explains in simple ways that are effectively understood by the peer and that the peer teacher in turn better understands himself when explaining it).	I	Students who have numeracy / literacy issues / difficulties are not emphasised enough in NCF, final outcome i.e, MATSEC should change.
	R	Learning areas need to be integrated in the other subjects.	R	Promote Critical Thinking and Problem Solving Skills (developing tools to help pupils become self reflective and self directive learners by using checklists and asking them to assess their own work in order to improve it.	I	It is not geared to assess what learners have truly learned.
			S	Higher order thinking.	I	Business Studies or Accounts and Economics?
			S	Scaffolding – providing work / activities which build on one another and reinforce learning.	I	Duties and responsibilities on teacher – but what about the students?
			S	Understanding and application of knowledge (formative assessment by various means to show evidence of application of knowledge).	S	Focus on what students need should be given a priority – as opposed to trying to implement practices / philosophies from other countries and putting them in Malta.
			S	Children in the NCF are seen as becoming lifelong learners who acquire knowledge, skills, values and attitudes which reflects our teaching style both in support teaching and in teaching PSHE (Facilitator approach to teaching where we try to plan lessons and educational activities with a clear		

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				view to enabling pupils. This is a learner centred teaching style in which we try to provide learners with learning options that may give them a new way of understanding not only the tasks assigned but how to learn).		
Citizenship Education					I	Will they still be considered as options – Geography / History / Social Studies.
					S	Geography – new syllabus in Form 1 will be implemented.
					S	Environmental Studies – Cross curricular activities to link with other subjects.
					S	After it is implemented in state schools – citizenship.
Religious Education					I	Major overhaul in the syllabus – students might not choose it.
					I	Ethics education programme – how is it going to be implemented?
					I	How is the choice going to be implemented?
					I	Religion vs Ethics – will assessment be based on 'O' Levels? Does this cater for diversity / multiculturalism?
					I	Will Religion and Ethics be offered on the same level?
					R	Teaching of values does not necessarily have to be assessed through exams.
					S	More variety in subjects as options – for more opportunities.
					I	Do schools criteria play a role? i.e. different religions / cultures – schools might have different criteria for students admissions.
Science Education	S	Early years – Science taught through the integrated approach.				

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	S	Primary – science class teacher with an in hours support teacher who can be given a reduced load in his other subject.				
Mathematics Education					I	Is considered as a Science subject but he number of students still remains full capacity.
					S	Teaching loads for maths must be taken into account.
					S	Regardless – is an LSA is present or not in class – it was suggested that a teacher assistant compliments the Maths teacher is highly mixed ability classes.
Languages						Ideals in the NCF are already being implemented as concepts very much follow those presented in the EU Common Language Framework.
Arts Education	S	In early years it is suggested that creative art should be done through the thematic approach and integrated in the other subjects as a means of expressive are.				
	S	In early years drama can be integrated in English lessons through reading.				
	S	In primary year art can be done by the specialised teacher.				
PSD					I	Overlapping between PSD and Ethics.
					S	PSHE – not much of a difference since most of the things are already happening keywords for lesson – emphasis on these – career guidance might however show a difference.
Vocational Subjects	S	Teachers who are willing and able to do it but there needs to be a change				

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		in attitude from the practitioners.				
Examinations and Assessments			I	Benchmarking will have an impact on Year 6 teaching. Will the benchmarking assessment embrace the global vision of the NCF?	R	MATSEC examination to be revised.
					R	Review of MATSEC – syllabi etc.
					R	Assessment systems have to be changed – national mode of assessment has to be changed.
					I	Present mode of assessment does not really reflect NCF ideals.
e-Learning					S	The NCF is proposing e-learning strategies however teachers need proper training and support to become confident when using new technological devices.
					I	Moreover non profit independent schools need financial support to be able to implement e-learning strategies.
					I	Non profit independent schools would love to implement e-learning strategies however they do not have the funds to do so.
Financing	I	Independent schools have another constraint. Heads of Schools in the independent schools are also faced with investing time with prospective parents as this is the sustainability and a source of revenue of the school. State has a constitutional obligation to fund free schooling. The Church has its land and salaried are funded by the state. Independent schools are not a par with this situation.	R	Since independent schools are bound by the NCF like any other schools – these independent schools have to be given the services given to Government and Church schools – such as financial support and further professional development.	S	To meet with the requirements of the NCF independent schools will need financial assistance from the state e.g in employing teacher assistants.
	I	Private organisations need to remain competitive and thus have additional	S	Human and material resources and support need to be increased in order		

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		costs such as marketing and advertising. Thus certain national policies whose aims is For Quality Education For All should be available to all and therefore funds should be available to ensure that such policies – such as technology education – be given to the independent section.		to cater for the new NCF ideals.		
	S	Quality time on critical engagement for teaching and learning is essential. In practice school management is engaged in solving day to day matters and urgent matters that arise and such a suggestion although important is still pushed aside.				
Books						Textbooks have been published to teach French are very theme based rather than subject based hence they are already guiding the teacher to take a cross curricular approach.
						When it comes to Italian textbooks this concept is also being implemented thanks to the choice of books that the Italian departments at our schools made.
						The books that are currently being used in State Schools do not help the teachers of Italian take a cross curricular approach.
					I	The Foreign Languages Curriculum Units have presented ideas which revolve around particular books which are used or have to be used in state schools. It would have been far more beneficial to present general aims and objectives without referring to specific units found in specific textbooks.

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School Outings and Extra-curriculum Activities					S	Ongoing project throughout the year outside the curriculum.
School Management	S	If educational leadership is not just administration but also doing the visionary and strategic role, then heads and assistant heads should be compensated more than merely 500 euros more than a staff member who has reached 16 year service.				
	R	Therefore it is suggested that adequate monetary compensation / remuneration is to be given if a higher quality leadership is expected.				
	R	Some form of motivation needs to be given to school leaders – if you pay peanuts you pay monkeys!				
	R	It is recommended that a Heads Union is formed to guide and oversee the interests of school leaders.				
		The practitioners are not yet curriculum				
Social Needs / Issues					I	Not enough focus on students family background.
Parental Involvement					I	Numerous students leave school at Form 5 still with literacy difficulties – where is the support from home? State puts pressure on mothers to go to work but then learners / students struggle in their education.
					R	Nevertheless there are parent who do not want to work but still do not take an interest in their children.
						More focus on parents' skills.

	<b>4</b>	<b>Archbishop's Seminary (and San Andrea)</b>
		Early Years Group 9: Early Years Group 10
Early Years and Primary Education	S	Well being of the child is our main aim in Early Years. Children coming from different child care centres or from homes need to be cared for individually until they become and feel confident in the environment.
	S	Work in Year 2 is done mostly in group work where everybody has to be responsible for something and have to wait for their turn. Working in groups children get to empathise with each other. If this continues at home it would really work. Democracy should be practiced in class – e.g. the teacher not always choosing the same child. Children should be given chances to choose.
	S	The support we get from some grade colleagues is very important as we can council each other when problems arise. In years 1 and 2 a lot of time is taken up keeping up with the curriculum so extra time is very scarce. More vertical meetings would be welcome as this will ensure a smooth transition from one grade to another.
Learning and Learning Environment	S	Learning Dispositions: At Nursery Level everything is child centred and a lot of hands on experiences. At Year 1 level stations are set up and the children rotate from one station to another.
	S	Intellectual Competences: these are important for lifelong learning. Children need to have cognitive skills like labelling, identifying, recognition, sorting, etc. The child needs to be motivated while at the same time they are open to suggestions.
Technology Education	S	Digital Technology in Year 1 at San Andrea access the Internet through Children's website.
	S	At the Seminary each child has an individual voting system electronically.
Languages	S	Our predominant language in the school is English but Maltese is given a lot of importance. In class 'Show and Tell' and 'Monday News' is a session where children can express themselves in a language they feel comfortable with.
	S	Lessons are done in English and the lesson done in Maltese are Religion, some topics of PSHE and Maltese.
	S	Brain storming in class uses a lot of language.
	R	In pre Nursery circle time is done in English but if a child prefers the Maltese language he is spoken to in Maltese.
	S	Maltese starts in the 2 <sup>nd</sup> Term – promoting listening skills using 'Lola' a special doll talking to them is good for language acquisition.
	<b>18</b>	<b>Archbishop's Seminary (and San Andrea School)</b>
		NCF Seminar
Early Years and Primary Education	I	Primary teachers are not specialised to teach PE – on what grounds was it decided to appoint specialised teachers for Art but not PE?
	C+	In primary, the NCF mirrors the main aims of these schools namely develop a positive and resilient approach to life, healthy lifestyle and basic understanding of personal and social responsibility and how one's choices and actions may positively and negatively influence ourselves, others, communities and the environment
	I	Emphasis in these schools is on social, communicative and intellectual competencies as well learning dispositions
	I	Positive learning attitudes and creativity are required in early years
	I	Review done values work of early years teachers – more work needs to be done as early years are still seen as play years but this is not the case
	I	We need to keep in mind learner-centred approach/self-reflection of practice, student in the centre of education
	C-	NCF is too theoretical – Primary teacher to also teach PE is unheard of!
	I	Is there enough financial support for implementation of NCF?

