

**Analysis of Feedback to the Consultation Process held with regard to the Draft National Curriculum Framework**  
**Directorates within the Ministry of Education**

**Appendix IV**

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

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## 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.	Examples are: “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.”  “Enhanced communication will lead to a better transition between Kindergarten and Year 1 in Primary.”  “Cross curricular themes a very positive innovation.”
<b>C-</b>	Definitive statement in a consultation feedback document that is <b>negative</b> with regard to the Draft NCF.	Examples are: “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.”  “Has a strong utilitarian orientation as it directs students to well-paid jobs and not to societal needs.”  “If [subject is] reduced to one lesson a week [it is] impossible to cover [the] syllabus.”

<b>S</b>	A <b>categorical</b> statement in a consultation feedback document on the existing state of play within the educational system or the draft NCF.	<p>Examples are:</p> <p>“Children should be exposed to good models of spoken English given exposure to America TV channels or not sufficient exposure to English at home.”</p> <p>“Learning Support Assistants need to receive proper pedagogical training to have sufficient knowledge as they cannot be all-rounders.”</p> <p>“Primary Schools with large physical setting population are impossible to allocate just 15 minutes for assemble and settling in.”</p>
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<b>I</b>	A statement in a consultation feedback document which identifies an <b>issue</b> 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.	<p>Examples are:</p> <p>“Syllabi do not take into account a differentiated teaching environment.”</p> <p>“Parents of high flyers complain that teachers are holding back their children from reaching their full potential.”</p> <p>“Syllabus prescribed text books is not suitable for use by lower ability students.”</p>
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<b>R</b>	A <b>recommendation</b> put forward in a consultation feedback document.	<p>Examples are:</p> <p>“Early years are crucial for educational development and children who seem to be lacking should be identified early and given adequate support.”</p> <p>“School Management Team needs to gather feedback and necessary information for School Development Plans (SDP) to be effective.”</p> <p>“Introduction of Subject teaching in the late Primary years might help for a smoother transition to the secondary years.”</p>
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				Document No 22		Document No 21 A&B
Principles	C+	The general principles outlined in the NCF clearly focus on the holistic development of our learners. Learners are supported to take an active role in their learning by being critical, creative, innovative and analytical. It is clearly envisaged that teachers will have the adequate support to ensure quality education.				
	C+	I believe the aims of education clearly cater for the development of skills and competences 21st century learners will need to become life-long learners.				
Teacher Support			S	Teachers need to be aware of what learning differences constitute SpLD	I	Higher order thinking – teachers who had the opportunity to teach a range of years had this experience which helped them when teaching the lower years. Why is it that some teachers are stuck with the same year group to the extent that they resist change? Are they teachers or teachers of a particular age group?
			I	SpLD service is being requested to offer teacher support. This may be overwhelming on the SpLD teacher, who in turn needs support.		
			R	Specialist training on SpLD issues such as dyscalculia is needed.		
			I	SpLD staff are expected to be experts but not enough is invested in enhancing their expertise.		
Differentiated			C+	In agreement that differentiated	C+	The NCF endorses diversity and

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Teaching				teaching is necessary for diverse needs to be met – SpLD students have individual, diverse needs and not all of them require the same support.		differentiated teaching throughout the different assessment practices and procedures. If these approaches and techniques are put in practice then teachers are better prepared to meet diverse students' needs. By means of differentiation and adaptation of teaching levels, student achievement is raised and a greater equity of student outcomes is achieved.
			R	Teachers must be flexible in the approach to SpLD to accommodate the needs of the individual eg – the way homework is given, when it is given to students, copy and dictation	I	One of the greatest concerns for teachers are the parents as they want to please them by doing a lot of coverage at the expense of mastery, so are parents going to be 'taught' what the diversity approach entails?
Quality Assurance	C+	Given that the quality assurance mechanisms are aimed to support schools and individual teachers I believe they are conducive to improve the quality of education				
Children in Class					R	Reducing the number of students to its proper number in class or the deployment of support teachers in each class, will surely be beneficial to assess students better because of more individual attention.
Professional Development			R	Ongoing professional development is essential in SpLD service where specialisation is concerned.		
Learning and Learning Environment	C+	The learning areas together with the proposed five non-curricular aims clearly focus on the need to move away from the current fragmentation			I	Effective Learning and Teaching – shall we have a system which encourages pre-planned discussions so that the teacher would not only get to know what the

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		of learning to a more balanced curriculum. Apart from the cognitive development these areas and aims will cater for the personal and social development of the child in different learning situations.				children knows but what they also want to know within the syllabus parameters?
Languages					I	Third language issue - What about students who are still not competent enough in their mother tongue language? Usually, speech pathologists will not recommend another language and parents tend to follow their advice, so what is our role going to be?
Examinations and Assessments	R	I recommend that Learners are an integral part of the process and apart from being aware of their strength and weaknesses, they must also be aware of structures available in their school to increase their confidence and self-esteem.	R	SpLD students are entitled to adequate assessment of their skills. Access arrangements may be necessary and the SpLD service should not be restricted solely to that of recommending access arrangements.	C+	The NCF acknowledges the importance of using formative and summative assessment information to inform teaching and learning. Assessment is in fact one of the seven key components that constitute the NCF 2011.
			R	Assessments of SpLD students should focus on the assessment of skills rather than content.	C+	Assessment drives teaching and learning. Whilst summative assessment will still be significantly important, assessment that informs teaching all throughout the learning process needs to be accomplished. Assessment for learning principles incorporates all practices that provide information as to where the learner stands in his / her learning, show the learner his/her next steps and how to reach the set target.
					R	A policy assessment should not just be a recommendation of the NCF but policy would back teachers on various issues like

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						constructive focused feedback.
					R	The policy should inform parents and involve them in the learning process of their children. This policy should be based on a model policy provided. It is recommended that a committee is set up and both parents and students are informed about this policy and what it involves.
					R	Reporting should include assessment information on every strand of learning area. It is recommended that this type of assessment is based on the achievements of the student towards the known learning objectives. This is possible if process success criteria are generated for every learning objective.
					R	Reports should be sent to parents twice a year before parents' day so that discussion is based on acquired evidence and informs on the way ahead for the particular student. Reporting should be carried out from the first year of schooling (kinder 1).
					R	Reporting in the early years should be based on competencies in early childhood education as set out in NCF. However it is recommended that from year 3 onwards, the reporting includes assessment of the progression in the strands of the different subjects and in cross curricular themes.
					R	It is recommended that all teachers have time to reflect on their assessment for learning practices. Unfortunately not all teachers have the opportunity to meet

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						during the present curriculum time. Such meetings are essential to create the learning communities of teachers that will develop practitioners and collaboration necessary for such a paradigm shift to happen. Every strategy should be discussed during curriculum time or subject meeting
					R	For effective assessment for learning strategies, even students need time to reflect and think on their learning process. It is recommended that every lesson is one hour long and that all kinds of interruptions are reduced to a minimum.
					S	When teachers make use of process success criteria there will be no need for students to leave the classroom to get extra help. Complementary teachers can collaborate with the class teacher to give effective and informative feedback needed by every child to scaffold learning.
					I	Not enough weight is given in the document to the following assessment procedures which are essential in the teaching and learning process: the use of appropriate questioning techniques and the use of timely formative feedback which informs the next steps in the learning process.
					R	Assessment reports which are the primary means of reporting progress to parents, pupils and teachers can be given more prominence in the framework. The document might also specify the frequency of the assessment reporting. the ASL

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						department at the education department can help and guide schools in producing these reports.
					R	It must be ensured that the formal record of each class teacher's assessment of individual children is available to the next teacher to whom the children transfer. It must be also ensured that the full assessment information, subject to parental consent, is available to another primary school whether state/church/private, when a child is transferring to that school.
					R	Development of assessment instruments and assessment resources appropriate to Maltese primary schools.
					R	More details may be given on how teachers will be trained thus implementing effectively assessment for learning strategies. For example, the introduction of a programme of professional development for every school will raise awareness and enhance understanding for the shift towards ASL.
					R	More case studies might need to be done in the field of assessment so that more good practice is disseminated amongst Maltese primary schools.
					R	Progress with developing AfL in lessons and its impact on pupil motivation and progress can be a prevailing item in every staff meeting and examples of developing practice can be regularly shared. This can also be done, for example, through school

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						and college newsletters, school blogs, skola website and various displays.
					R	There could be voluntary accreditation schemes for good practice in assessment, standard setting, recording and reporting (like in language schools – EFL)
					R	The incorporation of assessment for learning and assessment of learning as integral elements of the school plan in every primary school.
					R	The education department can adopt an AFL strategy that can support schools in using assessment information to improve and plan provision, as well as improving the quality of the assessment process itself. Through this strategy, schools can ensure that learning is meaningful for all pupils, teaching is effective and attainment outcomes are improved.
					R	The Education Department and the Faculty of education at the University of Malta may need to work more collaboratively so that all NQT's will be trained to incorporate assessment for learning practices effectively in their teaching.
					R	More details can be given on how ICT, especially now that we are on the verge of introducing the E-Learning platform, will assist in assessment purposes.
					R	As recommended in the NCF it is very fruitful that formative assessment starts in the early years because at this stage teachers can observe problems that children might have and teachers can then

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						work on the problems immediately and not in the primary level when it will be too late.
					R	Regarding summative assessment, it is of outmost importance that students be taught and be exposed to certain skills from their early years of schooling obviously without being assessed summatively. Therefore students from a young age should be helped to acquire certain skills which they will have to use during their summative assessment – that is children must be exposed to orals and mental situations from when they are still young through various activities so that when they will be eventually assessed summatively, they will find it less difficult.
					S	The NCF mentions that children's self-esteem should be raised. With formative assessment children will know what they will be learning and they will be motivated and therefore they will learn more. Automatically their self-esteem will increase too.
					R	Report books should be developed to include the teacher's, the SMT's, the parents' and the students' comments.
Special Needs			S	Agree that SpLD students are entitled to a quality education.		
			R	Teaching needs to be based on a multisensory approach to appeal to the different learning styles		
			R	Schools should aim to be dyslexia friendly through policy and practice.		
			R	Students with SPLD are entitled to a		

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				support structure in place which is guided by the SpLD specialist		
			S	SpLD service needs to monitor and co-ordinate transitions of SpLD students between early years and late primary, primary to secondary and secondary to post secondary. In order to facilitate a continuum of achievement it is necessary for teaching to focus on skills rather than content.		
Social Needs					S	Through assessment for learning, children will be responsible for their own work and this is surely another positive aspect because like this, students will participate more during their learning. This will certainly help in diminishing behaviour problems which sometimes occur due to unmotivated situations that occur during lessons.
Management of Change					S New	Assessment for learning is designed to support learning. It is recommended that implementation is done in small but constant steps. It needs to accompany the change in teaching methods since there cannot be a student-centred approach without a student centred assessment.

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			<b>Document No: 19</b>		<b>Document No: 25</b>
Principles				C+	All the principles in the NCF are relevant and all encompassing
				I	The three aims cover a wide area of competencies that encompass the requirements of a holistic education and are highly relevant. However in presenting such a wide sweep of skills, values and attitudes, the document tends to lose a degree of focus as there is no emphasis on what the education authorities consider to be the main priorities for the foreseeable future.
Teacher Support				C+	The section on support structures is commendable because it gives a clear direction as to who is going to teach specific learning areas. Once more there is an exhaustive list of support structures.
Timetable				C+	Strongly agree with models A and B, that are currently in place (table 5 for years 7 & 8) and current models A and B for senior secondary years as these models have a minimum of 5 lessons per week, that are indispensable for the implementation for the new curriculum.
				I	Models C, D & E are not recommendable because there is the possibility of 4 lessons for English which will make it very difficult for teachers to implement the curriculum. Many teachers of English will see this as a serious constraint in coping with the English curriculum, that includes both language and literature.
				C-	Model E has different timetables in alternate weeks. This would create logistical problems. Models F & G are even more unsuitable as in these 6 day models, the weekly

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					lesson timetable will be different from one week to another. Adopting a six day schedule would be disturbing to administration officials, teachers, students and parents.
Learning and Learning Environment				R	Think it has to be explicitly stated that literacy, numeracy and digital competence should be the main focus of the national curriculum as they are the basis of successful development of the full potential of children as life-long learners, the ability to sustain their chances in the world of work and engagement in a constantly changing world.
				C+	Think that having 8 learning areas promotes and enhances the concept of of a holistic view of education. The merging of various subjects into learning areas encourages a connected, interdisciplinary and harmonious way of looking at knowledge and learning that is both meaningful and motivating.
Citizenship Education		S	Instead of Citizenship Education the title of this learning area should be changed to civic, geographical and historical education (CGHE).	I	However I take issue with the range of subjects included under the umbrella term 'citizenship education'. This learning area includes geography that should go under science whereas education for entrepreneurship included under cross-curricular themes should be part of citizenship education rather than a separate cross-curricular theme.
		I	At secondary level civic (social studies), Geography and history should not be integrated into one subject. It is important that the three disciplines be clearly distinct.	I	Citizenship education should have been one of the cross-curricular themes rather than a learning area per se that includes a subject like geography that has a strong measure of scientific content.
		R	It is recommended that they remain compulsory and that an equally divisible number of lessons should be allocated per	S	Citizenship education should be promoted through democratic practices and respectful attitudes rather than

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			week for each area with at least one/two lessons each per week.		taught.
		I	Citizen Education involves a wide range of different elements of learning that include both education for sustainable development and intercultural education. So citizen education is an objective and therefore cannot be a learning area. It is a fundamental aim of education and as such it should not be limited to a few subjects	C-	There are no clear indications as to whether geography, history and social studies are to be considered discrete subjects or interrelated, in which case these separate subjects would be inevitably diluted and potentially undermined.
		R	Citizen Education should be cross-circular. Integrating citizen education into all subjects would be more appropriate and would offer a range of social learning activities, helping students to see the wider significance of citizen education and makes the area more of a whole school responsibility. Many state schools have already tried this through the project 'citizenship schools'		
		S	8 strands of learning, complete with level descriptors, have been identified and developed by a team of subject experts, namely the EOs for Geography, History and Social Studies and Primary Education		
		S	These 8 strands constitute the basic entitlement all students need to learn and start from the Primary Level and continue right through the end of the Secondary level – they were developed to correlate both horizontally and vertically		
		S	These 8 strands are Civic – People and Cultures, Rights and Responsibilities, Impact of Enterprise and Industry Geographical – The Environment – Natural and Human,		

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			Management, Conservation and Sustainability Historical – Learning about events, people and regions in the past, Mastering Historical Concepts, Nurturing Historical Skills		
PSD		R	CE is a very important element in PSD. It promotes Personal identity and relationships and healthy lifestyle ad social responsibility. The PSD methodology adopted within a Maltese context also empowers students to develop on a personal level within a community context by emphasising the need for active participation, dialogue and reflection. It also helps students develop critical thinking, negotiation and conflict resolution skills, respect, tolerance and openness to others.		
History				I	In the case of history, making it part of a wider learning area would relegate the teaching of history, particularly Maltese history, to a secondary role whereas there is a consensus that our children need to become more familiar with their roots, with their Maltese culture and identity – with what makes them different from other nationalities but sharing with other common values and ideas relating to tolerance and civilisation.
Geography		C-	It is erroneous to place Geography solely under the learning area of citizenship education because the scientific aspect of that subject area cannot be inserted in such a learning area.		
Business Education	C+				
Languages				C-	In the section on assessment issues in the secondary curriculum, document 3 says that “assessment in

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					languages should assess speaking, listening, reading and writing while assessments in subjects which require practical, creative and problem solving skills should include the assessment of these skills during authentic tasks". This statement presents a disconcerting lack of sensitivity to the most creative faculties – language. Isn't trying to scan a text or find the most effective easy to start an essay or analyzing a poem a case of problem solving? This mechanistic view of languages is intellectually shallow and is confirmed by the statement on page 62 that one of the advantages of the timetable in table 6 is that "English focuses on language with significantly reduced English literature content". This tendency to see subjects in a piecemeal fashion gives the lie to the emphasis on the importance of a holistic education that constitutes an important principle.
Technology Education				R	Technology education should be included under science.
Examinations and Assessments	R			R	Teacher-monitored coursework and continuous assessment should be given more importance. I also believe that half yearly exams should be done away with as the preparation for, examination period and corrections are getting in the way of the implementation of the curriculum. At least two weeks are devoted to these examinations that entail considerable amounts of energy that could be spent on implementing the curriculum.
				R	One off testing for summative purposes should be phased out and replaced by continuous assessment for learning

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					that provide the necessary feedback for students to be more au fait with their strengths and work on areas for improvement.

		<b>George Calleja, EO History</b>		<b>Mr George Camilleri, EO English</b>		<b>EOs Science</b>
		<b>Document No 17</b>		<b>Document No 16</b>		<b>Document No 13</b>
Principles	C+	The proposed NCF should serve as a welcome adjournment of our educational system.				
	C+	The importance given to a student-centred learning is positive.				
Differentiated Teaching	C+	The emphasis on a curriculum that caters for diversity and includes every student is positive.				
Cross Curricular Concept	C+	The emphasis on cross-curricular themes providing a more interdisciplinary approach and integration amongst various subjects is positive.	R	Value education should be added to the list. The present list of cross-curricular themes lays too much stress on the individual as an economic unit, and largely overlooks the importance of treating the individual as a person and as a moral being. Our aim should not be merely to develop successful entrepreneurs but entrepreneurs with a conscience.		
	C+	All the proposed cross-curricular themes are very relevant and should form part of any curriculum which claims to be relevant in today's world.				
	R	I believe the theme European Dimension should have been included.				
	R	The theme citizenship education should be introduced since this should not be a learning area but a cross-curricular theme.				
Syllabus	C+	I fully agree with the proposed 2+3 model regarding the choice of options. A three year cycle for students who wish to do their sec in these subjects should be enough.				
	R	I think that the proposal of offering one instead of two option subjects to students who are facing difficulties				

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		with the core curriculum should be given more importance. Schools should have the flexibility to adopt this measure.				
Timetable	C-	A six day timetable is impractical and thus I strongly disagree with the proposed timetables F & G. Teachers work on a five day week and there is nothing to suggest that this will change. Adopting a six day timetable to a five day week would be confusing to everyone be it the administration, teachers or students.	I	The proposal of giving schools the option of reducing English lessons to four per week should be removed. Given the importance of English today, English requires at least the five weekly lessons it presently enjoys. Any reduction in the allotment of English lessons is bound to have a serious negative impact on the standard of English in the country.	I	The new form 1 science curriculum just compiled is designed for a scholastic year of 84 contact hours of science education. The proposed timetables CFT 1, 2 and 3 propose 77-78 hours thus leaving a discrepancy of 6-7 hours. This discrepancy in the allotted time for teaching science will have an impact on the quality and quantity of learning. In years 9, 10 and 11, the time allotted for science education is greatly reduced by 14 hours in CFT 4 & 5. These discrepancies will have an impact on assessment and setting of the annual examination papers.
	S	For years 7 and 8 I strongly agree with the timetable in column D though I believe that the timetable in column E would also be good. For years 9,10 and 11 I strongly agree with the timetable in column C	I	The draft proposal of reducing the number of English lessons should be removed. The notion that English teaching and learning will improve or will have 'advantages' as a result of reducing the number of lessons is utterly absurd.		
	C-	All the other timetables would necessitate an unjustified drastic reduction in the lessons allotted to civic, geographic and historic environment. This is not in line with the Maltese government's policy of putting the environment as one of its main priorities.				
	I	Furthermore since the number of lessons in these subjects will be decreased, a teacher redundancy will ensue. Moreover only a handful of				

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		teachers are capable of handling confidently the three subjects together.				
	I	It seems that different schools would be given a free hand to choose any timetable proposed. The NCF committee even suggests a flexible approach in the choice of the timetable exemplars provided. This will create problems when it comes to plan manageable syllabi and national examination papers.				
	C-	One cannot provide unitised syllabi if schools are working on different time allocations for particular subjects. National annual examination papers cannot be prepared if the time allotted on the timetable for individual subjects is different.				
Learning and Learning Environment			I	The principle of responsibility or accountability should be added to the list of principles and related provision incorporated in the rest of the curriculum. As it is there is enough stress on entitlement but not enough on the sense of accountability. This principle would address all the direct stakeholders (students, teachers, administrators, policy makers).		
			R	It would stress the personal and/or professional commitment that is necessary to achieve effective learning and teaching. This would refer to, for example (for the student) proper behaviour, co-operation with teachers, and self responsibility for learning; (for the teacher) fairness and		

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				lesson preparation; (for policy makers) accountability for decisions taken.		
			R	Aim 'a' in the aims of education is superfluous as it is subsumed by aims 'b' and 'c'. in order to (a) retain your employability and (b) participate fruitfully in local and global society you have to keep yourself informed and educate yourself continually throughout your life.		
			I	The aims in their present form have a serious lacuna because they do not cater for value education. The aims in their present form stress pragmatic needs without reference to overarching values that should inform our social, professional and personal life.		
			R	Without such value education , we would be developing a jungle society where survival is for the fittest. Although 'moral and spiritual development' is mentioned later in the draft NCF, the development of this aspect of the human person (moral values) should be given a higher priority than it is presently given in the document. Hence, it should appear as one of the aims.		
			R	'Well-being' should be removed from the list. It is not a competence, but an outcome of a totality of competences.		
			R	'Creativity and innovation' should be removed, as it is subsumed by 'education for entrepreneurship'.		
Environmental Studies	R	Environmental studies should continue to be covered by all				

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		students and not just by a few who select it as an option.				
	I	Environmental studies was introduced at SEC level in 1994 specifically to encourage environmental awareness. If it is relegated to an option subject it would naturally lose its importance.				
	I	The number of students choosing it would drastically decrease since there are many option subjects to choose from. Besides, offering it as an option subject might spell the death knell to other subjects such as history and European studies. So it is important to offer this area to all students through civic, geographic and historic education.				
Citizenship Education	R	This should be a cross curricular theme and not limited to a handful of subjects. Any educational experience is training in citizenship.				
	I	Citizenship education is about enabling students to make their own decisions and take responsibility for their own lives and communities. This should be done by schools through democratic practices and not by teaching citizenship as a separate learning area.				
	S	CE is an objective and therefore cannot be a learning area. It is a fundamental aim of education and so it should not be limited to a few subjects. This theme should be added to the other five cross-curricular themes.				

