

The National Curriculum Framework 2011 – Consultation Process

The process of consultation is crucial for the success of the updated national curriculum framework. The consultation strategy presented in National Curriculum Framework, Document 4 has been designed with the aim of enabling a wide-ranging and authentic discussion and debate which enables all stakeholders to engage with the draft document in a positive way and participate actively in the formulation of the final version.

The consultation process itself is divided into three phases:

Phase 1: Reflection for Action May 2011 to August 2011

This phase serves to present the updated national curriculum framework and prepare the various stakeholders for the consultation process. The meetings with the stakeholders serve to highlight

1. the main recommendations of the updated national curriculum framework;
2. the implications arising for the various stakeholders as envisaged by the updated national curriculum framework; and
3. the role of the stakeholders in the consultation process, in terms of both their personal contribution to the process and their role in bringing together the feedback and responses of the learning communities for which they are responsible.

In addition, this phase allows all participants sufficient time to read through the documents and consider in some detail their content and implications.

Phase 2: Reflection in Action from September 2011 to November 2011

This phase will provide stakeholders opportunities to share and consolidate their ideas within and across different institutions. The aim of this phase is to invite and encourage stakeholders towards actively participating in generating a national, reflective professional discussion and debate about the updated national curriculum framework proposals, thus initiating a process of sharing critical and constructive feedback in preparation for the final version of the updated national curriculum framework.

Phase 3: Reflection on Action from November 2011 to December 2011

This phase will bring together all the stakeholders and the feedback offered by the various institutions. The highlights of this phase include a two-day national conference and the submission of written feedback. Once the working group reviews the proposed NCF in light of the feedback received, the working group will submit a final NCF document to the Minister for approval.

Prof Grace Grima, as chairperson of the National Curriculum Review Committee invites all society stakeholders to participate actively in this consultation process so that the final approved document will be a true expression of our hopes and aspirations to provide a relevant quality education for our children which meets the current and future needs of our country.

The National Curriculum Framework - Feedback Document here-below, is also designed to assist stakeholders in the formulation of an open format feedback document.

Feedback may be sent to Mr Joe Buttigieg on email address: joe.c.buttigieg@gov.mt or by post as follows: Directorate for Quality and Standards in Education, attn Mr Joe Buttigieg, Great Siege Rd. Floriana VLT 2000

Joe Buttigieg

f/Prof Grace Grima
Chairperson

THE NATIONAL CURRICULUM FRAMEWORK (NCF) – CONSULTATION PROCESS

Feedback Document

General Principles

1. How much do you agree or disagree with the general principles underlying the National Curriculum Framework (NCF)?

Please tick one choice in each row

	Strongly agree	Agree	Disagree	Strongly disagree
a) Entitlement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Continuum of Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Learner-centred Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Quality Assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teacher Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please provide your comments regarding the six general principles outlined in Consultation Document 2 - Rationale and Components.

Aims of Education

3. In your opinion to what extent do you think that the aims of education (Consultation Document 2 - Rationale and Components) included in the NCF are relevant and comprehensive?

Please tick one choice in each row

	To a large extent	To a moderate extent	To a small extent	Not at all
a) Learners who are capable of successfully developing their full potential as lifelong learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Learners who are capable of sustaining their chances in the world of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Learners who are engaged citizens in constantly changing local, regional and global realities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please provide your comments regarding the aims of education indicated in Consultation Document 2 - Rationale and Components.

Learning Areas

5. How strongly do you agree or disagree with the competences in the **Early Years** as proposed in Consultation Document 3 – The Three Cycles?

Please tick one choice in each row

	Strongly agree	Agree	Disagree	Strongly disagree
a) Well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Social competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Communicative competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Learning dispositions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Intellectual competences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please provide your comments regarding the **Early Years** competences included in Consultation Document 3 – The Three Cycles.

7. How strongly do you agree or disagree with the Learning Areas in the **Primary Years** as proposed in Consultation Document 3 – The Three Cycles?

Please tick one choice in each row

Learning Areas	Strongly agree	Agree	Disagree	Strongly disagree
a) Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Religious education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Citizenship education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Technology education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Arts education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Health education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please provide your comments regarding the Learning Areas in the **Primary Years** as proposed in Consultation Document 3 – The Three Cycles.