	<b>18</b>	<b>Archbishop's Seminary (and San Andrea School)</b>
		NCF Seminar
	S	Peer mentoring should be officially part of teacher's load
	S	New teachers should be offered mentoring during their first years of teaching
	S	Finances should be distributed amongst all departments according to needs with minimum budget for all departments
Teacher Roles and Responsibilities	I	If LSAs are to be appointed to the teacher, who is going to pay for it?
	I	Teachers' meetings should be concerned with sharing good practices rather than just reporting problems
	S	Independent schools have to be given the services given to other schools – Financial Support (LSAs and further professional development)
	S	Human and material resources and support need to be increased in order to cater for the new NCF ideals
	I	We will prioritise teaching skills (such as critical and inquisitive thinking) as opposed not covering all syllabus or not covered in detail
	I	We need to insist on getting specialised training on the subject content in line with the new Science subjects
	S	Other teachers can be invited to mentor them during the lesson to get constructive feedback – a subject based LSA would also help
	I	Liaising of teacher and LSA is quite difficult as the available slots of LSA do not always coincide with those of teachers
	R	LSA should be employee of the school
	R	Team teaching helps to make the NCF more effective and sustainable
Differentiated Teaching	I	Differentiated teaching takes more time
	I	Differentiated learning already taking place
Quality Assurance	S	Schools should have inbuilt mechanisms in self-evaluation
	R	Appraisals (teacher/grade) should be more regular
	I	External review – a learning experience for the auditors – it is too much of a snapshot situation – erroneous opinions may be formed
	I	Eos are not present in independent schools
Syllabus	S	Syllabi have to be revised and content diminished gradually to be able to implement a holistic approach in teaching as proposed by the NCF
	S	SEC syllabus should be restructured in line with NCF
Children in Class	S	For NCF to work, smaller classrooms are required
90m Curriculum Development	C+	NCF mirrors best practice because it is based on pedagogies founded on Social Constructivist Approach, differentiated teaching, cooperative and collaborated learning, promotes Critical Thinking and Problem Solving Skills, Higher Order thinking, scaffolding and understanding and application of knowledge.
	C+	Children in the NCF are seen as becoming life-long learners through a learner-centred teaching style
	I	Factual and practical ideas for coping with mixed ability are lacking
	I	While catering for lower abilities, we are risking losing the top ability students
	I	Parents should be properly informed and involved
	C+	NCF focuses on learners, on skills although in a less holistic approach when it comes to performing arts, cultural awareness and respect, teaching of religion every day, life skills to empower children and encouragement of children to feel safe in learning environment
	C-	Time constraints are concern, timetables are not very appropriate, lot of syllabus content, number of children in class and benchmarking exams are also a concern because they go against NCF proposals
Learning and Learning Environment	I	Remove single subjects will bring with it resistance such as removal of history and geography. Learning areas needs to be integrated in other subjects

	18	Archbishop's Seminary (and San Andrea School)
		NCF Seminar
	I	Learning areas and cross-curricular themes will surely impact classroom practice as more collaboration between teachers needs to take place
	I	Most Seminary students at Form 1 are new to inquiry-based teaching and have to be trained in the skill
	I	Business studies or Accounts and Economics?
	I	There is much overlap in Home Economics, Media studies, Health education
Citizenship Education	S	Environmental studies – cross-curricular activities required to link with other subjects
	I	Geography – new syllabus in Form 1 will be implemented
History	I	After it is implemented in state schools – citizenship
Social Studies	I	Will Social Studies, Geography and History still be considered as option subjects?
Religious Education	I	Major overhaul in the Religion syllabus – students might not choose it
	I	How is the Ethics programme and the choice (vs Religion) going to be implemented?
	I	Teaching of values does not necessarily need to be assessed through exams
Health Education	I	PSHE – not much of a difference since most of things are already happening
Technology Education	I	Are all teachers adequately trained to teach ICT as a subject and Digital ICT across the curriculum?
Science Education	I	The new Science Form 1 syllabus is too loaded
	I	At San Andre, there 3 science lessons a week rather than 4
Mathematics	I	There is concern due to the fact that students coming from the Primary might not have the necessary ground work for the digital literacy
	I	It is considered as a science subject but the number of students stills remains full capacity – teaching load must be taken into account
	S	We are suggesting that a teacher assistant (regardless of LSA) compliments the Maths teacher in highly mixed ability classes
	I	There is discrepancy between SEC level expected and national syllabus
Languages	I	Very difficult to set up language policy if majority of students are multinational
	S	There should be two language policies to cater for Maltese students and multinational students
	I	Maltese syllabus rigid as it seems to focus on learners passing exams and not that they learn
	I	The Maltese language in independent schools is dying due to half school population being foreign
	I	System is too complicated when it comes to letter writing (electronic and non-electronic) in Maltese
	I	English curriculum not useful – teachers are not given room for creativity as it is too rigid
	I	We are not using modern/contemporary poems in syllabus
	I	Published French textbooks are very much theme-based rather than subject-based so they are already guiding teacher to take cross-curricular approach
	I	In Italian there is a similar situation but books used in state schools do not help teacher to take cross-curricular approach
	C-	The curriculum units have presented ideas based on particular books used in state schools – it would have been more beneficial to present general aims and objectives without reference to specific units found in specific textbooks.
	I	We agree with differentiated teaching but in foreign languages this is difficult to achieve
	I	Teachers of French who teach in non-state schools are not represented by the EOs
	S	Foreign languages should be taught as from Primary in a fun and creative manner
PSD	I	There is overlapping between PSD and Ethics
Vocational Subjects	I	Teachers are willing to do this but there needs to be a change in attitude from the practitioners
	I	BTEC is an alternative to the MATSEC exams

	<b>18</b>	<b>Archbishop's Seminary (and San Andrea School)</b>
		NCF Seminar
	R	Trade schools – hands-on-experience – need to be introduced, e.g. photography
Examinations and Assessments	I	Benchmarking will have an impact on Years 6 teaching – will the benchmarking assessment embrace the global vision of the NCF?
	I	How will Digital Literacy across the Curriculum be assessed? By subject teacher?
	R	Maltese/English SEC exams are to be revised
	R	For NCF to work, assessment systems have to change – review of MATSEC and syllabi required
	R	Orals should be considered as an alternative assessment method
	S	Students need to be provided with reasonable qualifications to have a good chance in the labour market
	R	Different level descriptors are proposed for different subjects – taking out six students from the class and assessing in general to assess and follow the developmental areas of each one
	I	Formative assessment is very time consuming
Facilities and Support Structures and Services	S	Independent schools have to be given the services given to other schools – Financial Support (IT resources and books)
e-Learning	I	Teachers need proper training and support to become confident when using new technological devices as required by the e-learning strategies
	I	Independent schools do not have the funds to implement e-learning strategies
School Outings and Extra-curriculum Activities	I	Teachers fear that by time they would become babysitters by lengthening school day, they would not have time for their own family needs
Intercultural Education	I	Religion vs Ethics – will assessment be based on O'Levels? Does this cater for diversity/multiculturalism?
School Management	I	Change should bring with it more distributed leadership but the Heads have too much legal responsibility
	S	Each practitioner (teachers included) should also have their own legal responsibility
	R	It is suggested that the SMT are allotted time for planning, especially in the case of HoS of Independent Schools who are faced with investing time with prospective parents as this is the sustainability and a source of revenue for the schools
	I	Quality time on critical engagement for teaching and learning is essential
	S	It is suggested that adequate monetary compensation/remuneration is to be given if a higher quality leadership is expected
	R	It is recommended that a Heads Union is formed to guide and oversee the interests of school leaders
	S	SMT should be very close with the classes and have to value students' needs and in sync with staff members – working in a team can be very healthy
Special Needs	I	Students with special learning difficulties are at times frustrated as they can never reach the level of their peers
	S	Specialised training for LSAs is required to handle particular needs of disabilities
Social Needs	S	In certain situations, such as social problems, the heads of schools including private schools should also have the authority to get help from state
Parental Involvement	I	There is huge parental pressure to finish the syllabus
	I	Numerous students leave school at Form 5 with literacy difficulties – the lack parental support since state is pressuring them to go to work
	S	More focus on parents is required in the education process of their children
	S	Communicating with parents by email