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	S	CE is a misnomer if it is going to include geography. Certain aspects of geography are highly scientific and cannot be inserted under the title of citizenship. The CMeLD himself acknowledged this when the EO for geography was asked to report directly to the assistant director for science and not to the assistant director for humanities.				
	C-	One cannot justify the study of physical geography or regional geography as training in citizenship while at the same time leaving out Maltese literature from this area.				
	R	This area should be renamed civic, geographic and historic education (CGHE). Eight strands of learning, complete with level descriptors, have already been identified and developed for students throughout their 11 years of schooling. The developed strands are People and cultures, rights and responsibilities, the impact of enterprise and industry, the natural and human environment, management, conservation and sustainability, learning about events, people and regions in the past, mastering historical concepts and nurturing historical skills. These strands of learning constitute the basic entitlement of all students to learn about and appreciate their physical, historic as well as their human environment.				

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Religious Education	R	Perhaps this should be renamed as moral and spiritual education. Students should be prepared to be better individuals. Thus the emphasis should be on nurturing positive attitudes and not on the acquisition of knowledge.				
Technology Education	C+	An increased use of ICT technologies is positive.			C+	It is suggested that science education and technology education should be amalgamated into one learning area since technology is the application of science in everyday life.
	R	This should form part of the science learning area. After all technology education puts into practice scientific principles. Science and Technology should not be different learning areas.			S	There are many obvious links between science and technology education in the current curricula.
Science Education					I	Although reference is made to practical / hands-on aspect of science in the science vision document, no reference to this could be identified in pages 40 & 41.
					I	The document does not provide guidance as to the language of instruction of science education. It is suggested that clear guidelines regarding the language of instruction in the classroom should be identified for each learning area.
					R	It is suggested that English is the main language of instruction for science education.
					I	The optional science subjects proposed lack a link to the post secondary curriculum. Feedback from teachers indicates that the gap between the ordinary level and the advanced level syllabi will widen when the proposed

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						optional science subjects come into place.
Languages	I	English literature should form part of the teaching of English. It doesn't make sense to join other subjects together and try to enhance interdisciplinary and then separate literature from language. After all we won't be doing this in other languages such as Maltese.	I	English literature should be removed from the list of optional subjects. It should be as it has always been, a compulsory subject that is taught in conjunction with the English language.		
			I	The draft proposal of removing English literature from English teaching should be withdrawn. English without literature will greatly impoverish the student's learning experience and lead to a lowering of standards in English. As an official language and a language of instruction, English should not be treated as a foreign language. Moreover the study of literature goes hand in hand with the ethical and aesthetic education that is rightfully being proposed elsewhere by this same NCF.		
Vocational Subjects	C+	The introduction of vocational subjects is positive				
Examinations and Assessments	C+	An assessment policy that is based on process and is not just a one-off end of year attainment test is positive				
	C+	The provision for guidance on the assessment process, ensuring that assessment supports learning is positive.				
	C+	The proposals for assessment are a welcome improvement since formative assessment will be given its due importance. Assessment				

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		would become a tool for learning and not an end in itself. It is very positive to see that emphasis is being placed on assessment for learning.				
	I	I still have my doubts about the half yearly examinations. Two whole weeks of learning in an otherwise short scholastic year are lost. If one has to roughly estimate the cost of manpower during this period this would amount to four million euros and begs the question whether they are worth it.				
School Outings and Extra-curriculum Activities	I	Everyone understands the importance of fieldwork and hands-on experience. Unfortunately due to logistic reasons, out of school activities are not always encouraged by our heads of school.				
	R	Suggest that schools are encouraged to name two days or mornings annually in which all forms will do out of door activities. Different forms may be doing fieldwork associated with different subjects. This would solve the problem of substituting the absent teachers (those who accompany the students in their activities) and no students lose lessons due to the absence of teachers.				
Special Needs			S	Agree that SpLD students are entitled to a quality education.		
			S	Teaching needs to be based on a multisensory approach to appeal to the different learning styles		

		<b>Mathematics Feedback</b>		<b>Mr Paul Busuttill, EO Design and Technology</b>		<b>Mr Edward Gilson I, EO Geography</b>
		<b>Document No 14</b>		<b>Document Number: 12</b>		<b>Document No: 11</b>
Teaching / Teacher Philosophy and Capacity			R	Scientific and technological (design and technology) competence in pupils implies having teachers able to aid and facilitate learning. Wherever possible teachers, and in particular peripatetic teachers, should be given extended in-service courses to supply the knowledge and understanding. In the case of teachers trained/or experienced in the secondary fields of science or design and technology and wishing to work in the primary field, they should have opportunity to undertake conversion courses.		
Timetable	R	Mathematics carry a load of 5 lessons a week which should be distributed one lesson a day, to avoid loss of lessons in case of public holiday, school activity or sickness, besides a better distribution of the maths curriculum.	S	Considering years 7 and 8 the curriculum frameworks shown on page 82 suggesting 20 hours per year fit the development of units determined during the on-going development courses. I therefore suggest that this aspect of the framework is implemented.	I	It seems that different schools would be given a free hand to choose any timetable proposed. The NCF committee even suggests a flexible approach in the choice of the timetable exemplars provided. This will create problems when it comes to plan manageable syllabi and national exam papers, so I recommend that the NCF provides a clear direction.
					I	How can unitised syllabi be designed (to avoid overburdened content) if schools are working on different time allocations for particular subjects?
					I	How can the education assessment unit prepare annual exam papers if the time allotted on the timetable for individual subjects is different?
					I	I strongly oppose the proposal presented

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						<p>in timetable CFT C to allocate less than 4 lessons a week to option subjects. Students following the 3 lesson model will obviously require extra tuition to cover the content material required to be able to sit for the SEC exam. Such students will require extra lessons to make up for the work not covered in schools. This will result in a greater number of students attending private lessons to keep up with what the others (following timetables CFT D, E, F G) are doing.</p>
					I	<p>Geography in secondary school merits to retain two lessons a week in Forms 1 and 2 so I favour CFT D (consultation document 3, table 3). I strongly oppose the planned reduction in the number of lessons allotted to Geography, History and Social Studies from form 3 onwards to just a mere two lessons a week as being proposed in most models. Geography is one of the most relevant and important subjects our children can learn yet through such planned changes it can become an endangered species. Skills taught through geography are not only essential academically but important in our daily lives because geography is all around us and surrounds our everyday life. Therefore geography should be the entitlement of each and every student throughout his or her years of schooling; thus denying one lesson</p>

		<b>Mathematics Feedback</b>		<b>Mr Paul Busuttil, EO Design and Technology</b>		<b>Mr Edward Gilson I, EO Geography</b>
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						per week is unreasonable.
	I	The proposed 6 cycle timetable is confusing for students as even a 5 day timetable is sometimes difficult to be kept by some of them and it eliminates the sense of routine which gives security to many students. Besides, this kind of timetable would make it impossible for HoDs, guidance and PSD teachers to keep their blocked slot in the timetable constant throughout the year.	R	In my opinion CFT2 (Document 3 – page 83), are the ideal timetables for years 9, 10 and 11 (secondary years). The stated 155 hours per year, divided by two subjects give a close approximation to 4 periods a week. This ensures that an adequate number of lessons are allocated for the option subjects leading to SEC level examination.		
	I	The other timetables which have four consecutive lessons in one block are both unfair for students and teachers. It is a long period of time for students sitting down and their attention span deteriorates as they will get tired. It is stressful for those teachers whose timetable happens to have all those consecutive lessons.	R	The design and technology review recommended 180 hours for the core study of Design and Technology. To fit into the national curriculum framework, I suggest that the number of hours for technology education in the core subject timetable CFT2 for years 9, 10 and 11 (document 3, page 83) be raised from 10 to 15 hours. Considering the nature of the subject that is Design and Make and Evaluate, 10 hours are not enough to develop the subject accordingly. This can also be seen in the units of work developed by OFSTED in England.		
Citizenship Education					I	One of the eight learning areas proposed by the NCF is that of citizen education. It is inaccurate to place geography under such a learning area. Citizenship is not so much a learning area but an

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						objective. Citizenship education provides pupils with the knowledge, skills and understanding to become informed citizens, aware of their rights, duties and responsibilities and thus play a role in society at local, national and international levels. It helps students become responsible and active citizens. Thus citizenship is a fundamental aim of education and as such all subjects within the curriculum should contribute towards this.
Geography					C+	The geography should not be replaced by a new agenda of values and attitudes (for example environmentalism, sustainability and cultural tolerance) and personal life skills. The subject should focus on learning how to understand systems such as the atmosphere and more concerned with telling pupils how to think and act in relation to the world around them. The emphasis on teaching values and attitudes through geography as indicated by placing geography under the area of citizenship will definitely come at the expense of teaching knowledge about the subject. In such a way students will know everything about poverty, gender awareness, anti-racism and nothing about rivers, plate tectonics and the weather. Geography teachers will end up teaching like the action wing of Greenpeace. It is necessary to be clear about the purpose of geography in school, not as an undisputed 'end' in

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						itself but how it contributes to the education of young people: that is a means to an end. The end point is the educated person.
Business Education					C+	Another point to mention is that certain aspects of geography are highly scientific in nature thus it is misleading to place geography solely under the learning area of citizenship which focuses on values and attitudes. The steps in the geographic enquiry are embodied in the 'scientific method' consisting of systematic observation, testing and revision of hypotheses. For most part of physical geography students are involved with data collection of a quantitative nature (eg. Measuring slope profiles, examining beach sediments, studying soil profiles, measurement of weather elements). Thus geography merits a place within the Science Learning Area.
					I	It is disappointingly noted that geography has been omitted (most probably unintentionally since it is included in the Maltese version ) from the list of option subjects to be made available to students in the secondary years.
Technology Education			C+	The inclusion of 45 minutes per week for technology in the primary sector is a positive way forward.		
			R	I suggest that it is appropriate to state that digital literacy is cross-		

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				curricula issue and that it will find time for development in other subject areas. Design and technology can also be used in a cross curricula mode, and consideration should be given to developing units in the primary that specifically combine aspects of study from science and maths.		
			I	There is no concrete evaluation of the effectiveness of STEM (Science Technology Engineering Mathematics ) programmes that exist in England and the USA. However the curriculum framework suggests a number of cross-curricula themes to which D&T can offer knowledge and understanding (Sustainable Development, Entrepreneurship, Creativity and Innovation). STEM can be a route of facilitating this, but programmes will need to be devised by collaboration between subjects areas during the core programmes of years 9, 10 and 11.		
Mathematics	C+	The learning area concerning mathematics is well described especially when explaining the two main targets: that all students should achieve a basic level of mathematical competence that will allow them to function as autonomous citizens and that since the great majority of students				

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		expected to further their education, secondary mathematics assumes the responsibility of preparing and motivating students for further studies both in the subject as well as in other subjects.				
Examinations and Assessments	S	Learners are assessed on numerical, algebraic, special and data handling skills as well as the application of mathematical knowledge, skills and understanding to solve problems in real life situations. This is applicable to all levels of achievement. This is carried out through annual exams, half yearly exams and class based tests or special home works.				

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		Document No 10		Document No 9		Document No: 8
Principles	C+	As a general comment this proposed NCF provides a natural direction to enable students to develop their capacities as successful lifelong learners, confident individuals able to communicate effectively and be innovative as well as responsible citizens and effective contributors to society.			C+	We agree with the general principles as the define 21 <sup>st</sup> century educational needs.
					C+	We strongly agree with the aims since they lay emphasis first and foremost on the development of an individual’s personal and social skills which form the basis for the development of other skills and competences needed to become independent, respectful and resilient citizens.
Early Years and Primary Education			I	Although the document places a lot of emphasis on the changes at secondary level, a change in how science teaching and learning is conceived has to start in the primary, if not earlier. There should also be a greater continuation between what is done in the primary years and what is done in the secondary.		
Teacher Support			I	The proposed implementation will clearly require many teachers to get proper retraining. The aspect that is most worrying us is the fact that	S	We believe that for quality education to take place, teachers should be fully qualified and adequately trained. When necessity dictates otherwise, personnel

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				through the proposed changes many teachers who will teach core science will not have an adequate preparation in Biology and Chemistry, and they will eventually find themselves teaching a subject in which they are not confident. One must be aware that many Physics teachers do not even have an O-Level in Chemistry and or Biology. As a group we are worried that if the training being proposed will involve just a short number of sessions or an inset, teachers will not be adequately prepared to tackle the subject properly and this at a detriment of their students. We believe therefore, that this aspect of implementation needs to be considered with great care and planned rigorously since one cannot expect teachers to have an ownership of the subject if they are not confident in the content they have to cover. Aspects such as the time when training is held or the impact of the time allocated for training on the school’s time table should also be considered.		chosen should be bound to undergo professional and rigorous training.
			I	We believe that new teachers need to be given proper training in those content areas where they lack this particular specialisation. Although the	S	Provision should be made for fully qualified language assistants to support the MFL classroom

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		<b>Document No 10</b>		<b>Document No 9</b>		<b>Document No: 8</b>
				document gives an indication that this training is currently provided, we believe that more needs to be done to equip newly qualified teachers with the proper baggage of content in science so that they can immediately feel confident to teach the particular subject. Currently this is not obtained since while student teachers have to go in great depth in their particular area of study (by following a number of content lectures in the faculty of science), they do not have the opportunity to develop those areas in which they are specialised. Primary school teachers need to be given proper training during their course of studies especially when considering that the document itself highlights a number of times that primary teachers are not confident to teach science.		
					R	Fully qualified support teachers for aural and oral skills should be introduced in schools such as language assistants or qualified native speakers.
Cross Curricular Concept	C+	The NCF emphasises the interconnections between subjects areas through the introduction of learning areas so that students may use the knowledge and skills developed in one field to learn in			I	We agree with the concept of subject merging but we question how the defragmentation of knowledge will be achieved in reality. For example citizenship education consists of three subjects – history, geography and social studies.

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		<b>Document No 10</b>		<b>Document No 9</b>		<b>Document No: 8</b>
		another.				
	C+	Learning areas provide a broader approach to curriculum coverage. Such areas of learning of the curriculum can also help improve continuity within the different cycles. The proposed areas of learning will help children make useful links between related subjects and promote cross curricular learning.			S	Option subjects at the end of year 8 should not be offered in blocks. The method used to date shackles the learning path of students which contradicts the principle of entitlement.
	S	Teachers will have to work hard to make potential links between subjects explicit to the children they teach. Professional development opportunities and support materials to undertake cross curricular planning will be required in order to implement such an approach.				
Syllabus			S	All teachers agree that an approach that envisages inquiry-based learning is ideal to ascertain that our students have a clear understanding of how science is conceived and how scientists tackle particular issues they have to face. It is also believed that for students to fully grasp the concepts being discussed, they have to be full involved in the process of learning. One has to acknowledge that for an inquiry-based approach to be successfully embraced, teachers need		

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		<b>Document No 10</b>		<b>Document No 9</b>		<b>Document No: 8</b>
				to be given ample time so as to serve as facilitators of knowledge. In order to ensure that enough time is allowed for this kind of approach, one needs to strike a balance between the quantity of content that is being covered and time allocated to cover each part of the syllabus. Hence if new syllabi are to be developed, the people involved have to keep in mind that one cannot stress on an idea of developing inquiry based learning while expecting teachers to cover the same amount of content that was covered in the past.		
Timetable	I	It seems that different schools would be given a free hand to choose any timetable proposed. The NCF committee even suggests a flexible approach in the choice of the timetable exemplars provided. This will create problems when it comes to plan manageable syllabi and national exam papers, so I recommend that the NCF provides a clear direction.	I	Although observing that the NCF is proposing an increase in the teaching time allocated for science in the primary timetables (a maximum of 2 hours), we believe that even more time will be needed to develop a proper learning programme at primary level and more support is needed from peripatetic teachers.	S	We would like to increase the language exposure time from 30 to 45 minutes as per model C. the foreign language awareness programme (FLAP) would continue to cater for 10 lessons per any one MFL over a period of two years. Subsequently it would help students choose one L3 in year 7.
	I	How can unitised syllabi be designed (to avoid overburdened content) if schools are working on different time allocations for particular subjects?			I	FLAP cannot be considered as teaching of an L3 at Primary Level and therefore should not be considered as a reason for the reduction of contact lessons for L3 which is being proposed in the secondary
	I	How can the education assessment unit prepare annual exam papers if			C+	Document 3 p42, table 2 suggests three model timetables. Model A and B allocate

		<b>Mr Edward Gilson II, EO Geography</b>		<b>Physics Teachers – St Ignatius College Boys’ Secondary (Tal-Handaq)</b>		<b>Ms Christine Borg, EO Italian Ms Marisa Farrugia, EO Arabic Ms Benardette Gerada, EO Documentation Ms Antoinette Spiteri Paris, EO German</b>
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		the time allotted on the timetable for individual subjects is different?				16 contact hours in L3 while model C allocated 24 hours. If different primary schools choose a different type of timetable, the result would be an uneven continuum of learning in the subject when the students start year 7. We propose that 24 hours of language awareness should be provided in all model timetables.
	I	I strongly oppose the proposal presented in timetable CFT C to allocate less than 4 lessons a week to option subjects. Students following the 3 lesson model will obviously require extra tuition to cover the content material required to be able to sit for the SEC exam. Such students will require extra lessons to make up for the work not covered in schools. This will result in a greater number of students attending private lessons to keep up with what the others (following timetables CFT D, E, F G) are doing.			I	Document 3 p 59 establishes the number of lessons per subject. On a closer look, foreign languages are the only subjects which have been allotted a reduced amount of contact lessons. May we point out that 3 lessons of 40 minutes a week in yrs 7-8 add up to 2 hours a week. This is not enough to cater for the proposed principles and aims of the NCF. Moreover, the lowering of the proficiency level will lead to further spiral consequences in the study of languages in post secondary and higher education.
	I	Geography in secondary school merits to retain two lessons a week in Forms 1 and 2 so I favour CFT D (consultation document 3, table 3). I strongly oppose the planned reduction in the number of lessons allotted to Geography, History and Social Studies from form 3 onwards			I	All proposed timetables from CFT 1 to CFT 5 on pgs 60/61 show a reduction in MFL contact hours from the current allocation, even though at a glance, the 6 day cycle shows a similar or even an increase in the amount. On pgs 82/83 Appendix III, the total hours of MFL are included with Maltese and English.