9. How strongly do you agree or disagree with the Learning Areas in the **Secondary Years** as proposed in Consultation Document 3 – The Three Cycles?

Please tick one choice in each row

Learning Areas	Strongly agree	Agree	Disagree	Strongly disagree
a) Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Religious education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Citizenship education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Technology education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Arts education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Health education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please provide your comments regarding the Learning Areas for the **Secondary Years** as proposed in Consultation Document 3 – The Three Cycles.

11. How much do you agree or disagree with the proposed 2+3 model regarding the choice of options during secondary education?

Please tick one choice

Strongly agree Agree Disagree Strongly disagree

12. If you strongly disagree or disagree please provide reasons and propose alternatives.

13. How much do you agree or disagree with the proposed range of subjects on offer during the secondary education cycle as proposed in Consultation Document 3 –The Three Cycles?

Please tick one choice

Strongly agree Agree Disagree Strongly disagree

14. Which subject/s, if any, would you propose removing from the list in Consultation Document 3 (pg. 55)?

15. Which other subject/s would you propose adding to the list of subjects listed in Consultation Document 3?

Cross-curricular Themes

16. How strongly do you agree or disagree with the cross-curricular themes as proposed in Consultation Document 3 – The Three Cycles?

Please tick one choice in each row

Cross-curricular Themes	Strongly agree	Agree	Disagree	Strongly disagree
a) eLearning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Education for sustainable development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Intercultural education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Education for entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Creativity and innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Please provide your comments on the proposed cross-curricular themes.

18. Would you like to propose any other cross-curricular theme to be added to the NCF?
Please give reasons and amplify.

Time Allocation and Targets

19. How strongly do you agree or disagree with the outcomes in the **Early Years** (Table 1 in Consultation Document 3 - The Three Cycles pgs. 25 -28)?

Please tick one choice in each row

Outcomes	Strongly agree	Agree	Disagree	Strongly disagree
a) A strong sense of identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A positive self-image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Socially adept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Effective communicators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Engaged and confident learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Please provide your comments regarding the proposed outcomes in the **Early Years**.

21. With reference to the proposed timetable models for **primary schools** (Consultation Document 3, Appendix 1) how strongly do you agree or disagree with the proposed model/s for primary schools?

Please tick one choice in each row

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Model A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Model B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Model C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Which model/s do you think best fits the implementation of the NCF in schools?

23. Would you like to propose other timetable format/s?

Yes No

24. If yes, please amplify.

25. With reference to the proposed timetable models for the **secondary cycle** (Consultation Document 3, Tables 5 and 6, pgs. 60 – 61 and Appendix II pgs. 71-81) how strongly do you agree or disagree with the proposed model/s?

a. Proposed Curriculum Framework Timetables (CFT) for Years 7 and 8

Please tick one choice in each row

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Table 5 Col. C, CFT 1 & 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Table 5 Col. D, CFT 1 & 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Table 5 Col. E, CFT 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Table 5 Col. F, CFT 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Table 5 Col. G, CFT 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Proposed CFTs for Years 9-11

Please tick one choice in each row

	Strongly agree	Agree	Disagree	Strongly agree
a) Table 6 Col. C, CFT 1 & 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Table 6 Col. D, CFT 1 & 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Table 6 Col. E, CFT 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Table 6 Col. F, CFT 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Table 6 Col. G, CFT 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Would you like to propose other timetable format/s? If yes, please amplify.

27. Please provide your comments regarding the proposed secondary school timetable (Consultation Document 3; Tables 5 and 6, pgs. 60 – 61 and Appendix II pgs. 71-81).

Assessment

28. How strongly do you agree or disagree with the assessment strategy for the three cycles of education as outlined in Consultation Document 2 - Rationale and Components and Consultation Document 3 – The Three Cycles?

Please tick one choice in each row

	Strongly agree	Agree	Disagree	Strongly disagree
a) Assessment in the Early Years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Assessment in the Primary Cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Assessment in the Secondary Years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Please give your views on the proposed assessment strategies.

a) Assessment in **Early Years**

b) Assessment in **Primary Years**

c) Assessment in **Secondary Years**

Quality Assurance

30. In your opinion would the quality assurance mechanisms indicated in Consultation Document 2 – Rationale and Components adequately facilitate the implementation of the NCF in schools?