	<b>18</b>	<b>Archbishop's Seminary (and San Andrea School)</b>
		NCF Seminar
	S	Parents to be helped to make best use of online communication system
	R	Frequent meetings with parents are important
	S	Parent's involvement in PTA meetings/outings is important
Local Community Involvement	R	Students should be given the opportunity to take part in community work
	S	Students should not be encouraged to give importance to certain areas only but to all areas of study
Management of Change	I	The change that is being proposed incurs financial constraints and brings with it certain amount of resistance
Financial Support	S	Funds, resources and technology education should be available for all schools
	I	To meet requirements of NCF, independent schools would need Government financial help

## 26. Sacred Heart School

	9	Sacred Heart School
Teacher Support	I	Inquiry-based teaching and learning are good ideas in practice but to implement them is another matter. Teachers need retraining at university level and the teaching of science in the primary level in an inquiry based way should then allow students at secondary level to follow an inquiry based curriculum.
	R	Working time should remain the same in order to give teachers time to prepare lessons and correct.
	R	Science teachers need retraining in inquiry-based teaching and learning and in teaching different subject areas in core science.
	R	Teachers should be given support to implement the NCF
Children in Class	R	In order to implement the NCF there should be less students per class especially in the lower forms.
Professional Development	R	Staff development should remain as it is – once a term.
Teacher Roles and Responsibilities	S	LSAs should be subject based
Learning and Learning Environment	I	There is over promotion of the science subjects.
	I	Less importance is given to languages
	I	Learning Areas are too broad to manage various subjects in one area.
Citizenship Education	I	Presented in a vague manner.
Science	I	Core science opens up their basic science literacy but reduces their options later on in life, since core science will be actively reducing one option for them without giving them the skills to approach further education in science. Core science students will have to study all three sciences when topics in Chemistry may not be that easy for certain students. Students who have difficulty in mathematics will not be able to tackle physics topics in core science.
	I	The science situation in primary schools needs to be addressed. It should be given importance so that students entering Form 1 will have a basic knowledge in science.
	R	Taking one science option should remain for future opportunities.
Mathematics		
Languages	I	The NCF focuses on multi-culture but in reality there are less lessons in foreign languages, three instead of four and some schools that offer two foreign languages in Form 1 have to drop one of them.
e-Learning	I	In order to reach the aims of e-learning, church school teachers need to be given laptops and interactive whiteboards.
Parental Involvement	R	Parents should be responsible for their children after school hours. It is very important for parents and their children to enjoy quality time together.
Employability	I	Students are not well prepared for work/job opportunities. Only a few students are given such opportunities during school hours.

## 27. St Aloysius College

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Feedback from Staff		
Principles	C+	All in all the practitioners at the Secondary School of St. Aloysius' College view the NCF as a positive, as well as an ambitious, project. All share its ideals. The fact that the NCF promotes a framework is seen as a great advantage as it leaves space for autonomy, initiative and flexibility to each educational institution.
	C+	The improvement that most practitioners were struck by is the apparent shift away from selection by ability, including setting, to the selection of mixed ability students according to their subject choices.
	I	It was pointed out that the NCF introduces many changes. There seem to be too many changes envisaged for too short a timeframe. Many changes generate discouraging and disheartening feelings.
	I	Furthermore, one cannot really comment fully as one is not seeing the end product of the scheme as the reform document related to the SEC and MATSEC examinations is not yet published. The same can be said in relation with the publication of the reformed syllabi framework. much more needs to be published especially, in our case, in the Primary Sector, for one to be able to understand our points of departure and arrival in our educational project of the students under our care.
	I	Ideals are good and what is being presented in the NCF documents is good but more than the ideals, the implementation strategies decided at School level are decisive to improve practices and the service given.
	I	Besides this, it was felt that the NCF documents tend to skip school policies and therefore how the NCF implementation will affect the individual teacher is difficult to predict.
	C-	Finally, it is noted that the NCF documents speak little or nothing of educating behaviour and nurturing discipline as tools for the growth of a student into a responsible citizen
Teacher Support		It is a good thing to suggest that the Senior Management Team (SMT) needs to be supported but none of the documents offer suggestions how. It is believed that the greatest help to the SMT, at this stage, is a wider provision for secretarial staff as nowadays most SMT members need to use too much of their time chasing their own secretarial and clerical duties to the detriment of the time they need to lead the school and be more available to other practitioners and to the students.
Autonomy	C+	The fact that the NCF promotes a framework is seen as a great advantage as it leaves space for autonomy, initiative and flexibility to each educational institution
	C+	Most practitioners welcomed the NCF's proposals for the Secondary years appreciating the freedom each individual school will be given to implement the changes at its own discretion
Quality Assurance	S	it is perceived that most comments refer to State schools and there is little to comment further
	C+	Most practitioners are favourable of the audit process and view it as an opportunity to share and to develop good practice thus always improving our service.
	S	agreement on behalf of practically all practitioners that Self Evaluation, Planning and Staff Development remain vital tools for schools to improve the quality of the service given.
Differentiated Teaching	I	The concern of never managing to stretch the brighter students was also raised by a large number of practitioners
	R	It is possible to have subject-based Learning Support Assistants (LSAs); it is possible to introduce team teaching with more

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		than one person in the classroom each with different but complementary roles; it is possible to introduce differentiated learning experiences for students in the classroom – although, it must be said, there are cases where individual needs are so serious that IEPs are required and this could imply the full attention of the LSA to the student concerned. Levels of assessment or attainment are currently being experimented with again with very encouraging results.
	I	too many personalised choices and especially too many individualised programmes (IEPs) may help create the illusion that life is easy and hide the true picture of the real world that is selective and competitive.
Timetable	C-	the suggestion of introducing a six-day week time-table, although one will admit would eliminate the problem of lessons lost due to holidays, would only create unnecessary confusion to school life with an additional excuse for students, especially those with an instable background, for not doing/bringing work to school and/or bringing wrong books/resources, etc.
	R	the curriculum should be less prescriptive in regard to timetabling as this should be left in the hands of the individual schools. The argument here is that as the new syllabi are identifying the learning objectives as the only prescriptive feature, then all schools should be left free to decide alone how to manage their time-table to reach those objectives for their students.
	R	Another suggestion made at this institution and presented in the context of curriculum design is to encourage the introduction of extension-time after school where parents may choose to leave their children with professionals – paid specially for the service – who would guide study, homework and research.
Teacher Roles and Responsibilities	R	If teachers are to be regarded as curriculum planners as the documents indicate then one would expect more time to be afforded to this planning, to the preparation of learning experiences for their students, to peer mentoring and to the bureaucratic work introduced for assessment and for recording learning experiences. This would imply that the maximum number of lessons each practitioner would teach needs to be reduced, something the documents do not account for.
Learning and Learning Environment	C-	The documents do not acknowledge the current state of affairs that parents and students need to be guided in their responsibilities regarding their duties.
Science Education	C+	The College staff is full of praise for the document “A Vision for Science Education in Malta”. The exercise is stimulating, interesting and its implications are wide and far reaching
	C+	the furthering of scientific literacy of all learners is encouraged. Most practitioners are understanding the introduction of ‘Core Science’ in the Secondary School Curriculum as a good step because of this notion of applicability to day to day life situations.
	I	Many are more hesitant with the introduction of Material Sciences, Physical Sciences and Life Sciences as the three separate components of complete science learning possible until the age of 16.
	I	Uncertainty emerges from the very statements in the document claiming that this introduction would be very beneficial for the university to find placements for potential teachers of science. That these placements may be done is defined as a ‘major advantage’ to the introduction of the three above-mentioned reformed science subjects.
	C-	The very statements do little justice to the reform itself and to the secondary school students being thus ‘forced’ to study science under this structure. Most practitioners do not agree a such a major change is introduced to advantage teaching