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		to just a mere two lessons a week as being proposed in most models. Geography is one of the most relevant and important subjects our children can learn yet through such planned changes it can become an endangered species. Skills taught through geography are not only essential academically but important in our daily lives because geography is all around us and surrounds our everyday life. Therefore geography should be the entitlement of each and every student throughout his or her years of schooling; thus denying one lesson per week is unreasonable.				
	I	The timetables as presented are indicating the number of lessons for each learning area are misleading. Timetables should clearly specify the time allocation or the number of lessons dedicated to each specific subject not for the whole teaching area as in the case of citizenship. This gives the impression that geography, history and social studies will be amalgamated together into an umbrella subject. Such a planned move will deliver a mortal blow to such important academic disciplines within out tiny island.			I	The study of Modern Foreign Languages is not being allotted enough contact time to enable students to reach a basic proficiency in at least on L3. One must take into consideration that students learning an L3 at secondary level are absolute beginners, most of them have contact with the L3 only during school lessons and only a few have contacts with the native country or its speakers. An active learning approach as stipulated in the CEFR necessitates more contact time than that proposed in the NCF. A proficiency in an L3 is an important communication tool which an individual

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						needs to find work. Malta’s trade and industry rely heavily on communication skills.
					R	We propose a timetable which includes 4 lessons per week throughout for MFL. This will allow for all principles of NCF to be applied and to achieve “an acceptable level of proficiency in the language. This level of proficiency is linked to basic user level of the CEFR” the level proposed by the council of Europe.
					R	Primary schools in individual colleges should adopt homogeneous timetables to help progression and a smooth transition in MFL from primary to secondary.
90m Curriculum Development					S	In our opinion, since a lot of decision making is being devolved to colleges, decisions regarding curriculum matters should be reached after a close consultation with the relative subject education officers.
Professional Development					R	Sabbaticals for professional development should be offered to teachers and education officers who need to update their expertise in the subject. Short term scholarships or subsidies for further study abroad should be offered to MFL teachers.
					R	Funds should be made available so that education officers can participate in

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						international conferences that are not organised by the EU or the council of Europe.
Learning Environment					C-	The infrastructure for entitlement and learner centred learning is lacking
					S	The directorate for educational services should provide qualified and trained personnel and an environment which is student and teacher friendly and enhances learning.
					R	Collaboration between schools in different colleges should be encouraged
					R	We propose that the NCF considers introducing the home schooling policy, not only for students in exceptional cases 9 such as illnesses) but as an alternative method for those parents who strongly prefer their children at home.
Citizenship Education	I	One of the eight learning areas proposed by the NCF is that of citizen education. It is inaccurate to place geography under such a learning area. Citizenship is not so much a learning area but an objective. Citizenship education provides pupils with the knowledge, skills and understanding to become informed citizens, aware of their rights, duties and responsibilities and thus play a role in society at local,				

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		national and international levels. It helps students become responsible and active citizens. Thus citizenship is a fundamental aim of education and as such all subjects within the curriculum should contribute towards this. Citizenship can be taught through mathematics, sciences, religion, European Studies – all subjects play a significant part in promoting citizenship. Why limit citizenship education to just a small number of subject areas as indicated in the NCF? Citizenship will never have a real impact if it will be limited just to social studies, history and geography. To build citizenship rich schools offering a range of social learning activities we need the collaboration of all subjects within the curriculum through a cross curricular approach.				
	R	Citizenship education should be incorporated within the set of five cross-curricular themes mentioned in the NCF since it is essential for the education of all students and for achieving the aims of education listed in the document. In fact citizenship should pervade in the whole ethos and culture of schools in Malta through cross-curricular initiatives				

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		and projects. Citizenship also blends well with the other two cross-curricular themes namely sustainability and entrepreneurship.				
	S	Geography can play a significant part in promoting citizenship education through for example: providing opportunities to students to reflect upon and discuss topical environmental and economic issues; encouraging students to participate in decision making in relation to local planning issues and developing pupils’ understanding of the world as a global community and the issues and challenges of global interdependence and responsibility.				
	C+	Another point to mention is that certain aspects of geography are highly scientific in nature thus it is misleading to place geography solely under the learning area of citizenship which focuses on values and attitudes. The steps in the geographic enquiry are embodied in the ‘scientific method’ consisting of systematic observation, testing and revision of hypotheses. For most part of physical geography students are involved with data collection of a quantitative nature (eg. Measuring				

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		slope profiles, examining beach sediments, studying soil profiles, measurement of weather elements). Thus geography merits a place within the Science Learning Area. In my opinion the title of this learning area should be changed to Social, Environmental and Scientific Education (SESE) as in the case of the Irish curriculum. Within this area of the curriculum subjects like history, social studies, geography and science will all play a distinctive role enabling children to explore and understand the natural, human, social and cultural environment in which they live.				
Geography	I	Geography is a discipline that enables us to understand the earth in which we live from a spatial perspective. It enables students to explore and understand the relationship between human beings and the earth through the study of space, place and the environment. It develops in young people an interest in and a sense of wonder about the place where they live in, of other places and people; in particular the spatial arrangements of different environments, the processes that shape our world, and how people				

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		and environments inter-relate and inter-connect. Thus The geography curriculum should not be replaced by a new agenda of values and attitudes (for example environmentalism, sustainability and cultural tolerance) and personal life skills. The subject should focus on learning how to understand systems such as the atmosphere and more concerned with telling pupils how to think and act in relation to the world around them. The emphasis on teaching values and attitudes through geography as indicated by placing geography under the area of citizenship will definitely come at the expense of teaching knowledge about the subject. In such a way students will know everything about poverty, gender awareness, anti-racism and nothing about rivers, plate tectonics and the weather. Geography teachers will end up teaching like the action wing of Greenpeace. It is necessary to be clear about the purpose of geography in school, not as an undisputed ‘end’ in itself but how it contributes to the education of young people: that is a means to an end. The end point is the educated				

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		person.				
	I	It is erroneous to try to integrate geography with other subjects such as history and social studies into an umbrella subject called citizenship education as the timetables presented indicate.				
	I	It is disappointingly noted that geography has been omitted (most probably unintentionally since it is included in the Maltese version ) from the list of option subjects to be made available to students in the secondary years.				
	S	It is a fundamental mistake to squeeze geography, history and social studies (and perhaps even aspects of PSHE and Home Economics ) and pigeon hole them into an ill-fitting box named citizenship just to reduce pressures mounting on the limited time of curriculum time.				
	I	Up till now geography was compulsory to all students since it was realised that it was a vehicle for the development for general education skills and abilities such as communication and problem solving. With the reduction in the number of lessons allotted on the timetable for				

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		geography and/or the integration with other subjects there is likely to be a decline in the importance of the subject. Fewer students taking SEC and MATSEC will feed into lowers taking degree level geography, fewer recruits into teacher education and eventually fewer subject specialist teachers. Studies from the USA (Bednarz, 2003) provide some hint of future dangers. The replacement of geography in the mid twentieth century led to a decline in school geography and the eventual removal of the subject from the top ranking universities. The whole geography education system suffered decline, which is only slowly being reversed as a result of a joint campaign by the subject associations. The relative ignorance displayed by US citizens about the wider world and environmental matters has been linked directly with the lack of geography education in schools.				
Technology Education	I	There are a number of concerns about the practical implementation of ICT as a cross curricular theme or as a way to enhance learning and teaching especially in secondary schools. It would be extremely difficult for a teacher for example to				

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		use such an approach since computers are not available in class. High speed broadband connectivity is also essential for all schools to be able to exploit ICT fully. Training for teachers is also a key issue – not just how to use an IWB but also how to use various approaches to make lessons more lively and enjoyable, thus enhancing the students’ learning motivation. The introduction of just IWBs without the provision of laptops or computers in secondary classes will fail to revolutionise teaching approaches suggested by the NCF. – to make students in the centre of the learning process. IWBs will retain the traditional way of frontal teaching rather than the active learners, team workers, critical thinkers, problem solvers and decision makers suggested by the proposal. Without this investment in ICT together with the provision of various teaching resources and the availability of subject classes the changes in pedagogy proposed in the NCF will be extremely limited.				
Science Education			S	Although we agree that core-science should equip our students with the right attitudes and skills so that they can function as scientific literate		

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				<p>individuals, we also believe that scientific literacy goes beyond the idea of providing the students ‘with a balanced view of science covering a range of concepts, principles, theories and methods of investigation’ that brings ‘together knowledge from different areas to show the coherence of science’. We believe that scientific literacy is not just about getting a ‘balanced view of science’ but about equipping every future citizen with the skills needed to live and work in an knowledge society, giving them the opportunity to develop critical thinking and scientific reasoning hence enabling them to make well informed choices. We believe that this kind of shift is only attained if there is a shift in pedagogical approaches (as proposed through inquiry-based learning) and in the kind of learning experiences the students encounter during science lessons and not just a shift in content. We hope that in the stages to come there is greater emphasis on the fact that just by changing the current system to one that includes a balanced view of science, we would be just maintaining the status-quo, if such a shift is not accompanied by a serious shift in</p>		

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				pedagogical approaches. This aspect should be especially taken in consideration by all those that will be involved in designing the science syllabi.		
			I	We believe that the core-science should not be regarded as a ‘soft-option’. We do not want that core-science gets the initial label that it is the ‘easy way out’ to do science but should still provide a challenge for those students who do not seek a specialisation in the subject. Core science should also enable those students opting for it to sit for the core science SEC level and ultimately core science could also serve as an entry requirement for particular courses at post-secondary level.	I	
			I	While acknowledging the fact there is a need to implement a system where students come out from our secondary schools scientific literate, hence prepared to think critically about the world around them, we must also consider such an implementation vis-à-vis the current situation in our secondary schools. In view of this, while agreeing with the fact that core science could offer a better opportunity for those students who do	R	

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				not want to pursue a career in science so that they can acquire the necessary skills and attitudes to live as scientific literate individuals, one needs to consider that the other options, as proposed, will probably appear too demanding for those who want to specialise in a specific area of science.		
			I	We believe that if students are asked to choose two sciences, few students will go for this option since: many students at form 3 do not have a clear vision of what may be their future career. Hence many will simply not opt to choose two science areas since in many cases there is a perception that science is difficult. In view of this, many will go for a more ‘easy’ option of subjects but not the two science subjects – and two science subjects will eventually restrict the students’ options or make some options impossible. If students for instance, want to opt for other subjects such as design and technology or graphical communication that can combine well with an option of physical science, this would not be possible.	I	
			R	We believe in order to make science options more attractive, students		

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				should be allowed the option for one science subject and should not limit the options to a combination of two subjects. In this way the student can opt to specialise in one science subject and at the same time consider other options. On the other hand we have no problem regarding the option where students may be asked to choose 3 sciences.		
			R	Currently, science teachers are asked to provide a guidance talk to Form 2 students in order to guide them with their options at Form 3. We believe that in order to attract more students towards science related careers, the guide of guidance offered by science teachers is not enough. One must acknowledge that our country (and our educational system in particular) is continuously being asked to train more individuals that are proficient in STEM areas. Hence we believe that in order to ensure that more students are attracted towards science related careers better guidance by guidance teachers. We also believe that such an emphasis should not limit itself as a school endeavour but a national strategy to attract more students towards STEM subjects should be seriously developed.		

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			R	One must also consider that currently certain courses at post-secondary institutions as MCAST require for instance a specialisation in one or more science subjects. The document gives an indication that there should be a review of how students opt for intermediate level and advanced level subject but does not point out how arrangements will take place with other institutions such as MCAST. We believe that before any implementation is started, one must ensure that necessary discussions with post secondary institutions are made to ensure that prospective students in the particular area have a clear idea about the educational path they will follow. In this way for instance, at form 3, students and parents could have a clear idea if choosing core science will eventually limit the students’ future studies in a particular course or if it is accepted as an entry requirement to that specific course. This kind of information is essential for teachers so that they can provide proper guidance to their prospective students.		
			I	Although the vision document proposes that each primary school should develop its own learning		

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				programme in science in order to cater for the particular needs of the group of students of that area, we believe that this is not enough and such an approach would miss some important links with what is done in the secondary and/or repeat some ideas that would be eventually covered later on. Hence we would envisage that a clear programme for primary schools is designed to ensure that students already possess some of the needed building blocks so that at secondary level they continue building on the skills and attitudes that they have already attained and any repetition is avoided		
Languages					C+	We strongly agree with the need of a language policy as stated in document 2, appendix 1. The language proficiency level to be reached by the end of year 11 should be stipulated and the importance of learning a L3 quantified.
					S	The NCF is proposing that subject specialist primary school teachers are to replace class teachers to teach art, music, drama, personal, social and health education, and the awareness programmes in foreign languages. To date there is no provision for MFL specialists in the primary. Currently the teachers

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						servicing the foreign languages awareness programme in primary schools (FLAP) are fully qualified language teachers borrowed from the secondary sector.
					R	The NCF aims at developing multilingualism. We strongly agree with this concept yet on p.34 document 3 – the same document states that the programme can be reduced to only one foreign language at the discretion of the school. This contradicts the general principle of entitlement. As a result we propose that primary school children be introduced to more than one MFL. The current primary language awareness programme exposes pupils in years 5 & 6 to Arabic, French, Italian and German. This has proven to be a success and should be continued.
Vocational Subjects	C+	There is also more connection between education and the world of work through the introduction of vocational subjects blending ‘academic’ with ‘vocational’ subjects and at the same time helping in the progression path of students to tertiary courses thus smoothing the transition process. Moreover, the NCF tackles aspects of the current curriculum which definitely must be improved such as the fragmented subjects within the school timetable;				

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		the present syllabi which are overcrowded with content; the approaches and strategies to teaching and learning as well as assessment practices.				
Examinations and Assessments	C+	The NCF also advocates enquiry based, child-centred approaches to learning supported by the use of high quality IT resources. It puts emphasis as well as provides guidance on assessment process, ensuring that assessment supports learning.			S	At primary level there should only be a formative assessment with the current benchmarking exercise at year 6. Half yearly examinations should be replaced by ongoing formative assessment, can do statements, etc.
	S	It is a positive step to see that emphasis is being placed on assessment for learning in order to give feedback to students thus helping them in their learning. The NCF is also suggesting various assessment strategies not only to inform parents about students’ attainment but mainly to encourage students to reflect on their performance and help teachers evaluate and set targets for improvements.			C+	In the secondary years we agree with continuous assessment for learning and formative methods of assessment including coursework
	R	Perhaps more emphasis should have been placed on the use of level descriptors in order to evaluate progression in learning by each student and to help teachers plan work for students which is			R	A national benchmarking exercise should be carried out at the end of year 8 (A1 level CEFR) and year 10 (A2 Level CEFR). Certificates of proficiency should be issued accordingly and added to the secondary school certificate and profile. In this way

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		progressively more challenging.				students can show what proficiency they have reached. These levels are already quantified in the MQF. Half yearly examinations should be abolished and instead a time on task approach should be undertaken.
Quality Assurance	R	School teachers should be given more support in order to be more receptive to change and more able to adopt to new ways of doing things. The process of school development planning which was initiated some years ago has put self-evaluation at a centre stage and lent a sense to improvement and accountability in schools. However the essential value of Quality Assurance mechanisms indicated should be measured by how they impact on learning and teaching in order to have classroom teaching which is more engaging and student centred.			R	Subject Heads of department can and should mentor teachers at various levels. However they should not be bound with professional secrecy, since it is in conflict with their role as HoDs’. Their role should be of collaborating with their E.O. in promoting good practice and supporting teachers to achieve better teaching and learning. The role of E.O DQSE should be strengthened with regard to curriculum and this should also be complimented by the E.O’s QAD.
Intercultural Education					I	Malta’s growing cultural diversity should not lead to less emphasis on Malta’s national identity
Local Community Involvement					R	Parental and community involvement should be increased. Parents need to know what their children are learning and programmes should be set up to encourage this.

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					R	The participation and support of various sector sectors of the economy should be sought by colleges to promote learning also outside schools.

		<b>Mr Stephen Camilleri, EO PSD Mr Dunstan Hamilton, EO (PSD)</b>		<b>Ms Marie Anne Spiteri, Assistant Director CMeLD Ms Marie Anne Camilleri, EO English Ms Felicienne Mallia Borg, EO Inclusive and Special Education Mr Frank Muscat, EO English</b>
		<b>Document No 5</b>		<b>Document No: 4</b>
Principles	C+	We strongly agree the general principles related to entitlement, diversity, continuum of achievement, learner centred learning and with teacher support.	C+	All the principles are relevant and all-encompassing. They bring together the principles, aims, objectives and values that we have been familiar with since the publication of Tomorrow's Schools in order to ensure the learner's entitlement to a holistic education. As they are presented they are a progression and point to a way forward.
			C+	Learning areas promote and enhance the concept of a holistic education. The merging of various subjects into learning areas encourages a connected and harmonious way of looking at knowledge and learning that is both meaningful and motivating. Moreover, having learning areas means shifting from stand alone subjects.
			C+	The three aims are quite comprehensive and cover a wide variety of competencies that encompass the requirements of a holistic education and are highly relevant. In fact, the exhaustive subdivisions explain how the learner can achieve the key competencies through the early, primary and secondary years. The aims, among others emphasis the linguistic competence. It is through languages that the experience of different cultures takes place.
Early Years and Primary Education	C+	We agree with the suggested outcomes in the early years, which we feel are a sound basis for the students before they start having formal PSD lessons.	I	Outcomes in early years – the table provides a wide range of desirable outcomes and achievements; however, some of the evidence provided is not easily measurable or recordable for example 'give up easily, take up challenges identify with early years willingly'. This criticism also applies to the section devoted to required support. Here suggestions such as 'show children strategies, adults react to children's contributions' may not be sufficiently concrete and easy to realise.
Teacher Support			C+	The section about support structures is commendable because it gives a clear indication as to who is going to teach specific learning areas. Once more there is an exhaustive list of support structures.
			R	A point to note is the role of the head of department at secondary level. It is important for English there should be a head of

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				department for every college and that they are responsible for all secondary schools within that college. There may be instances that two heads of department are assigned to one college, with other colleges remaining without. This should be rectified because heads of department are the liaising personnel between college and E.O.s and are the ones who are nearest to the grassroots to give immediate support and be the catalysts of change at a grassroots level.
			R	The Education Officers as curriculum experts should work hand in hand with college principals in matters relating to the curriculum. In general education officers feel that they are not consulted as often when they could definitely contribute to decisions taken at school and college level where the curriculum is concerned.
			S	Teacher assistants can be very effective and support the teacher to differentiate.
Autonomy				
Differentiated Teaching			S	Respect diversity and value difference – apart from school ethos and practices, an inclusive school is really one where the diversity of learners is acknowledged and catered for. This can effectively and essentially be achieved through a curriculum that is written to reflect differentiation, levels of attainment and learner centred learning where the teacher becomes the facilitator of learning and takes each student to the next level, whichever that may be.
Cross Curricular Concept			C+	The five cross-curricular themes strengthen the language areas because these themes are essential to the holistic development of every learner.
			C+	The aims, also rightly, emphasis the cross-curricular approach during primary and secondary. Moreover, the aims comprehensively describe the holistic development of the learner who will eventually be part of a society where every individual feels valued, respected and equal
Quality Assurance	I	We have strong reservations with regards to quality	S	When it comes to quality assurance, there needs to be a lot of

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		assurance in view of document 2 page 23 – bullet 4 “Encourages the adaptation of the curriculum according to the particular contexts and needs of schools and colleges” – this since history has shown that EOs are not consulted by some college principals (even though we are the experts in the field) when deciding on issues related to subjects. – eg where some for 5 classes have PSD lessons whilst other classes have not – this without any consultation with Eos, in disregard of the NMC and to the detriment of the students.		emphasis on the teaching and learning component.
	I	With regards to quality assurance, we have reservations on the usefulness of – Mentoring facilitating the implementation of NCF in schools, unless the current way of mentoring is done changes and the mentor is knowledgeable about the subject in question and that he or she observes lessons as well, rather than just discussing with the teacher concerned.	C+	The mechanisms indicated in doc 2 are wide ranging and effective. They include external and internal evaluation, national and international benchmarks. However one feels that too many assessment procedures are referred to. What is missing is direction as to which measures are more likely to be effective.
	I	We feel that ultimately, it will be the college principle, rather than anybody else, who will implement the NCF in schools or not, and to which extent, as a result of the power their position offers in deciding one way or the other.	R	It is always important to have monitoring mechanisms to gauge how well or otherwise the implementation of the NCF is being carried out. Such monitoring mechanisms should also include support eg. Support visits to teachers by subject E.O.s
Children in class				
Syllabus				
Timetable	R	PSD lessons in form 3,4 and 5 should be increased from 1 to 2 lessons a week.	S	A careful balance as to the number of hours allocated to each learning area will need to be considered. As things stand now, it is normally the practice that maths for example, is generally given much more time by the class teacher than English or Maltese.
	I	With regards to the proposed timetables in primary schools, we feel these do not reflect the modern day needs of parents, the majority of which work. Will students be left at school on Wednesday afternoons? If so, who will supervise? If no – this will result in added pressure on working parents who have to see who can take care of their children whilst they are at work	S	Lessons should be of one hour duration to allow learner centred learning to take place. One cannot do learner centred learning in lessons less than one hour. This would have implications on the length of the school day or alternatively on the number of lessons per day.

