



Curriculum Management and eLearning Department

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LETTER CIRCULAR

Information: X

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Action Required: X

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To: All Heads of State Secondary Schools and Sections

From: Director, Curriculum Management and eLearning

Subject: The Role of the Core Curriculum Programme (CCP) Mentor

Feedback received from several schools indicates that the role of the Core Curriculum Programme (CCP) Mentor as explained in the CCP (Letter Circular CMeLD 209 dated 30th May 2013) has not been clearly understood. This circular therefore serves to clarify this role.

The CCP Mentor will have 4 lessons per week (those which are usually assigned to the second option) dedicated to follow the CCP learners. During these lessons, the mentor will meet the group either as a whole, or part of it, or individual learners depending on the project being done or the competence being explored.

This flexibility is only possible because during these lessons extra lessons of Maltese/English/Mathematics are to be scheduled, as explained in the CCP. Thus, the CCP Mentor will **not** be responsible for these extra lessons that will take place with the rest of the CCP learners while the mentor is working with part of this group or with an individual learner. These extra lessons will be delivered by the Maltese/English/Mathematics teacher and should not be a continuation of the subject programme but hands on activities that consolidate previous or current work. This is important due to the fact that a number of learners or a single learner pertaining to this group will be with the mentor.

It is understood that some schools may find the classification of this extra lesson for Maltese/English/Mathematics difficult due to timetabling constraints. In this case the school should discuss the timetabling of other subjects with Ms Joanne Grima EO, CCP Coordinator.

When the CCP Mentor will meet the learners, as a group or one-to-one, they will discuss progress in pre-set learning outcomes of the different CCP subjects. The subject files containing the evidence of work and achievements developed by the learners (and kept by the subject teachers for these learners) will be explored together with the individual learners. The mentor and these learners will discuss achievements, strengths, difficulties that this evidence is showing. In so doing the learners will understand where they stand in their learning, what questions need to be asked, where their strengths lie and what needs to be done to overcome weaknesses. This is intended to develop the learning to learn competence.

The CCP Mentor will also implement particular programmes with respect to the development of soft competences. It is recommended that this is done through the development of Independent Living Skills projects, Creative Expressions projects, Communicative English project and the Career Education project as explained in the Core Curriculum Programme.

The CCP Mentor will have the flexibility to decide how many lessons out of the four per week will be dedicated to the projects and how many will be used for learning to learn through the files evaluations.

The Curriculum Management and eLearning Department (CMeLD) intends to organise meetings at the beginning of the next scholastic year to explain the role of the CCP Mentor and give the necessary support. This support will continue throughout the year through further meetings.

Schools are to note that only CCP Mentors recognised as such by CMeLD as communicated to the Human Resources Department, according to the parameters mentioned above, will be eligible for the specific working conditions indicated in the CCP i.e. reduced timetable and Form Teacher allowance.

Thank you for your collaboration.

Sandro Spiteri
Director
Curriculum Management and eLearning