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		practice placements even though they do acknowledge that these placements need to be found.
	R	our current science teachers do not have the academic preparation to teach the subjects they are suggesting and are thus proposing training.
	R	However, the document leads one to understand that the training required is manageable and is restricted to around half of the practitioners. It is feared that this is an underestimation of the state of affairs as it is feared that many of those practitioners who, currently teaching Physics, will need training in aspects of Chemistry and/or Biology, in fact do not even possess SEC level grades in Chemistry and Biology.
	I	Most of these practitioners, in fact, are not academically prepared, according to the rules today, to teach Integrated Science as we know it today let alone be given the flexibility to branch out to teach these three newly structured subjects.
	I	Many practitioners are wary of introducing subjects in programmes that do not have local and foreign accreditation in the form of qualifications and certification. To create the wheel from scratch when countries around us are working with established systems and methods is perceived risky.
	I	Most practitioners suggest that, for the time being, Core Science is introduced in Forms 1 & 2; then extended as the obligatory science for those not choosing sciences until Form 5. Physics, Chemistry and Biology would be retained as distinct option subjects, introducing necessary syllabus changes, for a few more years, until queries may be resolved and training may be offered, before the change to the new model is implemented.
	C-	It is short-sighted and unfair to claim that science should have “precedence over other timetabling limitations”. The intention of any Educational Institution is to offer a holistic programme to all its students minimising limitations not purposely creating them. That Science needs to carry a higher priority in the curriculum is understood
Languages	C+	Most practitioners at view the language policy outlined in the NCF documents as offering little change to the existing line taken thus far. As this is perceived to be a good policy, it is viewed positively that there is little change
	C-	Most practitioners, however, are not happy that only one modern language will be available to students once their choice is made.
Vocational Subjects	C+	Of special mention in this regard, is the introduction of the vocational options that, although perceived by some as a strain on resources, is seen by many as a very important development in offering alternatives to students particularly those who are not well equipped for more academic subjects. Most practitioners also see this area as a challenge to be innovative and to explore possibilities of twinning resources with other schools.
Examinations and Assessments	C+	The notion that students will be assessed for attainment rather than success or failure is well received too
	C+	The emphasis of both formative and summative assessment in the documents under review are perceived in a very positive light
	I	There is concern with the amount of further new work, and bureaucracy, that this will generate for the individual practitioner
	S	Very good tools are the clear learning outcomes the new syllabi are introducing but much work needs to be done to identify different levels for each topic of each subject and to identify a clear and standard set of assessment criteria at each stage.

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	C+	The development of a school-based assessment policy, preferably in written form, is viewed very positively although some form of uniformity across schools is necessary.
	I	Practitioners question their own preparation in being able to handle the new approaches to assessment.
	I	Questions were raised regarding end products. What happens to those students who attain lower levels than desired at Form 5 level? Are they just to leave school with a School Leaving Certificate, without the stamp of the MQC, and possibly receive a portfolio of work from their school, if this had taken that initiative? What accreditation would such students receive?
	I	Is not the whole change intended to minimise the number of these students and to maximise those leaving school with a meaningful portfolio of attainment with the hope of them furthering their studies? Is a form of transcript document going to be introduced? Is it not too difficult to attempt to apply the same assessment approach to each subject?
	I	How can the country really produce more responsabilised and interested learners rather than examination oriented students? Is minimising the value of examinations the answer? And anyway there is SEC at the end of Form 5.
	I	Will SEC include formative assessment? Will it include portfolios? Are all students perceived capable to self-evaluate? Are parents ready and/or prepared to share their children's learning experiences and interpret assessment information and to follow their children's educational development?
	I	Experience indicates parents mainly understand educational development in terms of amounts of homework given and in terms of examination results. What is going to be done to re-train parents in this respect?
	I	How is it suggested for schools to co-ordinate setting projects through which students demonstrate knowledge and skills? How are schools to ensure that these projects are done by the student/s alone without adult interference? How can plagiarism be minimised? For the time-being, as projects are few, a school may have students do part or all of it on school premises and give time to presentations delivered by the student/s themselves; but if more projects were introduced would it be possible?
	I	The BTEC model of assessment is perceived as a very positive model. Is it intended to develop something similar for all subjects? Monitoring assessment is a very good thing but more guidelines and guidance on the matter is required.
	I	In principle there is agreement with the assessment scheme proposed but, as is already the case with SEC, the trustworthiness of each educational institution is questioned.
	I	This comment holds true also for the common framework to issue School Leaving Certificates as, it is believed, some institutions may fabricate or alter or inflate results or progress intentionally or otherwise. Thus creating a credible national norm remains very difficult. Consequently the risk of devalued assessment processes exists.
Facilities and Support Structures and Services	I	The strongest feeling of uncertainty the documents have provoked is related to institutions like ours that belong to the Church. State schools are perceived at an advantage to implement the NCF's programme as the State is investing heavily in new infrastructure and technology – an investment that the Church cannot compete with
	I	Besides this the State schools are benefitting, and will continue to do so, from the demographic reduction over the years, resulting in fewer students attending State schools. This implies that these schools will have fewer students in each class and the NCF's objectives can be reached better with smaller numbers of students. It is not understood that Church schools

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		will be enjoying the same benefits as had a Church school to decide to reduce the number of students in each class then that would affect its funding and administrative structure.
	S	The structures suggested in the documents under review are perceived positive and necessary.
Social Needs and Discipline	I	Most practitioners are concerned that there is nothing regarding addressing discipline and behaviour. In the experience of the tradition of this institution this is a crucial area that should not be ignored or overlooked. Students need a complete team of professionals to serve his/her educational needs especially when affected by family or social difficulties or by psychological or learning ones.
School Management Team	I	It is a good thing to suggest that the Senior Management Team (SMT) needs to be supported but none of the documents offer suggestions how.
	I	It is believed that the greatest help to the SMT, at this stage, is a wider provision for secretarial staff as nowadays most SMT members need to use too much of their time chasing their own secretarial and clerical duties to the detriment of the time they need to lead the school and be more available to other practitioners and to the students.
Intercultural Education	C+	That newly arrived refugees will be learning English &/or Maltese is a good thing.
Parental Involvement	C+	ideas to involve and share with parents were welcomed
	R	Some shared the very good experience of instructing parents to help in revision and in study skills of their sons. The secret of this practice is not to ask for too much from parents but to give measured instructions from time to time. A special mention was that some parents collaborate with the learning of Religion when they read and study notes supplied by the school with their sons provoking positive discussions within the family about values and faith.
	R	Finally, the sharing of assessment criteria with parents for every exercise under the review of some form of assessment is considered as a very good collaborative tool placed at the service of the student. Those practitioners who have experimented with this sharing have found it a very good practice bearing very positive fruits.
Involvement and Local Community	C+	The involvement of our local, regional, national and indeed the global communities welcomed
	S	Very little scope for Community involvement or collaboration is perceived. In the case of schools situated within the same locality of its population's residences, this would find more scope. In our case, however, other than sharing infrastructural services or availing them to the community after school hours, there seems to be little or no scope for collaboration.
	S	Regional, national and indeed global involvement and/or collaboration is perceived by most practitioners to be far away from our reality. Usually these realities are understood to hold resources, material and digital, valuable for the preparation of learning experiences in the classrooms.
Employability	C+	Noted that the labour market is included in the NCF documents as a stakeholder in the national educational project. This is perceived in a positive thing as it is understood that a good part of our project is to produce responsible citizens fully participating in the world of work. Many look forward to the opportunity to work together with the labour market to seek initiatives of job shadowing that would help, in no small way, in the preparation of our students.
	C+	Most practitioners welcome the notion that the labour market is being included as a stakeholder in our National Educational

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		Project, although one must point out that we educate people not only potential workers.