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	I	What about Church schools (some of which finish at 1.15pm or earlier) – will they too have to follow one of the new proposed timetables? If not, this will complicate matters for the many teachers whose children attend church schools since this would mean that they have to start work earlier and have less time to make arrangements for the care of their children.	S	With reference to document 3 appendix A, a five day cycle secondary school timetable is the better option, and therefore either CFT1 or CFT 2 should be chosen, because there is consistency and order, two things that give an idea of stability to students and other stakeholders; stability in a timetable is an important factor in school life and makes students feel they are in a reliable environment. Moreover the new curriculum (English) was written with a five-day week in mind, so a six-day cycle as is suggested in CFT4 and CFT5 would create a feeling of discomfort and even disruption because there is a different timetable to follow every week
	C+	We feel it would be positive if schools start earlier, but only if all schools do and not just the state schools. Also all schools should finish at the same time and church schools should not finish 75 minutes before state schools.	S	It is important that 5 lessons for English are retained whichever timetable is opted for. Columns C or D that is either CFT1 or CFT2 for years 7 & 8 on a weekly cycle are a better option. The curriculum that has just been written for form 1 (year 7) was based of five lessons a week. If these are decreased it would be detrimental to the implementation of this curriculum.
	I	Proposed timetables do not indicate how many lessons a week each subject (PSD, PE and Home Economics ) in “Health” will be given. It would not make sense for Eos to continue working on unitised syllabi if then, each school decides and works upon different time allocations for particular subjects. Already due to autonomy, in one college not all students have PSD.	S	It is also imperative that (at least ) 5 lessons for English per week are retained in years 9, 10 and 11. This is already one lesson less than the current JL timetable for English for forms 3 to 5. This would be of great detriment to the emphasis that has been laid on the importance of the English language elsewhere in this NCF. It is strongly recommended that the present load of 6 lessons of English for all students is in place.
			C-	Adopting a six day schedule would be disturbing to administration, officials, teachers, students and parents.
			C-	The simplistic way of looking at subjects is evident in what concerns us most – English – the importance of this global language is played down. In proposing a measure of flexibility (document 3 p.60) in the allocation of English and Maltese lessons and thus making it possible for a well meaning but ill-advised principal to allocate 4 lessons to English – document 3 undermines the indispensability of English in the educational careers of our students. Why not allocate 5 lessons to both Maltese and English, our two official languages

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				and avoid the unpredictability of lesson allocation?
Professional Development	I	With regards to the issue of professional development, the NCF does not touch upon the issue of funding for PD opportunities abroad, if need be and if there is a request, from hundreds or thousands of educationalists. No target for how many LSAs, teachers, SMT, Eos are to be offered opportunities for PD abroad is set for each year. Are teachers to be encouraged to do PD during school hours (abroad or locally ) and will provisions be made for teachers to be replaced for the days in question?	S	Professional development is always necessary to maintain standards.
	C-	The removal of the very lengthy current system to apply for special paid leave to attend conferences abroad, which hinders one from applying, and which sometimes results in approval not arriving in time, is also not addressed in the NCF. If the system is not changed, the number of educationalists applying for PD courses abroad will not increase, to the detriment of the education scene and all stakeholders concerned.		
	S	With regards to the proposed model/s for incorporating professional development sessions in the timetable, CFT 1 is the only viable option in our opinion.		
Teacher Roles and Responsibilities			S	The peripatetic service could be very useful when it comes to particular subjects that require special expertise like art, music, dance etc. However in all the other areas, the onus should be on the classroom teacher if policies and practices are to become really engrained in the teaching process. Teachers will need professional development in this area.
			I	Ideally the LSA should have the role of a teaching assistant and assist the class except for those severe cases where a one to one LSA is required. The LSA should be attached to a particular subject and thus become enabled to become an expert in the area and prepare resources adequately. LSAs should work hand in hand with the teacher and INCO who should be supporting them and ensuring

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				that the LSA is accountable and provides an effective service that is in the interest of the student/s. it is widely felt that not all LSAs have adequate training and that they do not have sufficient knowledge of pedagogy to be truly effective. One questions whether the vast amount of finances and resources this sector is absorbing are really giving the desired outcomes.
Learning and Learning Environment	C-	We disagree with the learning areas of citizenship education and health education as proposed in document 3.	R	One area which should have been given more importance in the languages learning area is literacy. This should be dealt with in the curriculum framework, so that clear parameters are established in order to have learners who are literate from as early an age as possible.
	R	We recommend that another theme, that of “media”, which is practically not mentioned in the NCF at all be added.	C-	However in presenting such a wide sweep of skills, values and attitudes, the document tends to lose a degree of focus as there is no emphasis on what the education authorities consider to be the main priorities for the foreseeable future.
	I	With regards to learning areas, whilst strongly agreeing with the competencies proposed in consultation document number 3 – the three cycles – it seems that the proposed competencies mentioned in the early years do not continue in the primary and secondary years. It would be better if there was a continuum, and a development of competencies from one cycle to another.	R	It has to be explicitly stated that literacy, numeracy and digital competence should be the main focus of the national curriculum as they are the basis of successful development of full potential of children as life-long learners, the ability to sustain their chances in the world of work and engagement in a constantly changing world.
			R	The extra maths, English and Maltese would not be instead of the core subjects. These would be among the list of options offered. Therefore, a students who needs support in maths, for example, may choose to have extra maths as one of his option subjects. The extra maths, English and Maltese subjects are not only aimed only at students who need more lessons in a particular subject. They may also be chosen as an option by students who do not want to take on 11 or 12 subjects but prefer to focus on say 9 subjects and so have more lessons in these core subjects. This is possible if the teacher practices differentiated teaching.
Citizenship Education	C-	The definition of citizenship given in the NCF is not exact.	I	Issue is taken with the range of subjects included under the

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		Rather than the term citizenship we are of the opinion that what is suggested by the Irish model, that of having “social, environmental and scientific education”, is much more appropriate since it gives a wider and more holistic perspective.		umbrella term ‘citizenship education’. This learning area includes geography that should go under science whereas education for entrepreneurship included under cross-curricular themes should be part of citizenship education rather than a separate cross-curricular theme.
	S	Citizenship should be inbuilt within the ethos of the school, be cross curricular and not just limited to a few subjects. Rather than a learning area it is an objective.	I	It is not clear how citizenship education will bring the separate subjects together. In fact, citizenship education should have been one of the cross-curricular themes rather than a learning area that includes a subject like geography that has a strong measure of scientific content. Moreover there are no clear indications as to whether geography, history and social studies are to be considered discrete subjects or interrelated, in which case these separate subjects would be inevitably diluted and potentially undermined.
	R	The term citizenship education be used instead of education for sustainable development and intercultural education, thus incorporating two themes into one.	R	Citizenship education should be promoted through democratic practices rather than taught.
History			I	In the case of history, making it part of a wider learning area would relegate the teaching of history, in particular Maltese history, to a secondary role whereas there is a consensus that our children need to become more familiar with their roots with Maltese culture and identity, with what makes them Maltese different from other nationalities but sharing with other common values and ideas relating to tolerance and civilisation
PSD	I	With regards to the aims of education, in particular “learners who are capable of sustaining their chances in the world of work”, the subject of PSD – which lends itself to helping the education system achieve this aim – needs to be reintroduced in year 3 once again – and PSD lessons in forms 3,4 and 5 need to be doubled from 1 to 2 lessons a week.		
	C-	Being developmental in nature, it would not make sense for students to have PSD as part of a modular system, having it in one term but not in another. Basic aspects of PSD, such		

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		as group building, trust, the development of themes etc would not be possible in a modular system		
	C-	The NCF places PSD (and a few other subjects) within two ill-fitting areas, health and citizenship. If this has been done to decrease the number of subjects on the timetable or because of limited curriculum time, one must keep in mind the negative ripple effects this will have on the holistic development of each student, in fields such as personal identity, sexual health, addictions, gender issues, abortion, adoption, blood donation, the world of work etc – which in reality are covered within the current PSD syllabus. Many of these topics could be forfeited if PSD is placed within a modular system, within learning areas and without at least retaining the same number of lessons currently allotted per week, this when external agencies state that more PSD lessons are needed in later years of secondary schooling.		
	C-	We disagree with the change in name from PSD to PSHD. Whilst “personal”, “Social” and “development” are general terms, the term “Health” is specific and will ultimately give the idea and impression that health is a key factor tackled in the subject, whilst in very fact this is not so. As the aims of PSD clearly indicate.	I	Personal and social skills are presently being tackled through PSD – however these need to be taught and practised during all lessons, by the whole school staff and in every corner of the school. Actual lessons on social and emotional learning could be timetabled and taught by the classroom teacher especially in the primary years and this could be done in the actual curriculum. This would ensure that apart from academic skills our students are prepared to develop their full potential in the sense of learners who sustain their chances in the world of work and learners who are engaged as citizens in a global world. Social and emotional learning is also linked to moral development which can also be achieved through formal religion lessons.
	C-	The consultation document, with regards to citizenship education, also mentions PSD, stating that “aspect from” the subject touch upon citizenship. We disagree with the impression the words “aspects from” gives, since in actual fact citizenship is a very important element in PSD, as	S	Social and emotional learning should be targeted together.

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		indicated in the strands just recently decided upon, approved and explained to PSD teachers in July 2011 illustrate.		
Religious Education			R	A fresh approach to the teaching of religion is necessary. The lessons are mainly reading from the textbook with not enough discussion and learner centred learning.
Health Education			S	Health education should also include social and emotional learning.
Technology Education			S	Technology education should be included under science.
Science Education				
Languages		.	C+	The issue of bilingualism, language of instruction and associated issues need to be tackled with urgency in order to raise standards in both students and teachers. One cannot underestimate the importance of English if our students are to survive and compete in a global and European context. It is time not only to discuss the issue, but to write a policy, work on a strategy to achieve the policy and then implement it with rigour.
			R	The NCF recognises the need for a language policy to be set up and implemented. It notes that the recommendations addressed by the 1999 NMC were hardly implemented at school or national level. We have come to a stage in the Maltese educational system and also in Malta as a nation to have a national language policy regarding the status of Maltese and English, keeping in mind the social, economic and educational needs of the Maltese people. We suggest the setting up of a committee of experts to discuss and come to a conclusion about this matter. One of the important decisions to be taken is about the language of instruction. Once such decisions are taken, it is important that they are enforced and implemented.
			R	It would be effective if a language policy is adopted in each school's development plan and implemented.
English			I	An important issue arises on position on English literature that is taken by the NCF, because this will directly impact on the teaching and learning of English. The NCF suggests that English literature is offered as an option subject. If this is referring to the SEC English

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				literature syllabus numerous questions arise – when will students choose English literature as an option – at the end of year 8? How many lessons will be allotted to the option? (at least a minimum of 3 lessons weekly is recommended. – will those who do not opt for English literature be deprived from being taught at least a basic English literature course?
			C-	The proposal to remove most of “English literature content” without stipulating that the literary aspects of English should still feature in English lessons does not do justice to the fact that literature presents an enriched form of English that is linguistically enriching and intellectually provoking. Language has been reduced to a number of assessable skills.
			I	What criteria will be used to decide the school-based decision as to what foreign language/s will be taught?
Arts Education	R	In our opinion learning area Arts education should be renamed “The Expressive Arts”	S	Aesthetic appreciation and creative expression should be given serious importance and not be given secondary importance over other areas. It should be timetabled and taught by professionals. A curriculum would also be needed to be written for the subjects in this area.
Examinations and Assessments	I	With regards to the proposed assessment strategies, The information given with regards to assessment in early years is rather short, in comparison to that in primary and secondary education. There are not enough details to be able to comment. We suggest more details are given in this regards	C+	Formative assessment should be given more importance. Assessment for learning is essential and with the implementation of the new subject curricula and the level descriptors, it is made easier to implement. The learning outcomes are a tool which is beneficial to teacher and learner alike for the implementation of this mode of assessment.
	C+	With regards to assessment in primary years, we agree that there should be the modernization of schools, based on both assessments as well as exams.	S	The use of level descriptors for continuous assessment is therefore essential. Teachers need to be trained in their use and parents informed accordingly.
	C+	With regards to assessment in secondary years, we feel a good balance is being proposed between formative and summative assessment. However will this strategy also be adopted by the MAT-SEC board	R	Assessment of learning is also an important and summative assessment still has a role to play in the educational system. With the introduction of benchmarking at the end of year six, the way forward should be that other benchmark exams be held at the end of year 8 and 11. The summative exams at the end of years 7,9 and 10

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				should be school or college based. These exams could also give more emphasis to schoolwork and coursework.
			R	It is also pertinent to point out that that the idea of assessing students following individual learning programmes in alternative manners (eg orally rather than writing) should be taken up.
			R	Those students who have significant educational needs should not sit for examinations which are centrally based, but should have papers that are prepared by the class teacher, in consultation with the head and INCO. These could be moderated as necessary.
			R	Midyear examinations should be done away with and formative assessment used throughout the year. Midyear exams are very time consuming and reduce the amount of teaching significantly. Teachers tend to rush through the curriculum in order to spend weeks on revision. The actual exams take a good 2 weeks and many teachers spend a number of days on corrections and after on revising papers with the students. A good month of teaching time is being used ineffectively.
			R	Teacher monitored coursework and continuous assessment should be given more importance. One off testing for summative purposes should be phased out and replaced by continuous assessment for learning that provides the necessary feedback for students to be more au fait with their strengths and work on areas for improvement.
			C-	In the section on assessment issues in the secondary curriculum, document 3 says that “assessment in languages should assess speaking, listening, reading and writing while assessments in subjects which require practical, creative and problem solving skills should include the assessment of these skills during authentic tasks”. This statement presents a disconcerting lack of sensitivity to the most creative faculties – language. Isn’t trying to scan a text or find the most effective way to start an essay or analyzing a poem a case of problem solving? This mechanistic view of languages is intellectually shallow and is confirmed by the statement on page 62 that one of the advantages of the timetable in table 6 is that “English

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				focuses on language with significantly reduced English literature content". This tendency to see subjects in a piecemeal fashion gives the lie to the emphasis on the importance of a holistic education that constitutes an important principle.
Facilities and Support Structures and Services	I	The NCF does not tackle the current ICT situation, nor does it give guarantees that all teachers in all schools will be able to follow the proposed pedagogy, as being encouraged by the new syllabuses and subject handbooks. This is due to current and possibly future lack of resources and tools.		
Books				
School Management	I	With regards to how the introduction of the new NCF will affect the leadership and management functions of the different practitioners in the education system, currently it is the college principle who has complete power and education officers, the "expert specialists" are sometimes not even consulted. Education officers have very limited opportunities for leadership within the current context, and the proposed NCF does not seem to tackle the issue at all. Even heads of schools have very limited autonomy, since it is the college principle who has the final say and must approve and can impose what each head of school must implement.	S	The NCF can affect the leadership management functions if the roles of the personnel are clear and all leaders are held accountable. The education authorities need to appreciate that there are leaders at every level and their efforts need to be appreciated and encouraged.
Local Community Involvement	R	With regards to parental and community involvement, the NCF should stress the importance of informing all parents of school activities, etc, including foreign parents, by producing newsletters in all mother tongue languages concerned, which can be easily done by using the "translate" key on the school secretary's computer after a newsletter is typed.	R	Parental lifelong learning need to be addressed in the document.

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Principles	I	I wouldn't attach the same degree of importance to all six general principles mentioned. In my opinion principle no 1, entitlement, should be the overriding criterion when planning the curriculum framework and, at a later stage, the principle of entitlement should guide us when deciding what should and/or shouldn't go into subject content.	C-	Doubts that beyond rhetoric actual aims and principles are realistic – questions whether the objectives of education have been well thought through and whether the limitations in terms of financial constraints, human resources and social attitudes were taken into consideration along with impact of proposals on teachers and parents alike.		
	R	Without sounding as if I want to detract from the importance of student-centred learning approaches in the NCF, however I would add relevance as another very important principle that should guide our reforms; relevance will endure student motivation in many difficult teaching situations.	C-	Students at all levels of education are generally not made aware enough that Malta is a small country and faces a number of constraints and opportunities.		
	S	The aims of education are never static, they ought to be dynamic, changing and adapting to an always changing world.				
Early Years and Primary Education			I	Questions why NCF set curriculum for early years – who designed curriculum and why and what were the particular needs – and why has no such curriculum been set for subsequent years especially since these are supposed to be a continuation of what has been set for early years.		
			I	Argues that curriculum for early years based on Australian model		

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				and questions how relevant it is to local realities.		
Syllabus	C-	I strongly disagree with the system of introducing learning areas into our national curriculum framework. The examples which I examined in the consultation documents strike me as an exercise in simplistic classification; this will ultimately serve only to ( perhaps ) facilitate timetabling.	R	Introduction of L3/L4 in primary is chosen by individual colleges. However a set of parameters should be laid down to ensure a form of uniformity.	I	A common query refers to the lack of general mentioning of Health and Safety (H&S) throughout the NCF documents. A lot of investment in various forms, is being made by the directorates in this regard and there may be scope for more inclusion of this field/topic at different levels of the NCF. H&S can fulfil an important role during the early years (eg: "well being"); during the primary and secondary secondary years, H&S also plays a rle in Citizenship Education and Health Education. However safety is only included as a sub strand of key areas in primary and secondary years.
	R	My suggestion is to have the following three main classifications in our future syllabi: Core – English, Maltese, Mathematics Statutorily – Science & Technology, CGHE (Civic, Geographical and Historical Education), Religious Education, Expressive Arts, Health Education (including PSHE) Optional – further aspects of the statutorily subjects  In this scenario, all summative assessment/s should be based on the core and statutorily only while all formative assessments would take into account also the optional subjects.			I	As a cross-curricular theme, H&S can also support Education for sustainable development and education for entrepreneurship. Environmental awareness as well as preparation of students for the occupational world are both important principles of H&S

		Mr Anthony Pace, EO Primary (Social Studies)		Mr George Mifsud, EO Maltese		Mr Kenneth Scicluna, EO Health and Safety								
		Document No 3				Document No: 1								
					R	Appendix 2 in document 2 pg 75 includes a list of support services and inclusion for schools. H&S is a service offered to the school and the the school community and could therefore feature in this part.								
Timetable	C-	Having flexible time tables implies flexible content and subject matter. I do not agree with the proposal to have different models so that colleges would be free to choose any model they see as suitable for their requirements. It is being argued that this implies flexibility and autonomy. I cannot but disagree with this notion. The system will become unsustainable and could result in a lowering of standards.			I	Consideration should be given to the possibility that longer mid-morning breaks tend to increase the risk of accidents. There is certainly an overall benefit for such an initiative but other considerations such as the provision of first aid, must be given								
	R	A pragmatic solution would be that of having statutory and optional content in all syllabi. Benchmark and assessments will be set on the statutory content part of the syllabi.			I	Longer school hours may result in more stress among working staff. This will have a direct impact on the teaching profession, our families and way of life.								
	R	I suggest the following as a guideline for the primary timetable for years 1 and 2 <table border="1" data-bbox="560 1165 940 1388"> <thead> <tr> <th>Learning Area</th> <th>Time in hours / week</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>3.75 (45min x 5)</td> </tr> <tr> <td>Handwriting (Maltese &amp; English)</td> <td>0.5</td> </tr> <tr> <td>Storytelling</td> <td>0.5</td> </tr> </tbody> </table>	Learning Area	Time in hours / week	English	3.75 (45min x 5)	Handwriting (Maltese & English)	0.5	Storytelling	0.5			I	Although the NCF timetables on pages 60 & 61 of document 3 may allow room for fixed health and safety programmes, H&S need to be given more stature so that schools consider for opting for H&S related programmes.
Learning Area	Time in hours / week													
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		Mr Anthony Pace, EO Primary (Social Studies)		Mr George Mifsud, EO Maltese		Mr Kenneth Scicluna, EO Health and Safety																						
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		and assembly time to remain as suggested in all models				
	C+	I agree completely with the 1.5 hours allowed for teacher planning time.				
Citizenship Education	C-	I strongly disagree with the proposal to launch citizenship education as a learning area. CE cannot be called a learning area. Neither is CE a subject. It is an objective, so that one may aim that a number of subjects such as for example History, Geography and Civics help nourish a more independent, knowledgeable, critical and committed citizenry. However the same can be said of other subjects such as English and Maltese, especially so if as I suggest, a Maltese Culture component is included in a future syllabus for Maltese. At best, CE could be another cross-curricular theme but certainly not a learning area.				
	R	At primary level I am in favour of introducing CGHE (civic, geographical and historical education), eight strands of learning, complete with level descriptors, have been identified and developed by a team of subject experts, namely education officers for Geography, history, social studies and primary education				
	R	At secondary level I think that there				

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		<b>Document No 3</b>				<b>Document No: 1</b>
		should be space, as part of every Maltese student's entitlement for the three disciplines forming part of the CGHE primary. As regards Maltese History I am convinced that the should be a Maltese History (with a basic European/Mediterranean background) subject running all through the secondary school experience. The aim would should be to enable Maltese students to share in their nation's identity.				
	C-	I am even more against including aspects of personal, social and health education in the same learning area that is to include history, geography and civics. At present both teachers and students make no secret of their aversion to the ambjent uman component in social studies, the reason being the 2006 official syllabus substituted a lot of civics content with PSD aspects. On the other hand there isn't any serious problems with history and geography at primary level.				
Religious Education			R	Believes that whilst it is explained that the teaching of religion is predominantly tied to the catholic faith, more space should be provided for the tuition of alternative religions to those who are not catholic such as the number of Muslim students currently in our schools.		

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			I	Proposed format of ethics education as alternative to catholic education does not properly define what is meant by ethics – does it mean philosophical, moral, religious, social or environmental ethics and if one or more of the above wouldn't it be better to include as component in citizenship education rather than create whole new subject?		
Health Education					R	With reference to the learning area 'Health education', as explained in consultation document 3 pg 54, a (perhaps as a optional) health and safety awareness programme may be included along with PE,PSHE and HE. This especially when considering the ongoing need for H&S awareness and implementation, both at school level and moreover at the work place.
Languages			R	Multilingualism should be given higher prominence in the primary especially in the light of the increase of foreign students and that serious thought should be given in what languages are offered in the primary and that can be continued in the secondary.		
			R	Importance of continuity should not be underestimated. It is futile to entice a primary student to learn Russian when there's no one to teach it in the secondary.		
			R	Necessary to articulate policy which addresses linguistic needs of those		

		Mr Anthony Pace, EO Primary (Social Studies)		Mr George Mifsud, EO Maltese		Mr Kenneth Scicluna, EO Health and Safety
		Document No 3				Document No: 1
				that know neither English nor Maltese and those that may be in Malta temporary (such as the children of migrants)		
Examinations and Assessments			I	Believes that what is being proposed gives too much opportunity for non-uniform assessments which can create ambiguity in interpretations and results – too many tools to arrive at one conclusion.		
			I	Introduction of multiple forms of assessment other than exams will create problems. What shall be the different forms of assessment? Who shall design them and on what criteria? All questions that require great responsibility because this will create ambiguities or indeed a false picture between results given and actual skills acquired by students. If unambiguous parameters that will regulate and govern assessments are not set clearly in the beginning then results will be inconsistent and subject to interpretation and thereby consequentially ultimately untrustworthy.		

		<b>Mr Peter Vassallo, Assistant Director CMeLD</b>		<b>Ms Sina Farrugia, EO Art Education</b>		<b>Ms Elizabeth Mallia, EO Home Economics and Textile Studies</b>
		<b>Document No 8 (Batch 2)</b>		<b>Document Number: 7 (Batch 2)</b>		<b>Document No: 6 (Batch 2)</b>
Teacher Support	I	The importance given to the social constructivist approach to teaching and learning is a step in the right direction. This, however, might prove to be a challenge for some of the teachers as this approach makes considerable demands on teaching preparation (including resources) and teaching time.				
Cross Curricular Concept					C+	The Home Economics Seminar Centre already facilitates seminars in the early years and liaises with the senior management teams so as to-reinforce a thematic approach. HESC agrees with the thematic approach suggested by the NCF and recommends the HE support teachers will directly liaise with the class teachers to build, expand and create activities in line with the theme being tackled by the class teacher.
					C+	The HESC welcomes the proposal of including five cross-curricular themes across the eight learning areas. This is the way forward for all subjects.
Quality Assurance	I	"The Educational Assessment Unit needs to monitor standards across different colleges" (pg 18 – doc 2). This obviously cannot be realised single-handedly by the EAU, but also by the collaboration of educational officers within the department for Curriculum Management and E-Learning, and possibly in collaboration with the QAD and Research departments.				