Please tick one choice in each row

	Very much	To some extent	Very little	Not at all
a) School Development Plans (SDP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Performance Management and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) External Reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Please provide your comments regarding the quality assurance mechanisms outlined in Consultation Document 2 – Rationale and Components.

Parental and Community Involvement

32. Consultation Document 2 – Rationale and Components addresses the role of parental and community involvement. How strongly do you agree or disagree with the proposals indicated in the document?

Please tick one choice

Strongly agree Agree Disagree Strongly disagree

33. In your opinion which aspects of parental and community involvement if any, need to be addressed further in this document?

Support Structures

34. In your opinion do the support structures indicated in Document 2 – Rationale and Components adequately meet the needs of your College/School in implementing the NCF?

Please tick one choice in each row

	A lot	To some extent	Very little	Not at all
a) Student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) On-going professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Legal and psycho-social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Leadership of key practitioners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Support for curriculum development and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Please provide your comments regarding the support structures outlined in Consultation Document 2 – Rationale and Components.

36. How strongly do you agree or disagree with the proposed levels of support to be provided by the peripatetic service?

Please tick one choice in each row

	Strongly agree	Agree	Disagree	Strongly disagree
a) Curricular support teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The teaching of art, music etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Cross-curricular themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Implementation of specific policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Please provide your comments on the proposed levels of support.

38. If you would like to propose other/s level/s of support please amplify.

39. More specifically how strongly do you agree or disagree with the proposed models for the deployment of LSAs in secondary schools as proposed in Consultation Document 2 – Rationale and Components Appendix II?

Please tick one choice in each row

	Strongly agree	Agree	Disagree	Strongly disagree
a) LSA attached to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) LSA attached to subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) LSA attached to sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40.

41. Please provide your comments regarding the proposed models for deployment of LSAs as outlined in Consultation Document 2 – Rationale and Components.

42. If you would like to propose other model/s of LSA deployment please amplify.

Effective Learning and Teaching

43. In order that the learning process and teaching pedagogy indicated in Section 3 of Consultation Document 3 – The Three Cycles are realised;

I need to

I expect the **school** to

I expect the **College** to

I expect the **Directorate for Educational Services** to

I expect the Directorate for Quality and Standards in Education to

Leadership

44. In your opinion how will the introduction of the new NCF affect the leadership and management functions of the different practitioners in our education system?

Professional Development

45. To what extent do you think that the NCF addresses adequately the issue of professional development?

A lot To some extent Very little Not at all

46. Please provide your comments on the issue of professional development.

47. How strongly do you agree or disagree with the proposed model/s for incorporating professional development sessions in the timetable?

Please tick one choice in each row

	Strongly agree	Agree	Disagree	Strongly disagree
a) CFT 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) CFT 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) CFT 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) CFT 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) CFT 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. Please provide your comments on these proposals.

49. If you would like to propose other model/s, please amplify.

50. How strongly do you agree or disagree with the ten “Key Ideas” which emanate from the NCF?

Please tick one choice in each row

	Strongly agree	Agree	Disagree	Strongly disagree
a) The development of lifelong learners who are engaged and responsible citizens and active in the economy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The support for all learners to achieve and succeed, whatever their backgrounds, needs and aptitudes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A clear focus in colleges and schools on meeting the needs of all learners through increased curricular autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The creation of active, inclusive learning communities which put learning and learners at the heart of all that they do and are accountable to their stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Seamless progression through early, primary and secondary years in the skills and competences required for lifelong learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Learning which is active, personalised, relevant and purposeful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| g) | Learning that emphasises the application of knowledge and skills in different contexts and settings as well as breadth of knowledge and depth of understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) | A curriculum framework that focuses on learning areas. Creating links and synergies across traditional subjects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) | Assessment and evaluation which use information and feedback formatively to inform planning for improvement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j) | Cycles of quality assurance and evaluation which recognise that continuous professional learning is an essential part of educational practice | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

51. Please provide other comments that you may have about the NCF hereunder

Information about Entity/Organisation/agency completing the questionnaire (Optional)

Name of Entity:

Position of person completing the questionnaire:

Please send your feedback to:

Mr. Joe Buttigieg,
Directorate for Quality and Standards in Education
Great Siege Rd.
FLORIANA VLT 2000

Or

by email to: joe.c.buttigieg@gov.mt

Thank you for your contribution during the NCF consultation process