## 28. St Paul's Missionary College titled 'Parent's Seminar'

St Paul's Missionary College titled 'Parent's Seminar'		
Document E		
Early Years and Primary Education	C-	Parents note that what is reflected in the children's work is just a demonstration of their basic skills and abilities.
Teacher Support	I	Proposed NCF presents a greater challenge to teachers since it requires more preparation and paperwork.
Differentiated Teaching	C-	What is being proposed in the NCF will only make children be happy with achieving their benchmark and may not challenge them to strive to exceed expectations.
	I	Queries what problems were encountered in Form 1 following the abolishment of the Common Entrance exam.
Syllabus	C-	A great challenge to teachers would be to keep up with the syllabus.
	I	Queries the level of detail in subjects syllabi children are made to study particularly if LLL is being encouraged in the NCF. As such an approach does not instil an attitude of LLL.
Timetable	S	When compared with Scandinavian and other EU countries one must keep in mind that (i) they have a longer scholastic year due to less holidays; (ii) longer school day; (iii) children are out of class more often; (iv) teachers are innovative in their method of teaching; (v) in Malta summer, Easter and /Christmas holidays are too long.
	C-	Practically impossible to implement what is being proposed in the NCF if the current scholastic year is kept: the scholastic year in the countries mentioned above covers 10 to 11 months as opposed to 7 months in Malta.
	I	Queries how if time allocated to sports and extracurricular activities is going to be increased, how are teachers going to fit 38h (minimum) being requested for lessons.
	I	Primary students are out on their break and called back to class they take a long time to settle down – increasing breaks by 30m would end up disrupting other daily activities.
	C-	NCF seems to disregard the progress achieved since the implementation of the 1999 curriculum to date and this does not do justice to the system.
Learning and Learning Environment	R	Main problem seems to be time and query raised whether Secondary can be extended by a further year? This which would make it easier to implement the NCF at a suitable pace and slow down the hurried pace at which children are growing up and being exposed to the adult world. It would also provide the children with another year of maturity before moving forward to post-secondary education.
	R	Summer holidays can be utilised for extracurricular activities by the schools.
	I	Queries whether the education children are getting from school reflects the reality outside the school with the current method of teaching.
	S	The challenge for the children as described in the NCF is to learn how to process the thought and act on it.
	I	A problem with experimentation in education is that results are not seen instantly but take a number of years to prove whether it has been successful or detrimental to the children and the system. Although mistakes happen any decision taken is always taken in good faith and in the best interest of the children.
Citizenship Education	R	Subjects like Geography (and History), for example, should also have a compulsory core subject.
Science Education	I	NCF seems to give more importance to Science than to other subjects – and it is noted that Science students very often do not fare very well in other subjects like History and Geography.

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	R	Science students can also be given CE as a compulsory subject.
Languages	C+	The use of different languages is becoming more important.
	R	The introduction of a second language besides English towards the last 2 yrs of Primary is to be recommended.
Education for Entrepreneurship; and Creativity and Innovation	C+	The fact that innovation is being proposed at a young age is a positive step.
Vocational Subjects	I	Queries whether innovation will be possible at Tertiary.
Examinations and Assessments	I	Queries what kind of exams MATSEC are going to be and whether they will retain their current format.
	I	Queries how children are going to be prepared for them if they are going to be used to an 'assessment' method throughout their Primary and Secondary, when ultimately they will have to sit for a competitive exam which is determining for their success or otherwise at the end of their Secondary.
	S	Although exams will still feature, they will be based on the children's level of achievement rather than determining whether a child has passed an exam or failed it.
	I	Queries whether qualifications attained in Malta will be valid overseas.
	I	Queries what will happen when children eventually find themselves in Post Secondary and Tertiary whether the assessment method will continue to apply or whether they would have to adjust to the competitive system.
Financing	I	Queries given the number of new subjects and options whether schools with small populations will be given any assistance to benefit from the same opportunities that larger schools will get as it would not be possible for small schools to carry out the burden of administration costs for the introduction of these additional options.
	I	If no financial assistance is provided this would mean discriminating against students attending the smaller schools.
School Outings and Extra-curricular Activities	I	Although emphasis is being made on giving more importance to extracurricular activities and sports the right amount of time should still be dedicated to the academic subject.
Parental Involvement	I	Queries whether parents are ready for the change from a purely academic method to a more practical one which gives children better life skills – parents would need to be convinced that it is a good move from which their children will benefit.
	R	More contact with parents is necessary.
	I	Concern that parents will not understand the results and how level descriptors are to be communicated to parents.
	R	Need for continuous interaction with parents so that results and levels achieved are explained.
	S	Parental involvement is key for educational improvement.
	R	Since what is taught at school is not carried on at home, parents should be given skills from school (hygiene, personal care, etc).
	S	Parents are not involved in decision making and they should be involved only to a certain extent so as not to overpower the school's decision.
	S	To develop certain issues there is the need to consider today's situations where now nowadays both parents work and find it difficult to attend courses and other activities being held for them by the local councils and other entities.
	S	Financial aid for parental courses.
	R	Recommendations in involving parents include provision of voluntary courses, getting parents to set up career conventions, informing

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		parents through online data, etc.
Local Community Involvement	I	Concern related to schools and community involvement in the learning of the students as the College feels that no all clubs and associations are willing to be involved and therefore the options are limited.
	R	More communication between schools and local councils so they can offer flexible courses related to what is happening at schools – will involve the Local Council to encounter certain situations and to be able to offer the proper needs and works for all students to success and the need and work of the parents as well.
Management of Change	S	All the stakeholders have to liaise together and any opposing forces are to be eliminated.
	R	Policy makers have to be open to constructive criticism coming from educators and all those implementing the curriculum in the trial period.
	R	There has to be ongoing evaluation and the will to make any necessary amendments.
	S	There has to be a certain degree of adaptability whilst building upon existent good practices.
	I	One of the College's main concern is that even though the NCF content is very well presented and augurs well for the holistic development of our students the realistic implementation of the curriculum might not be plausible as there do not seem to be any alternative strategies.

## 29. Secretariat for Catholic Education - Directorate for Educational Services

	1	Directorate for Educational Services
		Secretariat for Catholic Education
		Document titled 'Towards a quality Education for all – THE NCF 2011 – Reactions, suggestions and recommendations
General Principles	S	Agrees with NCF regarding pedagogical methodologies but this requires its due time to be put into practice
	C+	Agrees with emphasis in NCF on important reality that development of education in Malta takes both Maltese and EU social environment
	C+	The process of reviewing a national curriculum should be defined as the will be.....and the courage to do
	C+	Proposed framework reflects currents needs, challenges, opportunities and realities but creates space for future educators to adapt curriculum to contemporary challenges.
	R	Implementation of the NCF should be seen as consolidation of the principles of the policy document 'For all children to succeed' 2005 which had emphasised the importance of decentralisation in the State system.
	C+	Main tenets proposed in the NCF relate to the 8 key competencies set out by the European Reference Framework
	S	Malta still lags behind in terms of early school leavers and youth with tertiary education but NCF aims reaching targets in this regard.
	C+	NCF goes further than previous national education documents in that it goes as far as providing possibilities of different timetables, suggestions of deployment of LSAs besides listing clearly all the Support Services available to facilitate learning
	C-	In some points the NCF refers only to State schools (page 66) – this may be faulty in a NCF
	Teacher Support	C+
I		All main aims cannot be achieved unless an appropriate pedagogy is applied.
S		Another English INSET course for Church schools teachers should be available next year for teachers of Form II/Grade 8
S		Mechanisms to make things happen are required to make the NCF more relevant – to start with university needs to ensure that newly qualified teachers are truly bilingual
S		To reach the NCF aim of making on-going professional development support available to schools and colleges to address national and strategic issues, the Education Directorate needs to also incorporate in its services the church and independent schools
I		Role of HoD at Primary level is not clear – would HoDs who are responsible for Mathematics be employed?
I		Is mentoring of newly qualified teachers being implemented in church schools as well and how would this be put in practice?
Autonomy	R	All stakeholders in State, Church and Independent schools shall take responsibility for the proposed changes but within their respective realities
Differentiated Teaching	I	NCF points out towards a differentiated approach for learners with different abilities but the main difference remains the gender issue – boys and girls are mixed only until primary
	S	Great need still felt by many teachers for re-training before adopting differentiated teaching approaches
	I	It seems Heads of School and teachers are already using the benchmarking exercise to differentiate students according to abilities in core subjects
	I	Isn't citizenship education really considered as a core area? Will exams be set in English or in Maltese for low ability students?
Quality Assurance	R	It is hoped that State, Church and Independent schools all recognise the importance of national monitoring and surveys of achievement and fully participate in them
	R	Guidelines are needed on how a School Development Plan should be organised
	R	SDPs must also contribute towards the professional development of teachers
Syllabus	S	Suggests a Financial Literacy program for Secondary Schools based on the following modules: Making Choices