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Syllabus	I	The issue of effective teaching time is one of great concern. Teaching time is being eaten away year after year due to an increasing rise in intra and extra-curricular activities. The document needs to establish a limit to the total annual duration of such activities. If not, the implementation of the NCF vision will be negatively affected. One recommendation is that intra/extra-curricular activities should be carried out after school hours under the supervision of teachers who will be remunerated accordingly.	I		I	It is pertinent to point out that while there is full agreement that aspects of home economics have been correctly chosen to form part of the nation core curriculum, there still remains the justification of the study of home economics as a distinct option subject in the secondary years. At this stage home economics, will go far beyond the basics of the core component. It is a pathway that leads to higher education including the possibility to study HE at intermediate, A-Level and at tertiary degree levels.
					C+	Like home economics, textiles studies should remain a distinct option subject. The NCF proposal that food technology and textiles technology would be phased out is a most welcome as the breath of subject content and the learning opportunities of both subject areas could be better tackled through the option choice of either subject than through the combined modular approach as in D&T.
					R	It is recommended that the NCF creates opportunities for the preservation of our national cultural heritage in both food and textile matters. For example, along this direction, every effort should be made to keep the transmission of our textile crafts (tailoring, lace making, etc) alive with our students at school.
Timetable			I	Reference to chart on pg 61 – 2 lessons a week are dedicated to Arts Education (Arts/Music) shared with	R	The NCF consultation document 3 (Model A and C in table 2, p42), proposes that primary level health

		Mr Peter Vassallo, Assistant Director CMeLD		Ms Sina Farrugia, EO Art Education		Ms Elizabeth Mallia, EO Home Economics and Textile Studies																																
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				Home Economics and Design technology. This really means a very small amount of time is dedicated to arts education. Two lessons a week are very little if they have to be shared between three subjects especially considering the fact that art education itself comprises in this instance the subjects of visual arts and music.		<p>education is allotted 3.5 hours weekly. Of this time, 30 minutes are allocated daily to physical education and sports. Consequently, one hour is left for PSD and HE. It is suggested that health education is is timetabled in the following way to include the three separate strands and to give time to practical sessions to be carried out. While these regular 1 hour sessions are by far a positive improvement to the current situation, having more time (an approximate of 30 minutes more) allotted to HE would mean that students will get better opportunities for participating in hands-on practical food preparation</p> <table border="1"> <thead> <tr> <th colspan="4">Health Education – Proposed Primary timetable</th> </tr> <tr> <th>Week</th> <th>PE</th> <th>HE</th> <th>PSD</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.5 hr</td> <td>1 hr</td> <td></td> </tr> <tr> <td>2</td> <td>2.5 hr</td> <td></td> <td>1hr</td> </tr> <tr> <td>3</td> <td>2.5 hr</td> <td>1hr</td> <td></td> </tr> <tr> <td>4</td> <td>2.5 hr</td> <td></td> <td>1hr</td> </tr> <tr> <td>5</td> <td>2.5 hr</td> <td>1hr</td> <td></td> </tr> <tr> <td>6</td> <td>2.5 hr</td> <td></td> <td>1hr</td> </tr> </tbody> </table>	Health Education – Proposed Primary timetable				Week	PE	HE	PSD	1	2.5 hr	1 hr		2	2.5 hr		1hr	3	2.5 hr	1hr		4	2.5 hr		1hr	5	2.5 hr	1hr		6	2.5 hr		1hr
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			I	In Appendix 1 models A and C pages 68 and 70 respectively, the 60 minutes lesson looks adequate but again when one considers that it is shared between Art, Music, and Drama it boils down to really a few lessons for each subject per year.	C+	Positively, health education in the secondary years deals with three separate strands. It is highly commendable that HE has become a core component from year 7 till year 11 and HESC also agrees with the manner in which HE is proposed to be timetabled in the secondary sector. Yet it is important to note that in order for																																

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						students to gain basic skills that will help them lead healthier lifestyles, particularly to gain important practical skills, more lessons would be necessary. Due to the practical component within HE, it is important that the two lessons allocated will be a double lesson. It is also positive that HE has remained as an option area of choice.
			I	In Appendix 1 model B page 69 there are two lessons of 45 minutes each which means more time for the arts. However in 45 minutes it is not possible to carry out a practical visual art lesson.		
90m Curriculum Development	S	The 1999 NC document was an ambitious one, the NCF document in none the less either. It impacts a lot on teachers and schools who are expected to change beliefs and practices. It impacts on the educational directorates and the staff within who are expected to monitor standards and support schools. Past experience confirms that the implementation of the NCF must be on the "drip irrigation" model, maintained by constant pressure and support. If, not schools will be inundated with too many concurrent changes that will need to be brought about in such a short time.				
Learning and Learning Environment	I	Some of the main tenets of the NCF are too ambitious. Turning these into reality is no mean task at all.			C+	It is highly positive that Home Economics has been justifiably identified as a core component within primary and

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		Nevertheless they have to feature in the document to establish the vision and the way forward. A case in point is the learning areas, which although desirable, might prove difficult to translate into practice as this requires teachers to work together in a system which is stifled by constraints which are beyond the schools'				secondary education.
					C+	The NCF emphasises the importance of constructivist pedagogies in education. This is extremely positive as it enhances the learning experience of all students as it places students at the centre of the learning process.
Citizenship Education					C+	It is very positive that home economics has been recognised as a subject that has aspects to offer in relation to citizenship education.
					R	A crucial aspect which should be addressed within citizenship education is consumer education particularly in light off an ever changing and ever challenging consumer oriented society.
Health Education					R	HE has been identified as a core component within the learning area of health education, as part of PSHE – However, HESC recommends that health education will deal with three and not two areas namely: Physical education and sports (PE0) Home Economics (HE) Personal and Social Development (PSD) The reason for this is that both HE and

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						PSD teachers are trained specialists in their respective areas and therefore are competent to teach different aspects of health. The difference between HE and PSD is not only in the respective content of each subject area, but also in the pedagogy used to help students to learn this content
					R	In addition to the aspects outlined by the NCF, we recommend that students gain practical skills in food preparation and cooking.
					I	It is unclear by whom and how Health Education will be taught as both class teachers and specialist teachers have been identified as responsible for teaching this learning area. HESC recommends that primary teachers incorporate aspects of Health education thematically in their daily lessons, however, it is equally important to stress that Home Economics specialist teachers are the ones who should facilitate the Home Economics component.
Languages	I	Re language policy, particularly in Mathematics and the Sciences, I agree that a national discussion on the issue needs to be brought up again. The 1999 National Curriculum document failed to give clear directions about the way forward with the result that, meanwhile, the students are falling short of acquiring the appropriate communication skills pertinent to		.		

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		these areas, as expected and in either language.				
Arts Education			I	There is an inconsistency about the subjects within the area of arts education – sometimes art education refers to: Art/Music Art/Literature and Music Art, Drama and Music Art, Drama, Music and dance.		
			C+	The descriptions of Arts Education on pages 38 and 54 are very good.		
			C+	The description of 'Aesthetic Appreciation and Creative expression' is very valid. Hopefully it will be catered for during the delivery of arts education, not just for students who choose to specialise in the arts but for all other students.		
			R	A visual art education should not be available just as an option in form one and three. It should be taught to all school children irrespective of their artistic ability up to form two. The subject as an option should be offered in form three.		
			R	Arts education should comprise of the three subjects of Art, Music and Drama. The subjects may be taught on a rotation basis – perhaps two units per year per subject. Dance should form part of Physical education so as not to reduce time available for the three subjects making up arts education.		
			R	One art teacher from a Gozo college		

		Mr Peter Vassallo, Assistant Director CMeLD		Ms Sina Farrugia, EO Art Education		Ms Elizabeth Mallia, EO Home Economics and Textile Studies
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				suggested that children in the secondary sector may be taught one whole year of Music, then another year of art and another year of drama respectively. This would mean that students specialise in an art subject in form four.		
			R	The curriculum should consider the possibility of offering the option of specialising in either Art or Music or Drama.		
Vocational Subjects					C+	It is positive that home economics teachers have already been selected to facilitate the hospitality option and health and social care option with VET. While HE teachers are equipped with the necessary professional curricular, pedagogical and practical training and experience to facilitate hospitality and health and social care, we recognise that they may need further trainign
					I	Some reservations are harboured regarding the introduction of VET at such a young and tender age as it may be possible that students, later on in their educational career, meet hesitation and difficulties because of their early career option choice and orientation.
Examinations and Assessments	I	Assessment in early years – documenting narrative accounts of the children’s achievements is an interesting proposal. however I fear that this implementation will be unmanageable for the practitioners.				
	I	Assessment in the primary (pg43-44) – the vision is appropriate.				

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		However, it does not indicate what “valid and reliable assessment methods” need to be employed. Once again reference is made to continuous recording and reporting on each child’s performance. Although this is a desirable practice, to what extent will this continuous recording and reporting be manageable for practitioners and teachers?				
	I	Assessment in the secondary (pg 63-66) – even here, the underlying principles and vision are appropriate. They reflect current international practices. I agree with coursework carried out at school but not so much, for reliability reasons, with coursework carried outside the school. Regarding the recommendation of setting coursework in more than one subject or in more than one learning area, I feel that this valid proposition is difficult to materialise in secondary schools for logistic reasons that might make it difficult to establish consistency and monitoring.				
	I	Assessment at the National level – the different modes of external assessment at both national and international levels are once again appropriate for monitoring trends and standards. Some of the requirements have been identified				

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		in this section (p65) to achieve these objectives can be implemented straight away, such as the integration of AfL and AoL within the Educational Assessment Unit and the adoption of alternative forms of assessment for students following individual educational programmes. However, the introduction of external monitoring in all learning areas through sampling of students' work over a cycle of 5 years may prove to be more difficult to establish. This entails human resources and well devised national strategies and procedures.				
Books	I	Re Science Vision – the production of textbooks and an appropriate curriculum for the different areas of science is going to be a great challenge. Apart from being a time consuming task, it will be very difficult to find teachers with the necessary expertise in writing textbooks reflecting the vision's paradigms.				
School Grounds						
School Outings and Extra-curriculum Activities	R	One recommendation is that intra/extra-curricular activities should be carried out after school hours under the supervision of teachers who will be remunerated accordingly.				
Local Community Involvement					C+	HESC agrees with the proposal of the NCF that "learning should be

		<b>Mr Peter Vassallo, Assistant Director CMeLD</b>		<b>Ms Sina Farrugia, EO Art Education</b>		<b>Ms Elizabeth Mallia, EO Home Economics and Textile Studies</b>
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						contextualised within the surrounding community, the borders of which extend beyond the immediate environs of the school"

		<b>Ms Geraldine Vella, EO Assessment for Learning (AFL)</b>		<b>Drama Unit Teachers</b>		<b>Mr Mariella Cassar, EO Music Dr Philip Ciantar, HOD Music</b>
		<b>Document No 4 (Batch 2)</b>		<b>Document Number: 3 (Batch 2)</b>		<b>Document No 32</b>
Principles	C+	The NCF is very student centred. It acknowledges that students come from very different social contexts and their experiences affect their learning.			C+	Curriculum promotes concept of class as a community and students are looked at as individual learners with different attainment levels. This should facilitate creation of working groups with individual abilities. Where individual's strengths are brought forward for the benefit of the working group and by extension the class
					C+	Curriculum gives emphasis to independent learning and the application of all possible mental and creative abilities which should provide more for creativity, research and students' input
					C-	NCF requires more work to cater for all School sectors and not only State schools.
					C-	Present document might ignore some conceptual considerations intrinsically related to local culture. – it tends to present an educational philosophy that has no cultural backup at all – possibly incoherent in some respect to local Mediterranean culture.
Early Years and Primary Education					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.
Teacher Support		Learning Support Assistants can be attached to subject and become	S	The Drama Unit Teachers would like to bring to your attention the		

		<b>Ms Geraldine Vella, EO Assessment for Learning (AFL)</b>		<b>Drama Unit Teachers</b>		<b>Mr Mariella Cassar, EO Music Dr Philip Ciantar, HOD Music</b>
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		subject specialists. In this ways LSAs will help the teacher in implementing in an effective and efficient way the AfL strategies. However LSAs also need to be trained and informed about AfL strategies.		<p>following comments regarding our role as drama teachers as indicated in the consultation document 1, executive summary of the NCF where it states that "subject specialists primary school teachers are to replace class teachers to teach art, music, drama, personal, social and health education, and the awareness programme in foreign languages" – we would like to point out the fact that since we form part of a special unit as stated in the agreement between the government and the malta union of teachers, july 2007, page 40, our duty is not only to teach drama but also:</p> <p>Advise the heads of school and teachers on matters related to drama.  Help in drama activities organised by schools/colleges.  Participate in theatre in education projects.</p> <p>We strongly believe that the above duties are just as important as the teaching of drama in the classroom since drama involves various pedagogical aspects which should be considered and implemented. Consequently it would be a pity if not all are utilised for the benefit of all students.</p>		
Differentiated Teaching					I	Students might have problems moving at

		Ms Geraldine Vella, EO Assessment for Learning (AFL)		Drama Unit Teachers		Mr Mariella Cassar, EO Music Dr Philip Ciantar, HOD Music
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						their own pace as teaching might be slowed down to incorporate and cater for students at lower levels in the same class.
Children in class					C-	Seems good in theory but in practice: in Church schools teachers are dealing with large classes – not like State schools.
90m Curriculum Development					R	Regular meetings are required.
Professional Development					R	Music Teachers should be given a sabbatical every ten years or so during which they should be given opportunity to further their studies at post-graduate or diploma level. Such an incentive could also be awarded on basis of performance record.
					R	Secondary music teachers should start meeting their EO regularly as currently occurring with peripatetic music teachers. This should provide them opportunity to share experiences and attain training through talks by guest speakers specialised in different areas of music.
					R	Enhance cooperation and communication between the music section within DQSE and the music section within the faculty of education at the university of Malta so that the music teaching course at the university would cater for the newly introduced content and practices as featured in the new music curriculum
Teacher Roles and Responsibilities					R	A Teacher Assistant in a large mixed ability class would help as it would allow

		Ms Geraldine Vella, EO Assessment for Learning (AFL)		Drama Unit Teachers		Mr Mariella Cassar, EO Music Dr Philip Ciantar, HOD Music
		Document No 4 (Batch 2)		Document Number: 3 (Batch 2)		Document No 32
						for more differentiation, group work, etc.
Arts Education					I New	Whilst new NCF accentuates importance of music and its appreciation, in reality this is not being fully implemented at secondary level. General music appreciation programme is not being offered in Form 1 by most secondary schools (see appendix to doc)
					I	Absence of music appreciation lessons in secondary schools will deprive students from the continuation of the musical experience attained at primary level
					I	Although secondary music teachers were provided with a new general Music programme for a lesson a week throughout scholastic year – the programme was not included in the time table of most secondary schools. And no clear instructions were given to heads on this. In some schools programme was substituted by related activities such as dancing and singing – in others neither music or related activities were offered at all.
					R Nw	One lesson a week in General Music education should be compulsory in all schools at secondary level in order to satisfy the objectives expressed in the document
					R	Music related activities should not be a substitute to structured music lessons. Music lessons at secondary level are in most cases the last music lessons most students would ever have and therefore it's very important that music teaching at

		<b>Ms Geraldine Vella, EO Assessment for Learning (AFL)</b>		<b>Drama Unit Teachers</b>		<b>Mr Mariella Cassar, EO Music Dr Philip Ciantar, HOD Music</b>
		<b>Document No 4 (Batch 2)</b>		<b>Document Number: 3 (Batch 2)</b>		<b>Document No 32</b>
						this level is given its due importance and given specific aims and objectives.
Examinations and Assessments	R	A national policy should be formulated and subsequently a development of an assessment policy should be devised at the school and college level to monitor student's learning progress during the year. This will guide both SMT members and teachers in implementing all the AfL strategies mentioned in the NCF. No single teacher can make it on his/her own. A school policy has to be designed in a way that all stakeholders will work in tandem with each other. Individual tries at adopting AfL strategies will never find success.			R	Y1 and Y2 need to have more Assessment for Learning included in their school assessment reports – the Kinder are already utilising this method.
	R	Heads of Department can develop prototype lessons embedded with assessment for learning and (as Black & William, 1998 believe), deliver them in front of teachers so that they can view a variety of living examples of implementation, by teachers with whom they can identify and from which they can both derive conviction and confidence that they can do better, and see concrete examples of doing better in practice.				
	R	Extending curriculum time – both teachers and SMT members are being trained during professional development sessions and guided about how to implement the AfL				

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		<b>Document No 4 (Batch 2)</b>		<b>Document Number: 3 (Batch 2)</b>		<b>Document No 32</b>
		strategies in class. Curriculum time can also be used by teachers to discuss matters about AfL strategies. Hence it is recommended that curriculum time be extended because during this time teachers will be encouraged to experiment with some of the strategies and techniques of AfL, such as rich questioning, comment only marking (grading), sharing criteria with learners and student peer and self assessments.				
	R	Another recommendation is that parents can be invited to attend two consultations a year in December and May in order to talk about their child's progress. Parents should also receive a written report during these consultations, summarising the year's work, mentioning also the student's attainment levels in the subjects concerned. Each subject endorsed in the NCF now has its own attainment levels listed out and referring to each and every individual strand of the subject. For this reason attainment levels should be both student and parent friendly (and, preferably translated in English and Maltese for easier access). This new method of assessment will be more transparent and will carry a more significant meaning for the teacher, the student and the parent.				

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	R	Should the child move school, accurate records of progress and attainment can be forwarded to ease transition and prevent regression in learning.				
Facilities and Support Structures and Services					R New	More resources should be allocated to music teachers – including proper music room, suitable visual and sound system, musical instruments and provision of Sibelius music notation software
Special Needs					I	Y2 teacher comments on an extreme case concerning a boy with sever autism who when he does not understand what is happening around him disrupts the class, and can be dangerous.
School to Parents Relationship					S	In Y2 parents are involved for 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.

		Teachers of German		Ms Christine Gauci, EO Media Education		Mr Anthony Farrugia, EO Science
Principles					C+	The overall philosophy behind this set of documents is highly commendable and should prove ideal in seeking to transform the Maltese educational system into one which is relevant to our times while keeping in mind the future needs of Maltese society.
					C+	In overall terms this vision for the way forward sees learning as an active journey of enquiry within diverse but empowered learning communities. This moves away from the more traditional top to bottom linear process which characterized most of the past processes within the Maltese educational system.
Early Years and Primary Education					C+	It is very encouraging to note that Primary Science and Technology have been given much more importance as main subjects which are vital for the future development of our students and our economy. The fact that a separate document with an entire Science Strategy has been issued to accompany the NCF documents is ample and evident proof of this.
Teacher Support					I	Substantial training needs to be supplied for class teachers for them to be able and willing to really take on Primary Science in their classrooms on a regular basis and on an efficient and effective manner. This brings up the issue of when and during which time slots this training is to be given.
Teacher Roles and Responsibilities					C+	The shift in the logistical teaching of Primary Science (with the onus and more responsibility being placed on the class teacher) is both logical and welcome. In

		Teachers of German		Ms Christine Gauci, EO Media Education		Mr Anthony Farrugia, EO Science
						this way the Primary Science Peripatetic Teachers can concentrate much more on their role of subject leaders, curriculum developers and support providers.
					I	The revised role of the Primary Science Peripatetic Teachers will call for a delicate balance between delegation and control. While they will have much more time to dedicate to lateral tasks such as Science popularization activities, they must also keep track of what is going on in individual classes in terms of curricular issues and pedagogy. They have to do this while they are not part of the SMT and as such may have no right to monitor the praxis of fellow teachers.
Media Education			C-	Whilst Media Education was included in the 1999 Curriculum Framework (pages 58-59) it seems to have been omitted in the new NCF consultation booklets. It must be explained that the European Commission's Media Literacy Experts' Group has the mandate to explore whether it would be possible for the European Union's member state to introduce Media Literacy in the Compulsory Curriculum. There is a definite agreement that if people of all ages are to live as holistic citizens of Europe they must be Media Literate		
			R	Media Literacy should be included as a Cross Curricular Activity since it is acknowledged that it would be difficult to include another option in a National Curriculum which is loaded with		

		Teachers of German		Ms Christine Gauci, EO Media Education		Mr Anthony Farrugia, EO Science
				different subjects.		
			S	Media Literacy can be easily annexed to other subjects such as Language Studies, Social Studies, Personal and Social Development and Religious/Ethics Education.		
			I	There exists the dichotomy that while high importance is rightly being given to ICT no importance is given to the Educational Ethics and Analysis of how ICT is used in the wider context of the Media dominated World. Students of all ages are making continual use of several, different types of Media, most of the time unsupervised by adults once they enter the domains of the home/social environments.		
			R	Constant education in Media Literacy can be the only means of enriching and proper use of Media		
Technology Education					I	The NCF describes Technology Education in Primary settings as being made up of Design and Technology and Digital Literacy. The slot allocated for Technology in the Time-Table models (45 minutes per week), however, does not indicate if it will be used for both Design and Technology and Digital Literacy. And if this is the case by whom and in what proportions.
Science Education					S	The Time-Table Models supplied (A, B and C) for the Primary educational level are useful and efficient in terms of time management. However one must ask about the extent to which these Time-

		Teachers of German		Ms Christine Gauci, EO Media Education		Mr Anthony Farrugia, EO Science
						Tables are going to be enforced or whether they are to remain as mere guidelines which can be adopted or discarded according to individual College or School discretion.
					I	In terms of Primary Science I feel that Time-Table Model B is the most conducive to the Maltese Primary sphere. This includes two sessions of 45 minutes each of Science and one session of 45 minutes of Technology.
					R	A less demanding subject should be left for the afternoon sessions – English is always in the morning.
Languages	I	Following work done on the new curriculum to be introduced in schools as from the next scholastic year, foreign languages have been allotted 120 hours in a year. That means 4 lessons per week for the duration of 30 weeks which amounts to 12 units in all. If the proposals for 3 lessons per week were to come into effect, it would mean that 3 units would have to be removed from form 1 and form 2.				
	C-	This would amount to the loss of 60 lessons in the first two years. Up till now secondary school students used to have four lessons from form 1 to form 5. Due to the proposed change they will be having 3 lessons throughout the whole 5 years. That amounts to 105 lessons less in 5 years.				