	<b>1</b>	<b>Directorate for Educational Services</b>
		Secretariat for Catholic Education
		Document titled 'Towards a quality Education for all – THE NCF 2011 – Reactions, suggestions and recommendations
		My Earnings Saving Up Spending Helping others Debt and Debt Management Planning
	S	As a program, it can be combined to experiences from surrounding community, enabling learners to acquire knowledge through observational and hands-on approaches
	S	Flexibility is a key word used in NCF but for this to be truly possible there needs to be rationalisation of range and depth of content in all subjects with direct impact on syllabus design, learning and teaching and exams' format – probably this would mean a major overhaul of MATSEC.
	C+	NCF encourages educators to interconnect subject syllabi within each learning area
	I	Putting this theory into practice would be rather difficult especially for schools with large student and staff populations
Children in Class	I	Given that the proposed new system proposes small groups of differentiated teaching and learning, will the current situation in church schools, where there are up to 30 students in each class up to grade 8, be resolved?
	R	The constructivist approach needs smaller number of students in each class, seating arrangements which are ideal for working groups, and reasonable amount of content in syllabi which leaves rooms for discussion and practice.
Timetable	R	4 Accounts lessons per week
	C+	Excellent proposed development is the flexibility allowed for time-table setters in each school
	I	Are Directors and Heads of School still allowed to exercise their autonomy time-table setting?
	I	Subject weighting is also a matter of concern
	R	More than 3 lessons per week would be necessary for the increased subjects under Citizenship Education
	I	Time related to the teaching of certain subjects such as History and Geography (which is on the decrease) would make the NCF's encouragement for teachers to experiment with various learning/teaching strategies impossible to attain.
Teacher Roles and Responsibilities	R	One or more Financial Literacy educators are allowed for each school or specialised peripatetic teachers can deliver program to different schools
Life Long Learning	S	Lifelong learning regarded as fundamental principle in the EU
Learning and Learning Environment	I	Accounting does not form part of shift from stand-alone subjects to learning areas that form the entitlement of all learners
	S	Financial education could be a learning area on its own or integrated under the Citizenship Education umbrella (latter less recommendable due to vast amount of content)
	I	NCF makes no mention of financial education as promised by Government in Budget 2011
	R	Certain amount of financial education should be received by all students in Secondary Schools and primary students in Years 4, 5 and 6
	C-	Not yet clear how concept of learning areas is to be applied particularly in Secondary Schools as long as teachers remain teachers of specific subjects and not of Citizenship Education
	I	For the 3 main aims of the NCF (becoming lifelong learners, getting a sustainable job and becoming engaged citizens) to be achieved the development of a number of skills and competencies is required.
	S	In the secondary sector, great emphasis must be put on cross-curricular learning

	<b>1</b>	<b>Directorate for Educational Services</b>
		Secretariat for Catholic Education
		Document titled 'Towards a quality Education for all – THE NCF 2011 – Reactions, suggestions and recommendations
	I	Setting up interactive learning environments which appeal to children and young people requires careful planning to ensure the promotion of skills, attitudes, knowledge and values which children can acquire.
	R	Flexible learning programmes providing diverse learning experiences are needed for student-centred learning which the NCF emphasises
	S	Different approaches are needed to address different learning needs – with the increased focus on the learner and with more mixed-ability classes in schools, differentiated approaches are becoming more important.
	C+	Agrees with re-introduction of Accounting in state schools
	C-	Disappointed that NCF outlines this simply by adding Accounting to list of subjects
	R	System of setting already being implemented in the core subjects in many state colleges is to be recommended
	I	In NCF consideration was given to the elimination of options in the senior secondary years or at least a postponement of the selection of options – this implies a complete redesign of the SEC examination syllabi together with the entry requirements into post-secondary and tertiary institutions
	I	Two church schools (Stella Maris and De La Salle) worked with a system of options subjects taken at Form 4 (Year 11). Teachers and students in these schools complain of undue stress on both of them alike.
	I	Two church schools (Stella Maris and De La Salle) worked with a system of options subjects taken at Form 4 (Year 11). Teachers and students in these schools complain of undue stress on both of them alike.
Citizenship Education	C+	Good to notice that a number of subjects are grouped together such as in Citizenship education
	C+	One cannot but praise the sound objectives of the third aim of the NCF – becoming engaged citizens
	I	From an early age before reaching secondary school age, the rudimentary of engaged citizenship should already have been planted often from practical experiences
	C+	NCF proposal of a core learning area that provides for a broadly integrated approach to Citizenship Education
	I	Worried that with the proposed Citizenship Education learning area it will be extremely difficult to strike a balance amongst all subjects which form part of this learning area
	C+	Assessment in the Citizenship Education learning area should be pertinent to the different subject areas
	I	Concerned about lack of available time dedicated to each of these subjects
	C+	2 lessons per week dedicated to History
	C-	Unfortunate that only 1 lesson per week dedicated to Geography and Social Studies
Religious Education	R	For young people opting out of Catholic Religious Education, it is recommended to replace this with an Ethical Education programme (under the responsibility of the Education Directorates) which is preferred over a Comparative Religious Education programme
	R	The spiritual dimension of the self should be supported by promoting values that include justice, personal responsibility, respect, reflection and active engagement in moral issues – it is important that the RE programme is sensitive to the diverse ways in which human beings throughout history have given expression to the spiritual dimension of humanity
Health Education	I	There needs to be a clearer explanation of what is expected and the role of the class teacher as opposed to the teacher specialist – the statement in document 2 that the PE teacher takes over the classes for Health Education is misleading and could easily be interpreted by the class teachers that they do not have the skills required and would hide behind that
	R	There should be a clear division or arrangement of how the allotment of lessons is going to work (document 3, page 60) refers to Health Education (PE, PSHE and Home Economics) as being allotted 5 lessons per week, 3 of which should be for PE
Technology Education	I	Different ECDL approaches between state (unit teaching) and church (spiral approach) schools

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	I	The spiral approach offers the advantage that teaching starts from the easier modules and finishes with the hardest, there is a variety of topics from each module, and since there are no module tests in first two years students are at liberty to enjoy the subject and expand on it
	I	The spiral approach also has disadvantages such as students forgetting certain topics by the time they sit for their module exams, having 4 module exams in Form 4 can be overwhelming, and lessons from Form 1 to 5 are limited solely to ECDL modules.
	I	Unit teaching offers far more advantages such as students learn a topic, study it and sit for its exam in the same time, the unit approach lands itself easy for ECDL's modules system, students are less prone to mix one module with another, teaching is spread more easily over the years, there is less risk that students start ECDL and do not finish it, modules are designed to avoid clashes with O-levels, and since ECDL is accredited with O-level standard it is motivating for students.
	I	Unit teaching also offers a few disadvantages such as students tend to economize on practice once they pass their module test, lower level students might find certain applications difficult, there is a risk that young students who fail more than twice in a row give up early, and younger students might find certain applications foreign and do not understand their use.
	I	Given that ECDL originates outside of Malta, students find some difficulties such as the use of language and sentence structure can be a hindrance, given that the exam is automated students cannot correct an answer they give to a question once submitted, pass mark of 75% is high, and although students do not complain 45 minutes may be a short time if something goes wrong.
	I	We are forcing students to use certain tools and only those to solve basic and limited problems instead of challenging their creativity or problem-solving skills.
	S	Learning IT through an experiential approach is much more effective – it does not only build up knowledge but fosters problem-solving skills
	S	It is better to allow students to solve a problem/task through different methods as long as they manage their time effectively
	S	In such a system, the job of the teacher becomes to observe the problem-solving skills of the students while the student acquires the greatest skill of all-adaptability and improvisation
	C-	It is a disservice to combine ICT and ECDL – ICT needs to be integrated into every subject
Science Education	C+	The NCF's vision is an excellent step forward to ensure quality scientific background for all students to gain science literacy through the core science programme
	I	The implementation of NCF by class teachers requires long-term support systems at both Directorate and School levels, assisting teachers to adjust methodologies – curricular programmes should allow enough time for effective scientific teaching and learning to take place
	R	A common comprehensive training programme needs to be devised for state and non-state schools in Malta
	R	It is recommended that in-house long-term training is integrated in the scholastic year with a team of trainers (having a strong background in assessment for learning and a differentiated learning programme) on a lower teaching load providing training to teachers who lack methodology and/or specialist knowledge of content.
	R	A possible model for teacher training would be that teachers from a number of state and non-state schools in the same area are grouped together to be given long-term training on a regular basis.
	I	Support in lab work is essential for teachers to devise and set-up appropriate inquiry-based learning activities
	R	All lab technicians should be well trained (through technical in-service courses reflecting changing curricula, latest lab equipment and safety procedures) in delivering such support and have to be familiar with electronic apparatus found in labs and on the market
	S	When primary and secondary school science teachers work together (like the church schools case), they contribute the necessary expertise in content and pedagogy to help each other develop the curriculum, thus ensuring continuity in the science programme from