		Teachers of German		Ms Christine Gauci, EO Media Education		Mr Anthony Farrugia, EO Science
	I	Lessons are now being planned to follow a student-centred and differentiated learning approach. This is more time consuming and students need more time not less to assimilate a new language to which they are not exposed.				
Examinations and Assessments					I	Assessment, especially that of a formative nature, will need to acquire much more importance and a record of pupil work needs to be kept by all teachers to register student progress or otherwise.
Facilities and equipment					I	Many more resources will be needed to cater for such a wider teaching / learning area. Colleges and individual schools will need to start providing their own resources and stop depending on the Science Centre for such items.
					I	(Science) Assessment, especially that of a formative nature, will need to acquire much more importance and a record of pupil work needs to be kept by all teachers to register student progress or otherwise.

		Ms Antoinette Debattista, EO Primary (English)		Ms Jane Buhagiar, EO Complementary Teacher		Ms Melanie Casha Sammut, Education Primary Mathematics
Principles			C+	I totally agree with the paradigm shift that the NCF is proposing and of moving away from a prescriptive curriculum towards more flexibility for both teacher and learner. Focusing on <i>the process of learning and the active co-construction of meaning rather than the mere acquisition of content</i> would certainly reap benefits for all learners in a multiple of ways		
Early Years and Primary Education	I	How will the Years 1 and 2 language curriculum/syllabus be different from the Years 3 to 6 curriculum/syllabus in terms of the Early Years broad outcomes / the language learning outcomes?	R	Keeping in mind that the NCF recognises the urgent need for a development of a language policy and respecting each learner's cognitive development and age, I feel that even in the early years, all areas of communication should be developed – including writing. If not we will be handicapping our learners. Writing in itself but also as a way of making sense of the learning experiences should not be limited only to the upper years. In this regard the Early Years Outcome 4 : <i>Children are effective communicators</i> should be further developed and extended.		
			I	One has to be careful that where there are Tables like the one in the Early Years section, the items in the columns Evidence and Required Support (Doc 3 Table 1) can be easily quantifiable and objectively measured. Such items as <i>respond warmly to different activities</i> (pg 27) can be very difficult to assess.		
Teacher Support			R	From my experience practitioners need to find the right support in order to interpret and adapt the framework – and make it doable in	I	Will the class teacher be equipped with the necessary resources and tools to personally research/go deeper into the

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				their teaching situation.		various learning areas and prepare the necessary resources. Undoubtedly laptops do facilitate such a process but at times the teacher may be conditioned to limit her/his ideas and thus hinder the teaching and learning, because of tight school funds.
			R	The NCF at points mentions practitioners' support but leaves it a bit vague as to the what, who how and when. Long term continuous training, cooperative sharing of best practice and mentoring would help practitioners to implement what the NCF is proposing without hiccups.	R	In Years 4, 5 and 6, the idea of Subject Teachers can be introduced to facilitate the transition to the Secondary stage and also to allow more opportunities to the Subject teacher to research more and be more innovative in the learning area/s s/he is responsible for. In such cases, I would still feel the importance for a Class teacher who will be responsible for her/his class.
Mentoring						
Autonomy			I	Although the NCF proposes cross curricular links, the three timetables annexed in Doc 3 pg 68 for the Primary Years are quite rigid if taken as is and the slotting of the subjects within the day school only reinforces this.		
			R	Practitioners should be helped and encouraged to formulate their own timetable in order to integrate subjects and not presented with models that may hinder this integration.		
Cross Curricular Approach	I	According to the NCF, Primary school teachers will be responsible for the teaching and learning that takes place in Maltese, English, Mathematics,				

		<b>Ms Antoinette Debattista, EO Primary (English)</b>		<b>Ms Jane Buhagiar, EO Complementary Teacher</b>		<b>Ms Melanie Casha Sammut, Education Primary Mathematics</b>
		Science, Technology, Religion, Citizenship and Health (including Physical Education). This will help to promote cross-curricular links that incorporate these areas of learning. In the case of Art education, an area which primary school teachers will not be responsible for teaching, difficulties may arise when implementing programmes of teaching that link aspects of art education to language learning.				
	I	For example, primary students' speaking skills are enhanced through language methodologies that integrate music, art and / or drama. How would this affect the implementation of the new language curriculum/syllabus*?				
Differentiated Teaching						
Thematic Approach						
Quality Assurance						
Children in Class						
Timetable	I	According to the Criteria underlying the allocation of time for the learning areas (Doc. 3, page 41) in a school year there are approximately 800 teaching/learning hours or 32 weeks. Is this realistic? Does the figure exclude SDP and PD			R	Personally I find Timetable Model B (blue – p. 69) more realistic as it gives the required weight to the three core learning: Mathematics and Language (Maltese and English).

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		Sessions, public/national holidays, prize/celebration days etc? Moreover, models vary in the allocation of time  per learning area. How will this affect the designing of the primary curriculum?				
90m Curriculum Development	I	1.5 is dedicated to Planning time in each of the three models. Class teacher will be free during Art Education periods. In Model A 2.25 hours per week are allocated for Art Education. Does this mean primary school teachers in schools that adopt this model will have more non-contact time?			I	Are the 1.5 hours per week for teacher planning sessions realistic and actually put in practice, especially in small schools. Teacher planning sessions: should these sessions be done in groups? e.g. Year 6 teachers are all relieved from classroom at the same time, so they can meet up and discuss. There are also circumstances when peripatetic teachers are either not present in schools, perhaps because they're sick or because they're involved in other college/school project.
Professional Development						
Teachers Roles and Responsibilities			R	With regards to support staff, the development of the role of Literacy Support Teachers and including teachers who are currently providing Complementary Education should be explained.	I	In what ways and when will classroom teachers be supported for teaching Science, Physical Education and IT? Curriculum (yellow p. 13) states that Primary school teachers are responsible for Maltese, English, Mathematics, Science, Technology, Religion, Citizenship and Health Education (inc. Physical Education and Home Economics).
					R	An emphasis, I strongly believe, should

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						be put on collegiality, mainly in the sharing of ideas and resources. What can be achieved by a team is far more interesting than what can be achieved as an individual.
Language as a Medium for Teaching						
Learning Environment						
Learning						
Employability						
Subjects						
Citizenship Education						
PSD						
Maltese Cultural Heritage						
Social Studies						
Geography						
PSD						
Business Education						
Religious Education						
Sexuality Education						
Health Education						

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PE						
Technology						
Science						
Mathematics						
Languages						
Maltese						
English						
Foreign						
Arts Education						
Education for Sustainable Development (ESD)						
Entrepreneurship, Innovation and Creativity						
Vocational Subjects						
Examinations and Assessments					R	In Years 4 and 5 there should be a national exam, to assure quality and consistency across colleges. A Year 6 national end-of-primary benchmark in Mathematics, English and Maltese may be too late to screen any difficulties/inconsistencies. College-based end of year exams may also lead to unhealthy competition between

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						colleges with regards to achievement in terms summative assessment.
Facilities and equipment						
e-Learning						
Books						
School Grounds						
School Outings and Extra-curriculum Activities						
Multi-, inter-, culturalism						
Diversity and Inclusion						
Gender						
School Management						
Mainstreaming						
Special Needs						
Social Needs / Issues						
Discipline						
School to Parents Relationship						
Local Community Involvement						

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Management of Change	R	A need is felt for common terminology re curriculum/syllabi/schemes of work references				
Comments						

		Ms Marcelle Camilleri, HOD Business Studies Mr Paul Caruana, HOD Business Studies		Mr G. A. Said Zammit, EO Social Studies		Mr M Cucciardi, HOD Personal and Social Development
Principles			C+	As a general feedback I feel that the proposed National Curriculum Framework is a potential document the main objective of which is to revamp the entire education system in Malta. It offers various curricular models and leaves Colleges to work in a framework of autonomy that addresses the specific exigencies of every single school. It also offers students a wider choice of learning areas, and thus it is intended that education becomes more relevant, meaningful and interesting for the child.	C+	The presentation of the consultative documents on the NCF conveys a very positive approach towards ownership of the whole process for the benefit of the new educational framework.
			C+	Moreover, the NCF provides emphasis on various skills that are essential for every child in his or her life.		
Early Years and Primary Education			C+	The NCF puts emphasis as well on early childhood education and proposes various strategies how schools should deal with different learning difficulties.		
Mentoring					I	The document does not specify who should be taking this particular role/responsibility.
Autonomy					I	<b>Option Subjects in the Senior Secondary Years Pg 55:</b> <i>'Schools in the non-State sector are free to consider other alternatives.'</i> Why aren't the State schools free to consider

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						other options as well??
Quality Assurance					C-	Since the document mentions and highlights the importance of assessing and evaluating the effort and commitment in the school as regards classroom based and administrative practices, nothing has been mentioned to ensure that a sustainable development approach takes place by the whole school community as a result of a Corporate Social Responsibility frame of mind, since the environment will be affected by the school's daily activities.
Teacher Support	R	Worth mentioning that emanating from the envisaged changes is the fact that the reintroduction of accounts & economics would necessitate more H.O.D.s to work in these specific areas as well as having an Education Officer/s to cater for the commercial subjects.	I	One has to mention as well the training and the academic background of the teachers: if teachers have received their academic training in a particular subject, say for example Social Studies, how can one expect that such teachers teach History and Geography as well (or aspects thereof) when they hardly ever (or never) received any training (or proper training) in History or Geography at school and/or at University.		
	I	Certain queries relating to the present Business Studies teachers and other teachers (who had previously taught business studies/ accounts & economics and due to to subject redundancy had to take up another subject ), have to be answered – mainly.	I	In my opinion and according to many subject teachers (in this case Social Studies), this is not easy to realise and manage especially at the secondary level when more deep knowledge of the subject is required from the teacher. My question is: how many teachers have received proper education and training in all the three areas, namely History, Geography and Sociology/Civics?		

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	I	Would all the above-named be automatically eligible to start teaching accounts and economics once these studies are reintroduced or would there be some internal call for applications?				
	I	In the absence of a call for application, would the teaching of accounts and economics be on a voluntary basis and not imposed? (some teachers would prefer to continue teaching business studies only)				
	I	For seniority purposes in the relevant subjects, would the previous teaching years (in the education directorate, (not in the case of church / independent schools) be taken into account?				
Cross Curricular Concept			C+	The cross-curricular themes are also something positive to ensure that the learning process becomes more effective.		
			I	Unfortunately, Citizenship Education has been denied the importance that other cross-curricular themes enjoy in this document, like Education for Entrepreneurship and eLearning. Is not Education for Entrepreneurship and multi-cultural education, for example, part of citizenship education too? At the end, from a wider		

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				philosophical perspective, education is all about citizenship.		
Syllabus	S	New syllabuses would also have to be drafted for Accounts and Economics.				
Timetable			R	Although one can argue that such skills can be taught in the <i>Option</i> classes, reality shows that the number of students taking up these subjects as Options is dwindling from one year to the other due to competition from other subject areas. To this effect it is imperative that a minimum of one lesson per week in Geography, another one in History and another one in Social Studies be retained. This should constitute the entitlement of each student.	I	Re section c)... This requires space and time in order to carry out career educational visits. Does the school time table allow such thing? Can there be allotted hours where such activities take place within a timetable not intruding in other teachers timetable and programme risking the possibility of not carrying out the whole syllabus till the end of the scholastic year?
			C+	I strongly agree with models B and C of Table 5 (for Years 7 and 8) and with models B and C of Table 6 (for Years 9, 10 and 11),	I	<i>'It is therefore being proposed that the first break will not remain part of the remunerated work of teachers but will be remunerated over and above at normal supervision rates....'</i> Is this only for secondary school teachers? Nothing has been mentioned in section 2 of the Primary years.
			C-	Strongly disagree with models F and G of Table 5 and with models D, E, F and G of Table 6:  - They do not provide a respectable and reasonable level of training in the subject areas that appear under Learning Area		

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		<p><i>Citizenship Education</i></p> <ul style="list-style-type: none"> <li>- The above models become more problematic if the two lessons per week were to include as well PSHE and Home Economics as there will be less time to train students in skills that are specific to different subject areas</li> <li>- I believe that all children deserve the best education possible, even in areas that promote Maltese culture and identity, the local natural (or physical), social as well as the historical and local built-up environment. Models F and G of Table 5 and models D, E, F and G of Table 6 certainly do not provide students with this unique opportunity</li> <li>- Denying one lesson (per week) from this area, as suggested for example in models D and E of Table 6, to be assigned to other subjects is unfair. Geography, History and Social Studies deserve the same importance as other subject areas. In my opinion such models send a specific (negative) message that certain subjects are important while others are not; while students are to be trained in the skills that are specific to certain subjects, the same students are denied the right to be trained in the skills and knowledge that are specific to the subject areas that fall under the Learning Area of Citizenship Education</li> <li>- As regards the Option subjects, I disagree</li> </ul>	

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				completely with model C, F and G of Table 6 for the same reasons as above. Option subjects should give students the opportunity to learn more about their chosen areas and acquire training in the specific skills that are pertinent to those subjects. One should point out as well that, whatever timetable model is chosen, teachers have to prepare students for the same SEC syllabus at the end of Form 5.		
Learning and Learning Environment	I	Another striking thing about the curriculum framework document is the fact that, the list of "Learning Areas" covers most subjects, if not all, but there is no reference to the commercial subjects.			S	Students will need more support in their development as they go through the second part of the secondary cycle. Learners are not only learners but also individuals with their own emotional intelligence. For this reason they need to express themselves more and need to ask questions related to their development, relationships and well-being.
	R	It would therefore be much appreciated that during the reviewing process, Business studies, Accounts & Economics are considered as the subjects falling under the learning area of commercial subjects and classified as such.				
Business Studies	C+	Our immediate reaction to the curriculum review was one of great satisfaction; that at long last, our submissions dated 29/04/08 and 11/11/08,				

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		concerning among other things, the re-introduction of Accounts and possibly economics in the list of option subjects, have been taken into consideration.				
	C+	We are sure that all stake holders, including the business studies teachers, parents, students, the financial sector etc. will be pleased to view this awaited-for educational opportunity laid down in the curriculum framework and the "resuscitation" of commercial subjects.				
	C+	It will surely offer greater opportunities to students who wish to pursue their career in the commercial world and would also put at par the students at state schools with those of church/independent schools.				
	C-	There still remains an element of disappointment in the fact that our proposal to have Business Studies introduced from the first years of secondary school was not accepted. As already stated before, Business Studies incorporates within it a number of areas, knowledge of which is a vital tool of everyday life, irrespective of any career				

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		pursued. It also contains elements of management / administration and knowledge of such areas would surely be an investment for the future Maltese workforce.				
Citizenship Education			C-	It is wrong to limit citizenship education to just a tiny number of subject areas, being limited in the proposed document to Social Studies, History and Geography, and aspects of PSD and Home Economics. In my opinion, and in the opinion of most Social Studies teachers, Citizenship can be taught through sciences, religion, ethics, mathematics and physical education, for example.		
			C-	One has to bear in mind that citizenship education puts emphasis, <i>inter alia</i> , on the civic and moral values which are crucial in today's society. In this day and age I cannot conceive educating our children about values and ethics in a small portion of the national curriculum.		
			I	Although the Learning Area <i>Citizenship Education</i> includes as well elements of Home Economics and PSHE, these do not appear under Tables 5 and 6 of Consultation Document 3. Under these two Tables, <i>Citizenship Education</i> includes <b>only</b> Geography, History and Social Studies		
			I	In my opinion it is still unclear whether Geography, History and Social Studies are meant to be three subject areas that work together in a complementary way or else a		

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				single subject area. If this document proposes the introduction of an integrated subject which includes aspects of these three subjects, it would mean that the education system in Malta will be denying children the right for a proper training in skills that are unique in Geography, History and Social Studies.		
			R	In my opinion the title of this Learning Area should be changed to <i>Civic, Geographic and Historic Education</i> (CGHE). Under this title Geography will be much more appropriate and the Learning Area much more clearly defined		
			S	The Strands of Learning for Geography, History and Social Studies should constitute the basic entitlement of all students to learn about and appreciate their physical (or natural), historic (or built-up) as well as their human (or social and civic) environment. These Strands of Learning that have been developed for the new curricula start from the primary level of education and continue right to the end of the secondary level of education. They have been developed in a way that they correlate both horizontally and vertically.		
			R	It would be a great pity if these Strands of Learning were to be shelved away for some reason or another. I believe that the programmes that have been developed since January 2011 for the new curricula of History, Geography and Social Studies should be		

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				enhanced rather than further restricted		
Geography				It can be misleading to put Geography under the heading of citizenship, because one would be negating the scientific aspect of that particular subject area. Certain aspects of Geography are highly scientific and cannot be inserted under the hat of <i>Citizenship</i> . Geography, as a discipline, falls under the category of subjects known as Earth Sciences;		
Science Education				A less demanding subject should be left for the afternoon sessions – English is always in the morning.		
Maltese Cultural Heritage					C-	One of the aims of PSD is to make the individual aware of the surrounding the individual lives, including the culture while appreciating the heritage. At the same time PSD helps in reinforcing both personal and national identity. While a number of subjects are mentioned in this section, it is very strange not to see PSD as part of the list.
PSD					C-	As Head of Department of PSD I am rather concerned about the subject as it is continuously being referred to as PSHE where the development aspect of this subject is not referred to. Only later in Document 3 Appendix III pg 82 do we come across PSD as it is known locally. What are the rationale and the intention of having the term PSHE instead of PSD?