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	R	A common comprehensive training programme needs to be devised for state and non-state schools in Malta
	R	It is recommended that in-house long-term training is integrated in the scholastic year with a team of trainers (having a strong background in assessment for learning and a differentiated learning programme) on a lower teaching load providing training to teachers who lack methodology and/or specialist knowledge of content.
	S	A possible model for teacher training would be that teachers from a number of state and non-state schools in the same area are grouped together to be given long-term training on a regular basis.
	I	Support in lab work is essential for teachers to devise and set-up appropriate inquiry-based learning activities
	S	All lab technicians should be well trained (through technical in-service courses reflecting changing curricula, latest lab equipment and safety procedures) in delivering such support and have to be familiar with electronic apparatus found in labs and on the market
	I	When primary and secondary school science teachers work together (like the church schools case), they contribute the necessary expertise in content and pedagogy to help each other develop the curriculum, thus ensuring continuity in the science programme from primary to secondary.
	R	It is recommended that such practice serves as a model for other schools and colleges to ensure effective continuation in science programmes with schools having the option to choose whether primary science will be carried out by the class or by the science teacher.
	R	It is felt that a common framework for a primary science curriculum, specifying learning outcomes at different cognitive levels, would be the way forward to meet the needs of all students.
	I	The Consultation Document provides the framework for science education but does not include syllabi.
	R	Syllabi should be developed in collaboration with teachers so that there is better implementation through ownership.
	R	It is imperative that the four science programmes (Core, Physical, Materials and Life Sciences) are developed concurrently to establish links between these areas and to ensure uniform formal assessment for all.
	R	A special programme for basic skills students needs to be planned out to help them acquire scientific skills through inquiry-based skills.
	R	A merit certificate based on continuous assessment of coursework activities needs to be issued for those students who do not sit for SEC exams.
	R	The continuation of science education from secondary to post-secondary must be clearly planned out and the development of the Core Science qualification must take all students' options into account.
	S	The implementation of the new curriculum should serve to improve science learning but this can only be achieved by using mixed approaches.
	S	The Directorate should have the responsibility to plan and provide teacher-training, distribute resources equally among different schools and ensure a smooth transition from secondary to post-secondary institutions.
	R	Teachers should be actively involved in the development of syllabi and resources and also in training of other teachers in content and pedagogy.
Mathematics Education	I	What changes are envisaged in the assessment methods to reflect what matters in learning and how teachers will be trained for these changes?
	S	Parents can be involved to consolidate the numeracy skills and key numeric competencies of students
	R	It is important to introduce investigative and problem solving activities as early as possible in Primary years
	I	It is doubtful how mathematics will be linked with other learning areas when the NCF identifies this subject as a learning area in itself
	S	Mathematics can be very easily linked to Physics and Technical education while its various strands should be linked together as well.

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	I	Church schools do not have enough resources for the setting of core subjects
	I	The aesthetic aspect of mathematics is missing from the NCF's identified targets thus associating maths with the utilitarian aspect only
	I	Another missing aspect is the use of mental work while it is given its due importance in benchmarking and SEC exams
	I	There is need for time assigned to subject meetings since this is not possible due to heavy work-loads assigned to Church schools teachers
	C-	Allocating 5 lessons to maths in a 6-day cycle timetable is not acceptable since it reduces the number of maths lessons per year
	C-	Setting four uninterrupted lessons between breaks on three days would prove too tiring for both students and teachers
Languages	C+	The implementation of duration and timing of oral tasks and listening comprehension tasks in languages is to be commended
	C-	Why does NCF stop short from making recommendations about the need of having languages of instruction for the different subjects
	R	Years 7 and 8 students should have 3 lessons a week Years 9, 10 and 11 should have 4 lessons a week
	C+	Fully agree with NCF's emphasis on importance of multilingualism – hence learning hours of foreign languages should not be reduced
	I	While it is understandable that our educational system is moving towards a more holistic approach to learning, this should not be done to the detriment of particular subjects such as foreign languages
	C+	The newly implemented strategy of assessing all language skills in Maltese and English is welcome and should be extended to Primary and Secondary cycles where not in place
	S	In the Primary years emphasis should be on aural/oral skills in language acquisition – not much writing should be done in early years and they should be exposed to native speakers
	C+	Proposed time-table is good and provides at least a lesson a day for exposure to the language
	C+	English Literature as an option in the upper forms, thus leaving the choice to the students rather than being imposed, can be a good move – it gives freedom to the teacher to expose students to aspects of literature which they enjoy.
	C-	The lack of readers feature in the Grade 7 English syllabus needs to be addressed
	C-	The lack of provisions for Library in the time-table in any of the Forms needs to be addressed
	C+	The NCF recommendation for cooperation between teachers in the setting of projects and other coursework is an excellent idea
	C-	A 6 day cycle timetable will pose problems for Heads of Departments in Church schools
	C-	Being remunerated for the short break will mean adding another 75 minutes a week to school hours in some Church schools – other schools already refrain from paying teachers for their break time as they only have one break
	C-	Strongly disagree with allotting 3 lessons a week for 5 years to the teaching and learning of foreign languages – the learning outcomes expected at Form 5 level and the language skills would not be attained
	R	Students are to be offered the possibility of choosing two foreign languages in the first year and continue to study both or one of them throughout the secondary years
	R	We suggest that Syllabus panels be set in order to make the necessary arrangements /changes. It is of utmost importance that HODs in Church Schools form part of the afore-mentioned panels.
PSD	S	PSD developed since late 80s since it was given the opportunity to develop its own aims, methodology and syllabi content – this freedom left positive effects on students
	S	PSD in primary and secondary schools gave students a chance to voice their opinions, express who they are, explore and get to know

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		themselves and what they are able to offer
	C+	The NCF belief that PSD still has a lot to offer is satisfying
	C+	NCF states that 'children and young people are encouraged to learn about the importance of good health and general well-being' and goes on stress the importance of acquiring attitudes and skills within, for instance, Emotional and Psychological Health together with Social and Environmental Health
	I	The new name being proposed for this subject (PSHE) seems to place the emphasis on health rather than on the person itself (through the developmental approach used for PSD) and on the attitudes and beliefs that would lead to a personal lifestyle which promotes health and well-being.
	R	Number of contact hours PSD facilitators have with their students need to be increased
	C+	The proposed system based on learning areas, through which traditional subjects learn how to work together and coordinate their aims, is a positive development
	C-	NCF is not clear how this coordination is to be achieved and sustained and if this is not addressed nothing new will be achieved
	C-	The role of vocational guidance within the context of PSD, and the link between school and the world of work, do not seem to have been addressed – not all educational institutions have the services of career guidance officers
	I	How are the attainment targets of PSD going to be assessed? Can peer-assessment be implemented in all types of group dynamics encountered by teachers?
	I	The link of PSD with Citizenship Education needs to be more clearly defined while issues of bio-ethical nature are also to be considered
	I	In consultative document the subject is listed as PSHE while it is referred to as PSD in all other areas – why PSHE not PSCE or PSHCE?
	I	Are the principles relevant to PSD as regards Citizenship Education going to be tackled only in subjects such as Social Studies?
	I	How are lessons to be worked out in the two learning areas of Citizenship and Health Education?
	I	How are the teachers to work together so that there is no overlap?
	I	Is a time set for such curricular consultations?
	I	Who is to be responsible to ensure that such topics in the two learning areas are indeed covered?
	C-	In NCF there is no mention of environment in PSD syllabus when eco-sensitivity has become a major issue today
	I	How can the two be made to interact?
	I	Is the issue of immediacy taken into account?
	I	Do time-tabling provisions in ALL schools reflect the needs outlined in the NCF?
	I	Are Church schools working on increasing lessons where required so that all Forms have PSD lessons?
	I	The implementation of NCF in PSD context calls for a strengthening of the teacher-training made available to practitioners in the area
Education for Sustainable Development	S	ESD is a process enabling learners to develop the knowledge, skills, attitudes and values required to become active participants in decision-making processes.
Education for Entrepreneurship; and Creativity and Innovation	C+	The proposed intra-curricular attempts to enhance students' entrepreneur skills envisage a positive development in this regard
Vocational Subjects	I	Re use of BTEC in the assessment of vocational subjects, educators and BTEC authorities should be vigilant on curbing down plagiarism.
Physical Education	C+	The proposed learning areas as opposed to stand alone subjects promotes a more thematic and cross-curricular approach – PE can contribute a lot to this

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	C-	The NCF's reference to PE and sport as a means to develop a child's physical skills and agility needs revising as it restricts PE to just skills and only agility
	R	A more generic phrase such as physical development and ability is recommended
	C-	Strongly object that swimming is missing from list of PE activities and this is against the NCF aim to develop skills and competencies for lifelong learning
	R	In document 2 page 25, there should be the inclusion of physical literacy as one of the aims of development in the NCF
	C-	Physical/psychomotor competences are missing from the list of 5 competences in Document 3, Section 1
	R	Section in document 3, page 39-40 needs to be revised with special emphasis on the fact that PE does not only deal with the learning of sports activities
	R	The word Sport is to be used separately from PE – the latter is to be timetabled while the former should be referred to as extra curricular
Examinations and Assessments	S	The Italian assessment structure is one of the best in terms of quality and success of the student based on continuous oral tasks with a written test at the end of each topic and official examinations starting at year 9 (Form 3)
	I	Removal of Junior Lyceum and Common Entrance Exams implies all students in Maltese Secondary schools enter secondary school without any formal delineation
	C+	NCF highlights importance of self-assessment and peer assessment by the learners themselves
	C+	Assessment no longer seen as a prerogative of the teacher but as an interactive process between teacher and learner
	I	A truly effective assessment cannot be made in certain subjects due to few time allowed for certain subjects (Geography, History and Social Studies)
	S	If assessment procedures are carried out properly and with enough time, they should lead to good standard of achievement.
	C-	Unclear how internal flexibility in curriculum framework will be implemented as long as both interior and exterior exam systems remain as they are.
	I	How are examinations going to be organised in citizenship education with the proposed reduction of lessons at Junior Lyceum level?
	C+	Agree with proposed general principles of assessment norms, particularly teacher assessment – also agrees that assessment should remain central to the process.
	I	The notion in NCF of organising exams internally not centrally in state schools (like it is the case in Church and Independent schools) has pros and cons – teachers are allowed flexibility and have say in exam paper setting but there is no exam standardisation
	R	Good compromise could be achieved through National Benchmarking exams in all State, Church and Independent schools at the end of Forms 2 and 4 (Years 9 and 11)
	I	The SEC exams as a benchmark for proficiency in English and Maltese are not necessarily the best tools for assessment
	R	Skills can be graded separately so that a student may get a certificate in spoken English but not say in writing
Facilities and Support Structures and Services	R	Hope that legal and psycho-social services in State schools are also offered to Church and Independent schools
	I	Church school teachers have so far never been provided with laptops/notebooks as is the case with State school personnel
	I	Will state be able to fund certain facilities in Church schools such as overhead projectors or interactive whiteboards?
	S	Church schools need to be provided with adequate resources and teaching staff in order to reach this NCF aim
	I	The need for adequate resource provision should be guaranteed in Church schools as it is in State schools
	I	Inquiry-based learning requires ICT resources and lab facilities which are not present in Church schools – uniformity of resources is required in all schools if children are to have equal opportunities for learning

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Intercultural Education	C+	Agrees with emphasis on accepting diversity in all its aspects as a continuum of development
	I	Wherein the policy for diversity and inclusion, it is stated that the group should include classroom practitioners as well as experts, do LSAs qualify as classroom practitioners?
Local Community Involvement	C-	NCF contains a utilitarian approach directing the student to political and business requirements and not individual propensity
	R	We need to encourage students to become active participants not just within the school but also in the external community so that their quality of life is improved and they develop into responsible citizens
Management of Change		

### 30. Secretariat for Catholic Education – Head of Department of Science

Heads of Department of Science by the Secretariat for Catholic Education		
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Early Years and Primary Education	S	Good practice shown by some church schools where Primary and Secondary teachers work together to develop the Science curriculum has shown to be an effective way to ensure continuity in Science learning from Primary to Secondary.
Teacher Support	I	Implementation of new Science Curriculum by teachers requires long term support systems at the Directorate as well as at the school level as only with this support will teachers adjust their mythology , to prepare students for LLL and given that inquiry based learning requires time to be done effectively.
	I	Training for teachers in church schools is a prime concern and a common, comprehensive training programme needs to be devised for State and non State schools.
	R	In house long term training has shown to be most effective and it is recommended that this in-house training is integrated into the scholastic year, with a team of trainers on a lower teaching load providing training to teachers who lack methodology and / or specialist knowledge of content.
	R	Trainers must have strong background in assessment for learning and a differentiated learning programme to ensure that all students are engaged in learning Science: a possible mode for teacher training would be that teachers from State and no State schools in the same area are grouped together to be given long term training on a regular basis.
	R	Teachers should be actively involved in the development of syllabi and resources and also in training of other teachers in content and pedagogy.
Autonomy	I	In a number of Church schools, a Science teacher is responsible to teach Science through the primary classes as Church schools feel that they need to have the option to choose whether the Primary Science will be carried out by the Class or by a Science teacher.
Syllabus	I	Focus must be on the development of Scientific skills and not on the acquisition of content and this must be reflected in the curriculum programmes that will allow enough time for effective scientific teaching and learning to take place.
	R	When Primary and Secondary Science teachers work in close collaboration they contribute the necessary expertise in content and pedagogy to help each other develop the Science curriculum: recommended that such practice serves as a model for other schools and colleges to ensure effective continuation in Science programmes.
	R	Whilst there are a number of Primary Church schools which have developed their own Science programme which is time-tabled and is commendable, it is felt that a common framework for Primary Science curriculum, specifying learning outcomes at different cognitive levels would be the way forward to meet the needs of all students.
	C-	NCF draft provides a framework for Science education and does not include syllabi: these should be developed in collaboration with Teachers so that there is a better implementation through ownership.
	R	Imperative that the four programmes (Core, Pysical, Materials and Life) are developed concurrently to ensure that formal assessment is uniform for all.
Learning and Learning Environment	C-	Continuation of Science education from Secondary to Post-Secondary must be clearly planed out and the development of the Core Science qualification must take all students' options into account.
	R	Collaboration between career guidance officers, Post Secondary teachers and curriculum developers is very important to ensure continuity between Secondary and Post-Secondary Science.
	C+	Vision is an excellent step forward to ensure quality scientific background for all students to gain Science literacy through the core science programme as a well as providing a strong foundation of scientific knowledge and skills in different branches for those who

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		aspire to further studies in Sciences.
Science Education	S	Core Science programme needs to cater for a variety of students' abilities: students currently taking a basic skills programme will be part of the cohorts of students opting for Core Science.
	R	A special programme for students opting for Core Science need to be planned to help them acquire scientific skills through inquiry based activities.
Examinations and Assessments	R	Not all students sit for MATSEC exams and a merit certificate based on continuous assessment of course work activities needs to be issued for those students who do not sit for the SEC exam.
Facilities and equipment	I	Science inquiry based learning requires a high degree of hands on laboratory experience: support in the laboratory work is essential for teachers to devise and set up appropriate activities across the curriculum
	R	Laboratory technicians need training so that they are aware of changing curricula, lasted laboratory equipment, safety procedures, etc.
	S	Directorate has the responsibility to plan and provide teacher training, distribute requires equally among the different schools and liaise with Post Secondary education to ensure a smooth transition for Secondary to Post-Secondary,.
Financing		
Resourcing of Church / Independent Schools	I	Need for adequate resource provisions should be guaranteed in Church schools as well as in State schools given that inquiry based learning requires ICT resources and laboratory facilities which are not present in all schools.
e-Learning	I	Uniformity of resources is needed if all students are to receive equal opportunities for learning especially when students are using technology in their everyday lives - uniformity can only be achieved by provision of common funding - which must include support for e-Learning.
Books	I	There are students who are currently learning in an ICT interactive environments and other who do not even have basic projection facilities.
	I	Most teachers in church schools use their own lap top at their own personal expense.