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					I	Why is PSD grouped together with PE and HE? Why not with Social Studies as part of Citizenship Education?
					I	Who will be teaching Health Education?
					I	How can PE and HE make up for the time missed in PSD?
					C-	The traditional academic subjects are still a dominant factor in this document. New schools have been built but the soul is more or less the same based on a traditional method. The time factor dedicated to the different disciplines demonstrates this argument (See Appendix III pg 82), for example compare hours in CFT4 of Mathematics (105hrs) with Health Education (which includes PE, PSD, HE – 88hrs).
					I	According to the document, Health Education includes PE/sports, Home Economics and PSHE. 'Through PSHE children and young people are encouraged to learn about the importance of good health and general wellbeing'. Nothing has been said about the nature of PSD (which is continuously used interchangeably with PSHE in the document). PSD is also about self-awareness and through personal life's experiences one can acquire various positive skills which

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						the classroom environment is not capable to bring out. Therefore 'outside the box' experience is a platform where self taught experiences and learning take place. Through self-evaluation both outside and inside the classroom, experiential leaning takes place. The document in the above pages missed this vital point, which is the crux of PSD.
					S	Personal and Social Development is taking up its commitment to ensure that messages regarding Sustainable Development issues are being addressed: i.e. sustainable development which is based on four pillars: Economic, Social, Environmental and Intercultural.
Religious Education					R	While importance should be given to our Christianity and its cultural heritage and traditions, it is very important not to forget other faiths. Spirituality is a right of every individual.
					R	Not only should the majority celebrate their faith, but in a world where people need to be drawn to each other, individuals professing faith of a minority group should also be catered for while an educational system should provide means in order to encourage each individual's spirituality and beliefs. It is important that such minority groups are not excluded from the provisions for their own spiritual

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						growth.
					C-	The document itself speaks and emphasises about respect while no recommendations are given to meet this particular need. Once this framework makes up for this need it will surely be a vivid example of inclusion and multicultural beliefs while the educational community will gain more respect and appreciation by the various faiths other than Catholicism.
					R	A common prayer room for all faiths would be a good start to reach some of the aims in this regard.
					I	<i>Ethics Education Programme drawn by the Education Authorities. Who are the competent people in this regard? Who are the education authorities that will carry out/draw up this programme?</i>
					I	Unfortunately this again seems to be an old structure being implemented into a new one. It is recommended to engage different entities from various religious groups to draw up such a programme for the benefit of all involved.
Arts Education					C-	I would expect that in such changes and innovations, fresh ideas related to Art and Culture emerge. How can we promote culture and art when many students still have to attend after school sessions, at private or public institutions while trying to devote the same time in the various disciplines as

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						if they were attending school during the day?
					C-	Pg 47 of Document 3 states that "Aesthetic appreciation and creative expression is enhanced through the study of art, music, dance, drama and literature." There is little time dedicated to all this while music is not mentioned in any CFTs in Appendix III.
					R	Why not think of creating music schools or Schools of art including all forms of art but at the same time offering the academic subjects? The Johann Strauss School of Music, even though it is doing a sterling job, cannot promote lifelong learning if it admits the young students in the evening, while making it impossible for the elder generation to take up music. At the same time the framework is still not giving enough space to the learner's creativity and artistic expression.
Vocational Subjects			C+	There is also more connection between education and the world of work and the introduction of vocational subjects within the curriculum should be commended.		
Education for Sustainable Development (ESD)					S	ESD is being identified as a Cross-curricular theme in the NCF document. Personal and Social Development has been a pioneer in this area. Its programme reflects the need for this and it has always worked so that what takes place in class go beyond the classroom walls as a result of a

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						proactive assignment.
					I	While agreeing on ESD as a Cross-Curricular theme, it cannot merely be considered solely as such. The whole school as a community has to be the first living example to induce within the soul of the school community such values based on sustainability. Its lifestyle and environmental values should be a witness to all who come in contact with the school. The core of the school's ethos should be built and intertwine with the real needs within and around the school's environment.
					R	At the same time a new identity of the school should emerge, by the appreciation of the local culture and the various cultures which is incorporated in the whole school context and this includes the various cultures which come along with both students and staff. By the participation of all school community member a school should become <b>the</b> educational environment where and environmental mentality should be the soul for its educational activities.
					C-	Though much has been done to improve the physical aspects of schools, (even though the natural landscape has suffered considerable environmental scars namely at Handaq Qormi and Mosta) , much more needs to be done to really bring

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						out the real meaning of ESD as described in this document.
					R	A thorough Sustainable Report should be carried out by all schools and colleges while the Education authorities should be committed to modify what it is needed according to the standards required for a true, serious and convincing ESD. This should be a tool which will help in the development of a programme tailor made particularly for the school context and the communities around the school. Each and every member of the school community would be an ambassador for ESD even beyond the school grounds.
					R	Many resources are being used and consumed and for this reason it will be a beneficial exercise if each school takes note of its consumption and use of energy and how this affects the environment. In this manner, the school will be a living witness to ESD while continuous feedback should be given to all stakeholders as part of the school's continuous accountability.
						While acknowledging the great work and effort done by the Eco-schools, such initiatives are unfortunately resulting in sporadic outcomes. ESD is not a sole responsibility of such organisations, but is a whole school responsibility which needs to be

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						addressed urgently.
Examinations and Assessments					C-	Much has been said about this issue and still examinations still dominate in this document. Even though coursework is given its importance, it should also be given weight as part of the annual examination. In this way students will be aware that their effort and work are being valued and considered in this regard.
Intercultural Education					C-	In the same way as mentioned above, intercultural education is not a matter which only the class teacher needs to address. The school must be a welcoming environment which embraces all cultures. A Cross-Cultural mediation ideology where the prefix Cross- implies interaction, mutual understanding, empathy, communication etc while Culture implies the values, beliefs, customs, and traditions and so on. The school has to have a plan to cater and address such issues. So far this document does not suggest anything and the document is way far from understanding the whole process of what intercultural education really entails.
					S	Personal and Social Development has contributed a great deal towards this issue in both its pedagogy and methodology.
						Intercultural and multicultural issues

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						should not only be curricular issues.
Diversity and Inclusion					I	While this document rightly so addresses the issue of diversity and identifying the various learners who fit in this category, nothing has been said about students of returned migrants i.e. students who were born in a foreign country from Maltese parents. This is a very important aspect of students' diversity since this can pose a very complicated situation since such students can go through a period of personal conflict as regards cultural identity.
					R	It is a vital issue that need to be addressed by an educational institution engaging personnel who can be cross-cultural mediators in such instances. The school as a whole should also strive to strengthen cross-cultural structures so as to have an inclusive environment. The cross-cultural mediation should also have its grip in the school Administration since any member of staff can be coming from a different culture. This will also have a positive influence on the students coming from various cultures.
					R	Cultural Mediation.... No reference to it ... this should definitely be part of Inclusion!
School Management					I	ESD is not only cross-curricular it is also an administrative and a managerial issue which every SMT

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						member, members of academic staff and other staff should be responsible for this area.
					I	The school not only has to show its eco-responsibility by providing the necessary personnel to transmit knowledge and skills for ESD but it has to be the one who has to walk the talk of ESD. Schools have to carry out a plan as how to reinforce its CSR towards the rest of the community within and around the school.
					I	It should take stock of what the school is doing to safeguard and support sustainable development.
					I	Having said this, one still needs to question about the decisions taken on the development and building of the new schools in both Handaq and Mosta. What was the environmental feedback or assessment for this area? Who was informed about the environmental impact? What measures were taken to save/protect and safeguard the protected trees in both Handaq and Mosta? Were any environmental NGO's consulted before action was taken to carry out 'development'? Who is to be accountable for any environmental damage?
					C-	Unfortunately the NCF document does not provide such an opportunity in order for this to be carried out. The

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						school and the curriculum for ESD are being considered as two separate entities....
Local Community Involvement					I	'Educators are encouraged to collaborate with parents and the wider community...'it would be advisable in this document to specify what is meant by the wider community... this should include all stakeholders and all entities.... how about having educators collaborating with other stakeholders who leave a direct impact on our environment and surroundings e.g. MEPA, FFA, Local Council, Commissioner for Children, local political parties, various religious groups...
Management of Change					I	I believe that prior to the presentation of the document, a step has been missed. It would have been appropriate if a questionnaire or other sort of consultative procedures had taken place to gather the necessary feedback so as to have the data and information required. As a result it would have helped to build a better consultative document.
					I	The idea of having a bottom-top approach rather the other way round. This encourages democracy in the whole process which is also a value and principle carried out through the pedagogy and methodology of Personal and Social Development.

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Principles			C+ The proposed enquiry based approach pedagogy, starting from primary level, will promote deeper understanding and critical thinking in the students. This is the same pedagogy being proposed in the NCF documents. The Science Vision and the NCF documents complement each other in this respect.	C+	Strongly agree with Entitlement, with Diversity, with Continuum of Achievement , with Learner-centred Learning and with Teacher Support.
Early Years and Primary Education			C+ The document addresses science education in primary, creates a continuum from primary to secondary.	I	With regards to the Learning Areas, whilst strongly agreeing with the competencies proposed in Consultation Document 3 – The Three Cycles, it seems that the proposed competencies mentioned in the Early Years do not continue in the Primary and Secondary years. It would be better if there was a continuum, and a development of the competencies from one cycle to the next.
			I The classroom teacher is often not being present in class when the science peripatetic teacher conducts the lesson. Hence no proper follow-up can be done by the classroom teacher during the following week when s/he is expected to conduct the science lesson.	C+	Agree with the suggested outcomes in the Early Years, which we feel are a sound basis for the students before they start having formal PSD lessons.
			I A general resistance by primary school teachers to teach science.		
			I The time allocated on the timetable to science learning is frequently 'taken-up' by extra-curricula activities in the school.		
			I Science is not consider as a <b>core subject</b> similar to English, Mathematics and Maltese by the		

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				SMT, teachers and parents.		
			I	There is no link between the teaching and learning of science in primary and in secondary schools within colleges.		
			R	Further monitoring of the science activities performed in the primary schools is required.		
			R	The curricula should provide for a smooth transition between primary, secondary and post-secondary sectors in the teaching and learning of science.		
Teacher Support	S	Newly graduates and other teachers require more support.	C+	The document addresses the need for training of teachers both in the aspects of content and pedagogy.		
			C+	The document addresses the need for teacher training both in primary and secondary sectors. This need is imminent for the immediate implementation of the vision.		
			R	Training of science teachers is required, especially in the area of differentiated teaching in the classroom.		
			R	Timeframe for training is an urgent matter, as training has to be done in small groups and spread out over a number of weeks or months		
			R	Such training should start from undergraduate courses		

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			R	Training in content should be offered in more than one science area to teachers who wish to be trained. Such training should go beyond O Level standard (at least till Intermediate level)		
			R	Training should include pedagogy, content, assessment, differentiated teaching and possibly peer observation / peer tutoring		
			R	Teachers in post-secondary including Junior College should be encouraged to visit secondary schools and vice-versa.		
Cross Curricular Themes	R	It can also contribute to the cross-curricular themes of e-learning, sustainable development, intercultural education, entrepreneurship and creativity and innovation. In this way PE takes a more holistic dimension as it seeks to develop the person through the psychomotor, cognitive and affective domains.			R	<p>Whilst agreeing with the proposed cross – curricular themes, whilst expressing concern on how one can ensure that they are in fact done in class, we would suggest that :</p> <ul style="list-style-type: none"> <li>- The name “Education for Sustainable Development” be changed to “Environmental Education” to incorporate animal awareness and be more holistic; or</li> <li>- The term “Citizenship Education” be used instead of “Education for sustainable development” and “Intercultural education”, thus incorporating two cross-curricular themes into one; and</li> <li>- Adding another theme, that of “Media”, which is practically not mentioned at all in the NCF.</li> </ul>
	S	Children benefit greatly from cross curricular approaches.				
Autonomy					I	For example, a College Principal in the Primary School decided one year to have PSD lessons in one particular school a double lessons instead of

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						a single lesson (in disregard of PSD syllabus, methodology used and attention span of pupils)
					I	Another example, which unfortunately is still taking place, is the situation at one secondary school, where some Form 5 classes have PSD lessons whilst other classes do not, and this without any consultation ever with EOs in question, in disregard of the NMC and to the detriment of the students who are not acquiring the knowledge, skills and attitudes they have a right to be given within the Form 5 syllabus
					I	It would not make sense for EOs to continue working on unitised syllabi if then, each school, or each college decides upon and works on different time allocations for particular subjects. Already, due to autonomy, in one college not all students have PSD.
					S	We feel that ultimately it will be the College Principal, rather than anybody else, who will implement the NCF in schools or not, and to which extent, as a result of the power their position offers in deciding one way or another.
					C-	With regards to how the introduction of the new NCF will affect the leadership and management functions of the different practitioners in the education system, currently it is the College Principal who has complete power and Education Officers, the "expert specialists" are sometimes not even consulted.
					C-	Education Officers have very limited opportunities for leadership within the current context, and the proposed NCF does not seem to tackle this issue at all. Even Heads of School have very limited autonomy, since it is the College Principal who has the final say and must approve and can impose what each Head of School must implement.
Quality Assurance					C-	Strong reservations with regards to Quality

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						Assurance in view of Book 2 page 23, bullet since history has shown that EOs are not consulted by some College Principals (even though we are the experts in the field) when deciding on issues related to subjects.
					I	With regards to Quality Assurance, we have reservations on the usefulness of b) Mentoring facilitating the implementation of the NCF in schools, unless the current way mentoring is done changes and the mentor is a person knowledgeable about the subject in question and that he or she observes lessons as well, rather than just discussing with the teacher concerned.
Differentiated Teaching			C+	Pedagogy is beneficial for low achievers too		
			C+	In a mixed ability setting, IBL will enable the teacher to reach out to all students		
Syllabus			R	The curricula design should take into account a realistic amount of content which students can learn during the scholastic year.		
			R	Representatives of science teachers in both state and non-state schools should be involved in the design and writing of the science curricula.		
			I	Reducing the content at A level will render the student unprepared for further studies.		
Children in Class			C+	Smaller science classes lead to more individual attention and provides room for more practical work and group-work		
Professional Development	I	The bifurcation between what these teachers are learning at university and what the	I	Limited training for primary school B.Ed students during their training at University.	I	With regards to the issue of professional development, the NCF does not touch upon the issue of funding for PD opportunities abroad, if

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		directorate is expecting needs to be rectified.				need be, and if there is the request, from hundreds or thousands of educationalists.
	R	Constant courses (meeting with the EO once a week / fortnight (at least are recommended).	R	Responsibility for training should be of the different stakeholders (CmeLD, Non-state sector & Faculty of Education)	I	The removal of the very lengthy current system to apply for special paid leave to attend conferences abroad, which hinders one from applying, and which sometimes results in approval not arriving in time, is also not addressed in the NCF. If the system is not changed the number of educationalists applying for PD courses abroad will not increase, to the detriment of the educational scene and all stakeholders concerned.
	R	These are essential to create learning communities where good practices are shared and support is given throughout the year rather than at the end as happens with INSETS.				
90 Minute Curriculum Development time					R	With regards to the proposed model/s for incorporating professional development sessions in the timetable, CFT 1 is the only viable option, in our opinion.
Timetable	I	The 30 minute daily dedicated to PE needs to be ensured (Doc 3 p 41).	R	Lesson time should provide sufficient time for the implementation of the 5Es	R	In the secondary sector, in particular in the later years of schooling, much more emphasis can be placed on career education if more PSD lessons are available. This would all be in line with one of the aims of Personal and Social Development, namely: to provide students with the opportunity for exploration of knowledge, the clarification of values and attitudes, and the growth of skills necessary to build healthy relationships, develop good communication skills, make informed choices and decisions about one's health and sexuality, the environment and career development.
	I	Heads should not by pass it in any way and teachers should			I	With regards to the proposed timetable models in Primary Schools, we feel these do not reflect the

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		refrain from punishing children by omitting PE lessons.				modern day needs of parents, the majority of which work. Will students be left at school on Wednesday afternoons ? If yes, who will supervise ? If no, this will mean more pressure for working parents who have to see who can take care of their children whilst they are at work.
					I	What about Church schools (some of which finish at 1.15pm, or earlier !); will they too have to follow one of the new proposed timetables ? If not, this will complicate matters for the many teachers who are parents whose children attend Church schools, since the proposed timetables means they start work earlier and have less time to take their children to Church schools, play schools, grandparents, before they start work.
					I	It would be positive if schools start earlier, but only if all schools do so, and not just State schools, due to reasons listed above. Also, students should always finish school at the same time, and Church schools should not finish 75 minutes before State schools.
					R	Time-tables do not indicate how many lessons a week each subject (PSD, PE and Home Economics) in "Health" will be given.
					I	Also, the importance of giving more lesson time , both in Primary as well as Secondary level is essential for PSD to include Career Education, must be stressed.
					I	The change, if any, of the number of lessons presently assigned to PSD is not indicated clearly.
Teacher Roles and Responsibilities	I	It is not clear how peripatetic teachers will be performing their duties.			I	No target for how many LSAs, teachers, SMT , EOs are to be offered opportunities for PD abroad is set for each year. Are teachers going to be encouraged to do PD during school hours (abroad or locally) and will provisions be made for teachers to be replaced for the days in question?
	R	As the onus of physical education has now been shifted again on				

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		the class teacher (doc 2 p 64) the curricular support teachers will need to assist the class teacher.				
	R	It is suggested that these teachers take greater responsibility of years 4-6 as the expertise required in these years is much bigger as suggested by Sport England as without a good foundation base there will be no subsequent stages.				
	I	We are already experiencing a lot of problems in most secondary schools especially girls' schools as many girls are giving up and do not want to participate in PE lessons due to lack of skills. they are shy to participate in activities in which they cannot do well simply because the foundations have not been laid properly.				
	R	As already explained above it makes sense to have more attention by specialised teachers in the years 4-6.				
	R	With the proposed model, the class teacher should be responsible for the assessment of the years 1-3 while the peripatetic (specialist) in conjunction with the class teacher should be responsible for the years 4-6.				
Learning and Learning Environment	S	PE is a component of Health Education but can also contribute to technology (IT in PE); science (body systems, projectiles of flight	C+	The document offers a larger number of science options for students at Form 3 (core science, the three science subjects or the	C-	Also, we disagree with the learning areas of e) Citizenship Education and h) Health Education, as proposed in Consultation Document 3

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		of balls, etc), language (vast vocabulary particular to the use of sports as a communication medium), citizenship (working in a team, nurturing values, etc)		combination of any two science subjects).		
	R	Some creative and innovative schools abroad have the students jumping while doing maths, learning geography through basic trekking activities, the important thing is that students spend less time learning passively and spend more time learning actively – learning by doing.	C+	The document rightly proposes that students choosing the science option should have at least two sciences subjects.	I	Being developmental in nature, it would not make sense for students to have PSD as part of a modular system , having it in one term but not in another. Basic aspects of PSD, such as group building, trust, the development of themes, etc. would not be possible in a modular system.
	R	The class teacher needs to organise more activities for the students to learn and be active. Physical education classes can be supplemented by brain gym activities and the classes need to focus on simple movement activities such as walking, jumping, running and the abc's (agility, balance, coordination and speed). If the class teachers are going to teach the content, they need to know the content themselves and training needs to be provided.	C-	The science vision falls short of providing details as to what will be the consequences of this reform in the post-secondary sector.		
			I	The vision of enquiry based learning in the secondary sector contrast with the teaching strategies in post-secondary sector, both in terms of content and in terms of process.		
			I	The strategy limits the choice of		

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				science options to a minimum of two science subjects. This limitation may discourage students from choosing the science options. Consequently more students may opt for Core Science.		
			R	The document should ensure that consultation between the post-secondary, secondary and primary sectors is an on-going process.		
			S	Teachers generally agree with this model. The 5 Es models builds upon everyday concepts thus making science more relevant to the students' life		
			R	Teachers claim that this model is already being applied to a certain extent		
			I	Teachers insist that more emphases on Inquiry Based Learning (IBL) pedagogy is needed. Students can be active participants in their learning process, leading to self-directed learning		
			I	5E model is difficult to implement in a post-secondary setting due to large number of students in each class, large amount of content, set requirements for the practical investigations, etc.		

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			I	Time consuming pedagogy		
Citizenship Education						We disagree with the impression the words "aspects from" gives, since in actual fact Citizenship is a very important element in PSD, as indicated in the strands just recently decided upon, approved and explained to the PSD teachers in the recent July 2011 (refer to consultation document for strands and definitions)
					R	The most effective form of learning in citizenship education is: <ul style="list-style-type: none"> <li>- <b>active:</b> emphasises learning by doing;</li> <li>- <b>interactive:</b> uses discussion and debate;</li> <li>- <b>relevant:</b> focuses on real-life issues facing young people and society;</li> <li>- <b>critical:</b> encourages young people to think for themselves;</li> <li>- <b>collaborative:</b> employs group work and co-operative learning;</li> <li>- <b>participative:</b> gives young people a say in their own learning</li> </ul>
					I	Concerned with the development of the full potential of all children since it empowers them to live an active life by enabling them to make their own informed decisions about different aspects of their life
					C-	The definition of Citizenship given in the NCF is also not exact. Rather than the term "Citizenship we are of the opinion that what is suggested by the Irish model , that of having "Social, Environmental and Scientific Education", is much more appropriate since it gives a wider and more holistic perspective.
					I	Citizenship should be inbuilt within the ethos of the school, be cross-curricular and not just limited to a few subjects. Rather than a learning area it is an objective.

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				Feedback		
Science Education			C+	The document creates links between the different science subjects thus reducing compartmentalization. This is a replica of what happens in everyday life where the science encountered is never separated or compartmentalized.		
			C+	The proposed introduction of Core science instead of Physics facilitates scientific literacy for all, one of the aims of the Science Vision document.		
			C+	The document rightly emphasizes the process rather than the content in science education. A balance must be found between the time dedicated to hands-on, practical work and content.		
			C+	The hands-on approach, as proposed in the document, renders science learning more attractive and relevant to the everyday life of students.		
			R	The names proposed for the science options (Physical Sciences, Materials Science and Life Sciences) should be reviewed.		
			C-	Many science teachers foresee a drop in the overall number of s		
			R	Another option should be considered whereby students are allowed to choose one science subject only such as Physical Sciences or Life Sciences or		

		Stephen Grima, EO Physical Education		EO Science Education Seminar		EO, Personal and Social Development
				Feedback		
				Materials Science		
			I	Allowing students to choose only one science option defeats the purpose of the reform		
			R	All students at Form 3 should study the Core Science. Then at Form 4 students are given the choice whether to continue with Core Science or choose the other science subjects		
			R	Promotion of science subjects at a school & national level is urgently needed to avert the risk of having less students choosing the science options		
			C-	The Science Vision does not propose a continuation from secondary to post-secondary resulting in less students taking up sciences		
			S	Gap between Science at secondary and science at post-secondary is widening		
			I	Some science teachers think that the proposed system will hinder students who wish to further their studies abroad. The nomenclature proposed for the science subjects may not be recognized by tertiary institutions abroad. Furthermore, the entry requirements for many UK universities include 3 A Levels.		
			R	Summative assessment must reflect this kind of pedagogy to include oral/practical testing and		

		Stephen Grima, EO Physical Education		EO Science Education Seminar		EO, Personal and Social Development
				Feedback		
				written questions based more on skills than on recall.		
Physical Education	S	PE is a component of Health Education but can also contribute to technology (IT in PE); science (body systems, projectiles of flight of balls, etc), language (vast vocabulary particular to the use of sports as a communication medium), citizenship (working in a team, nurturing values, etc)				
PSD					R	With regards to the Aims of Education, for these aims to be achieved, in particular aim b: "Learners who are capable of sustaining their chances in the world of work", the subject of PSD lends itself to helping the Education system achieve this aim. However, for this to be achieved, it is necessary to re-introduce PSD in Year 3 once again, as well as increase PSD lessons in Forms 3,4 and 5 from one to two lessons a week.
					I	This is so since from a very early age students are already being bombarded by messages and hidden messages regarding career choices and the world of work (TV programmes such as "Bob the Builder" and "Postman Pat") and research has shown that age-appropriate career education must start as early as possible.
					C-	We disagree with the change of the name from PSD to PSHD. Whilst "Personal" , "Social" and "Development" are general terms, the term "Health" is specific and will ultimately give the idea and impression that Health is the key factor tackled in the subject
					S	This is not so, as the aims of PSD below clearly indicate:  - enables students to become healthy, independent and responsible members of

		Stephen Grima, EO Physical Education		EO Science Education Seminar		EO, Personal and Social Development
				Feedback		
						<p>society. Personal and Social Development embraces students' empowerment at every stage of learning thus helping students to experience the process of democracy.</p> <ul style="list-style-type: none"> <li>- encourages students to play an active role in the school council and in the life of the school which is a reflection of what goes on in the wider community.</li> <li>- is indispensable to the development of independent and active citizens in the ever changing communities. Personal and Social Development is a student centred subject, since learning is elicited from the participant's own experiences real or simulated</li> </ul>
					S	<p>The aims of Personal and Social Development are:</p> <ul style="list-style-type: none"> <li>- to provide opportunities for students to learn, achieve and develop emotional literacy, self-confidence, self-worth and self esteem</li> <li>- to enable students to cope confidently with change and become independent and responsible members within the school and the community by providing opportunities for sharing and working together</li> <li>- to help students understand their identity and social responsibilities within the local and international community</li> <li>- to provide students with the opportunity for exploration of knowledge, the clarification of values and attitudes, and the growth of skills necessary to build healthy relationships, develop good communication skills, make informed choices and decisions about one's health and sexuality, the environment and career development</li> </ul>

		Stephen Grima, EO Physical Education		EO Science Education Seminar		EO, Personal and Social Development
				Feedback		
						- to prepare students for the opportunities, responsibilities and experiences of life through the development of skills related to problem solving, critical analysis and conflict resolution
					S	The PSD methodology adopted within a Maltese context also empowers students to develop on a personal level within a community context by emphasising the need for active participation, dialogue and reflection (Muscat, 2006; Sultana, 1992).
						This is achieved by having smaller groups in class and the adoption of a student centred methodology based on experiential learning and processing. (Ministry of Education, 1999). This helps students develop critical thinking, negotiation and conflict resolution skills. It also encourages respect, tolerance and openness to others opinions whilst encouraging students to confidently express their own opinions.
					I	The NCF places parts of PSD (and a few other subjects) within two ill-fitting areas, Health and Citizenship. If this has been done to decrease the number of subjects on the time-table or because of limited curriculum time, one must keep in mind the negative ripple effects this will have on the holistic development of each student, in fields such as personal identity, sexual health, addictions, gender issues, abortion, adoption, blood donation, the world of work and so many others, which in reality are covered within the current PSD syllabus.
					R	Many of these topics, although currently falling within the two PSD strands, could be fortified if PSD is placed within a modular system, within learning areas and without retaining AT LEAST the same number of lessons currently allotted per week, this when external agencies state that more

		Stephen Grima, EO Physical Education		EO Science Education Seminar		EO, Personal and Social Development
				Feedback		
						PSD lessons are needed in later years of secondary schooling to cover such themes.
					C-	The NCF also does not explain how subjects are going to work together under the 'Citizenship' learning area and under the 'Health Education' learning area.
Art Education					R	With regards to the proposed Learning Areas, in our opinion learning area g) Arts education should be re-named "The Expressive Arts".
Examinations and Assessments	S	In view of the diversity paradigm where all students are different from each other, it makes sense to assess students upon the progress they make from one year to the next.	R	Assessment of learning should go hand in hand with assessment for learning. Hence end-of-year and public examinations should reflect this new proposed pedagogy.	I	With regards to the proposed Assessment strategies, the information given with regards to Assessment in Early Years is rather short, in comparison to that in Primary and Secondary Years. There are no enough details to be able to comment We suggest more details be given in this regard.
	S	All children benefit from meaningful authentic assessment.	R	There is still the need to have a certification system for students who do not sit for SEC matsec	C-	With regards to Assessment in Secondary Years, we feel a good balance is being proposed between formative and summative assessment. However, will this strategy also be adopted by the MAT-SEC Board ?
	R	PE needs to be assessed on the basis of level descriptors in each of the 4 strands.	C+	5 Intermediated and 2 A levels seen as positive by many participants.		
	R	In this way level descriptors should be used extensively for PE.	I	Such a suggestions would entail that the post-secondary course will increase from 2 to 3 years		
	R	A mark or an indicator in 'PE' does not make sense as a student can be very good in gymnastics but very weak in invasion games. Students need to make sense of assessment in a way that they can acknowledge their level and commit to improve from their level.				
	R	It is also requested that a student is assessed in 4 areas –				

		<b>Stephen Grima, EO Physical Education</b>		<b>EO Science Education Seminar</b>		<b>EO, Personal and Social Development</b>
				Feedback		
		individual activity, team activity, outdoor and fitness in each of the 4 strands. In this way the student is given a choice upon the area that he can be assessed and an emphasis to assess on the strengths of the students.				
	R	The student knows beforehand how he/she will be assessed and can commit via goal setting strategies to work to achieve specific targets.				
Facilities and Support Structures and Services	R	It is important that we conceive of spaces and areas for physical education in ways that are different from traditional notions. The areas required for groupwork, interaction, stimulating activities that capture the students' interests and needs regard that both newly built schools and older ones require some reshaping. Bigger areas are required with more equipment for the students to be able to experience this.	I	Some schools (mainly non-state) lack physical resources whilst other schools lack the infrastructure (laboratories) to conduct hands-on activities.	C-	The NCF does not tackle the current ICT situation, nor does it give guarantees that all teachers in all schools will be able to follow the proposed pedagogy, as being encouraged by the new syllabuses and subject handbooks, this due to current and possibly future lack of resources and tools.
	I	The problem of facilities and equipment is more pronounced in primary schools. With often a yard in many primary schools, time management needs to be maximised for the use of the yard.	R	The implementation of the vision requires further human resources including well-trained science technicians to help teachers with the laboratory work.		
	I	As the document mentions indoor activities (doc 3 p39) these need to be adequately provided. Many schools have no indoor areas and other schools make use of the	I	The career opportunities of students who opt for Core Science are not clearly defined.		

		<b>Stephen Grima, EO Physical Education</b>		<b>EO Science Education Seminar</b>		<b>EO, Personal and Social Development</b>
				Feedback		
		hall whenever this is accessible. This should not occur anymore as PE needs the adequate facilities.				
	R	The hall needs to be made safe enough with adequate flooring and the gymnastic and fitness / coordination equipment needs to be made available in each school. Resources will be a key issue in achieving higher standards, through a student-centred pedagogy based on diversity as the document goes on to emphasise (doc 3 p40).	R	All science resources (including textbooks) should be relevant to students of different abilities, of high quality and interactive.		
Parental Involvement					R	With results to Parental and Community Involvement, the NCF should stress the importance of informing and including all parents of school activities, etc, including foreign parents, by producing newsletters in all mother tongue languages concerned, which can be easily done by using the "translate" key on the school secretary's computer after a newsletter is typed.
Management of Change	R	We need to be more proactive in ensuring that the required change happens smoothly and at the pace of each individual teacher as evidenced by the NCF itself	R	All changes being proposed should be periodically reviewed to monitor their effect on the quality of learning of science by students.		

		<b>Entrepreneurship Education - Ms Josephine Vassallo, AD Education</b>		<b>Tania Mangion, EO Early Childhood</b>		<b>Marie Rose Privitelli, EO Early Years</b>
Principles			C+	The NCF proposes important and laudable changes such as the inclusion of kindergarten years as part of the first cycle; a less prescriptive curriculum based on an integrated, play/ experiential approach; and smoother transitions from informal to formal education.	C+	It is commendable that the Early Years Cycle covers Childcare – Years 1 & 2 of formal education. This implies a conscious effort from parents/guardians and Early Years educators to develop in the young learners stress less positive dispositions towards learning. “with a gradual move towards more formal practices in the compulsory primary school”.
					C+	Both General Principles and the Aims of Education underlying the NCF are highly commendable, however all educators should be given training in these principles in pre-service training and further support in in-service professional development e.g. when would KGAs have the same possibility to meet and plan together like the primary teachers do?
Early Years and Primary Education			I	View of the child: Incompetent beings, dependent and needy of protection. This reinforces a 'deficit model'. KGAs often remark about some children's lack of readiness for certain academic skills.	I	Further clarification needs to be given re Doc 1 Page 14, “Discrete learning areas are not proposed for the Early Years, where the emphasis is on the development of skills and positive dispositions towards learning which will be developed and extended in later years. Learning Areas are introduced in the Primary Cycle etc.”
			I	The main concern of most KGAs seems to be preparing the child for academic success: parents and SMT appreciation of this aspect reinforces the top-down, subject based (often out of context), product oriented approach. This takes out the fun and motivation that are inherent parts of effective learning / teaching.	C+	The competences proposed in Consultation Doc.3 in the Early Years are laudable, some are already taking place but others need to be revised.
				All Kindergarten Assistants need to have appropriate training	I	Further clarification needs to be given re Doc 2 page 15 - “Early Childhood Education and Care:

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				regarding the teaching / learning of religious and spiritual / ethical issues which are central to the holistic formation of a child and at the core of our society. These need to be planned in ways that appeal to young students through in context, concrete experiences within the school and the community.		Sollars, Attard, Borg and Craus (2006) concluded that “ a curriculum specifically designed for early years, linking theory and practice is absent”(p.9) and that “practitioners do not have any clear documentation about the content and planning of their work or how such material can be translated to their daily practice”(p.9). The challenges include how to acknowledge early years as a distinct phase and to develop a purposely-designed curriculum as a firm foundation for primary and secondary curricula.
					I	Further clarification needs to be given re Doc 2 page 15 - Recommendations for successful experiences: Putting the Early Years Framework into practice:  “It is undesirable to draw up a prescriptive programme for the Early Years especially when allowances are to be made for child-initiated activities. The Early Years’ curriculum and programme of activities cannot be an all-encompassing document which dictates what should be done, when, with whom and how.” “It is also assumed that chosen themes and activities reflect and indeed arise from the interests of children in a particular group”. “Rather than being told what to do, when and how to do something, children should be provided with the raw materials, taken for site visits, allowed to observe, see, touch and use equipment in order to enhance the growth of knowledge and real understanding.” Table 1 page 25 – 28 contains Outcomes, achievements, evidence and support in the Early Years.
						Further clarification needs to be given re Doc 4 Page 12 Doc.4Pg12: The NCF recommends an Early Years curriculum that focuses on children’s

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						experiences and provides for positive dispositions towards learning to be developed and extended in later years. To achieve this recommendation the NCF proposes: Programmes of activities which move away from specific subject or content teaching in favour of pedagogies which enhance cross-curricular links and facilitate learning processes that respond to children's interests and prior knowledge.
Teacher Support			I	The NCF proposes a dynamic learning environment which calls for well prepared and highly trained professionals. By 2015 we will have the first group of such educators (about 20) coming out from University: what will the currently employed KGA role be?		
			I	The NCF calls for cultural shifts which require plenty of investment in terms of training, awareness and information. If not handled carefully the changes may be superficial and tokenistic		
Autonomy			I	A major concern is that the NCF be misunderstood and misinterpreted and not adequately implemented. Decentralisation and different interpretations / initiatives amongst colleges / schools might cause confusion.		
			I	The emergent curriculum might be interpreted as 'do as you please' curriculum with no learning objectives / outcomes		
Children in Class			R	The child adult ratio needs to be revised to ensure high quality		

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				education. Perhaps some additional benefits may be included for EC teachers who are constantly in contact with very young students		
Learning and Learning Environment			I	Although NCF proposed holistic development, the actual curriculum taught in class is often fragmented and focused on acquisition of academic skills.		
			I	Children's experiences / ideas / likes are not taken into account and their participation is often tokenistic.		
			I	This disempowers children and caters for lack of self confidence and self esteem frequently leading to behavioural problems.		
			I	Whole class, teacher led (often out of context) and a product based approach is predominant.		
			I	Widely spread misconception of 'free play' as a time for adults to tend to preparing materials for crafts, (which should be done by the child) or other activities. Concept of Art is often not for self expression but rather for the acquisition of skills necessary for writing.		
			R	To ensure that this cycle caters for the individual needs of every child, it requires the full and constant support/monitoring of practitioners from Principles, SMT and the directorate, parents and the community.		

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				Play, positive attitudes and enjoyment need to be central to all activities for young children, ensuring real and long lasting learning to take place		
Education for Entrepreneurship	S	Entrepreneurship education encourages children to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, and to take and manage risks. It helps them develop a 'can do' attitude and the drive to make ideas happen, raising their aspirations, improving their achievement in school and developing valuable skills for education and employment.				
	S	<p>Entrepreneurship education:</p> <ul style="list-style-type: none"> <li>- raises <i>aspirations</i> exposing children to situations and role models that inspire them. It allows them to work on real problems or challenges. It looks for entrepreneurial opportunities so they can experience simple and powerful lessons</li> <li>- Shows how learning is <i>applied</i> in the world of work and business, through site visits and visitors to school, via the internet and by exploring industries and professions</li> </ul>				

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	<ul style="list-style-type: none"> <li>- Is <i>active learning</i>. The generic entrepreneurial process of plan-do-review makes learning engaging, fun and develops young people responsibility. It provides challenge and develops skills. Children's project manage, generate ideas, plan and organise. They make their own decisions and their own mistakes and learn from both</li> <li>- Develops children's <i>awareness</i> of the world, in which they live, with all its challenges and opportunities. This is the generation that will have to deal with climate change and globalization. It helps them to be ready to take on life's challenges with energy and innovation and to explore learning through contemporary local and global contexts</li> <li>- Gives all children the opportunity to <i>achieve</i>. It celebrates skills and qualities, not just academic achievement. The range of entrepreneurial skills is broad enough that every child will find something they are good at. They will also learn that skills and qualities are not fixed, they can always be</li> </ul>		

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		improved.				
	S	<p>Through entrepreneurship education children learn to:</p> <ul style="list-style-type: none"> <li>- be innovative and work creatively with others to solve problems</li> <li>- work beyond their comfort zones, developing a 'can do' attitude</li> <li>- develop a positive view of risk-taking, learning from mistakes</li> <li>- make decisions, show leadership, manage risks and present to others</li> <li>- take on new challenges, develop self-reliance, be open-minded, show respect for evidence, be pragmatic and committed to making a difference</li> <li>- be adaptable, flexible and creative, develop confidence, initiative and autonomy, show perseverance, determination and the drive to make things happen</li> <li>- reflect on what they have learnt and articulate how they have developed and demonstrated enterprise capability, and why these skills and qualities are important for their future.</li> </ul>				

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	R	<p>To achieve these outcomes learners need opportunities to:</p> <ul style="list-style-type: none"> <li>- experience a range of teaching approaches in subjects across the curriculum that encourage active learning, including problem-based approaches, collaborative and cooperative activities, coaching and mentoring</li> <li>- learn in an environment where they are given autonomy to tackle relevant problems or issues that involve an element of risk and uncertainty about final outcomes, as well as regard for their successful resolution</li> <li>- work to deadlines with limited resources, organising themselves to fulfil roles and complete tasks</li> <li>- get involved in a range of enterprise activities, including business and community projects, minenterprises, simulations, work and community placements, and enterprise days and events</li> <li>- work with partners, for example other schools and colleges, education-business partnership organisations, voluntary bodies, business,</li> </ul>				

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		social and community enterprises, governors and parents - create and implement project plans that include setting targets, managing budgets and monitoring progress.				
	S	A child's entrepreneurial learning journey should be gradual, with new experiences reinforcing previous learning and challenging them on to the next stage of development.				
	R	The following are the entrepreneurial capabilities which are the life skills and qualities children will need to face their future with confidence. They are skills for home, school, work and business and need to be embedded into school life and the curriculum: (i) team work; (ii) risk management; (iii) negotiating and influencing; (iv) effective communication; (v) creativity and innovation; (vi) positive attitude; (vii) initiative; (viii) organisation and planning; (ix) decision making, problem solving and identifying opportunities; (x) leadership; (xi) making judgements on issues with an economic and ethical dimension; (xii) financial literacy; and (xiii) product or service design, development and production				

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		process,				
	R	Therefore entrepreneurship education is not a subject; the theme can be embedded in all subjects in every level. It is a whole school approach to learning that should be reflected in everything the child experiences.				
	R	Entrepreneurship education should be reflected in how teaching and learning takes place – through a range of activities designed to (i) encourage children to take responsibility, make positive contributions and become the enterprising citizens of tomorrow; (ii) every subject has a role to play in developing entrepreneurial qualities; and (iii) it is how within each subject one develops innovation, creativity, risk management and risk taking, thus promoting and encouraging a 'can-do' attitude.				
	R	Entrepreneurship education should be reflected in the way the school works by developing a culture of entrepreneurship in the school to empower children to make positive contributions to the school life; improve the school environment; manage events				
	R	Entrepreneurship education				

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		should be reflected in how the school relates to the community work with the community by creating a variety of projects/activities to build/improve school-parents-community partnerships.				
	R	A whole school approach to entrepreneurship education includes: (i) <i>earning about entrepreneurship</i> : raising the aspirations of children and promoting understanding of the role of enterprise in society; (ii) <i>learning for entrepreneurship</i> : developing the attitudes and skills of the entrepreneur through a rich and varied curriculum; and (iii) <i>learning through entrepreneurship</i> : engaging children in authentic and meaningful entrepreneurial experiences.				
Examinations and Assessments			R	The NCF calls for practitioners to go beyond control and transmitting of knowledge. This requires them to engage in a continuous cycle of design, observation, documentation, reflection and discussion, to inform future practice. Although Assessment through Learning Stories is laudable, it is time consuming. Perhaps a mixture of assessment methods might be a better choice		

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Facilities and Support Structures and Services				A reflective practice is at the core of the proposed curriculum. Practitioners need to have the space / time / and necessary resources to continuously reflect / discuss / share difficulties or new ideas and improve practice.		-
Parental Involvement					R	The importance of Parental and Community Involvement cannot be underestimated.
Management of Change			I	When will the NCF be implemented?		
				How can we make all practitioners feel they owe the NCF and be committed to it?		
			I	Giving more voice to children may not be a welcome change for adults at various levels.		
			I	Also the current top-down approach may seem much more effective and risk free in the short run, than implementing an emergent curriculum which entails degree of uncertainty.		

<b>Malta Writing Programme</b>		
Principles	C+	The MWP agrees with the main tenets of the NCF (Doc 1 pg 12) and the issues these tenets promote
Teacher Support	S	Both through its teacher training and in class support the MWP has been working on empowering teachers to implement innovative teaching / learning strategies which are implemented through a cross-curricular, thematic and collaborative approach.
	S	The NCF (Doc 1 pg 17) stresses the importance that learners can self direct themselves to learn better through being aware of what is expected of them and knowing the success criteria against which their learning will be evaluated and through the development of their self-evaluation skills.
	S	This in itself is ingrained in the writing process. The upcoming publication of an anthology of lesson plans will help to highlight this and how it can be implemented realistically in class.
Learning and Learning Environment		
Languages	S	The value of the Malta Writing Programme (MWP) for Maltese educational development is that it has shown itself to be a concrete and effective tool for: <ul style="list-style-type: none"> <li>- literacy development;</li> <li>- support in teaching and learning especially in terms of differentiation;</li> <li>- teacher professional development;</li> <li>- teacher leadership and school improvement; and</li> <li>- sustaining a learning community of teacher reflective practitioners.</li> </ul>
Education Sustainable Development	for	
Examinations and Assessments	S	Well-designed and appropriately implemented, the classroom assessment process can: Support learners to use self-assessment to gauge their learning, identify their strengths, their learning needs and their next steps and Encourage learners to support one another's learning through peer assessment. Within the writing process the use of peer response has proven to be a very effective tool not only of collaborative learning but also of giving the writer a chance of receiving feedback which then s/he can then work on while respecting ownership of the written piece.
School Outings and Extra-curriculum Activities		
Parental Involvement	C+	The NCF's mention of the importance of Parental and Community Involvement is noteworthy. From its inception the MWP has built opportunities for the involvement of these stakeholders to take an active part in the programme.

Children's Conference		
Autonomy	C-	The NCF won't work well if different schools have the choice to vary their timetables.
Learning and Learning Environment	R	More time should be devoted to teamwork.
	R	Homework assigned to completed in the same week as it is given should be decreased.
	R	Fieldwork should be increased because it is important for us to see, touch, discuss and debate on location so that we can remember more.
	R	It is important that we study on the world of work – after all this is what we study for. If we learn about work we could earn a lot of money in the future.
Subjects	C+	The fact that the amount of languages is being increased along with increased activities such as Music and drama is beneficial. The fact that is physics is being more closely couple to chemistry is also beneficial.
Citizenship Education	C+	Students welcomed the introduction of citizenship education which they believe will make them more active and responsible citizens.
	I	The subjects we have now are not enough to make us good citizens.
	R	Citizen Education should commence prior to Year 4 because small children are capable of learning how to become good citizens.
History	R	It would make more sense to combine History, Geography, Social Studies, Home Economics, P.S.H.E into one subject.
Social Studies	I	The current structure of social studies annoys us – we have to learn everything by heart, take notes and forget everything after the exam. We wish to have fun – choose themes ourselves and discuss current affairs.
	I	Current social studies is not taught in an interactive manner – we are not really challenged to think, reason or argue.
Religious Agreed	R	It was agreed that religion should remain being taught but the examination of the subject should lead to automatic eligibility for holy communion and confirmation.
	R	In the secondary, Ethics education should become an obligatory subject. There were those who wanted to choose between religion and ethics education.
PSD	R	PE, PSD and home economics are closely related and important for wellbeing – therefore the amount of lessons in these subjects should be increased along with related extra curriculum activities involving parents, teachers and students.
Technology Education	R	There should be more access to and use of computers.
	R	We believe teachers should point out good websites, and we visit them as part of our homework
	I	The internet is useful for research and creativity but we are not allowed to use it.
Science Education	C+	There is agreement that Form 1 & 2 should have core science so that everyone should have the opportunity to have a basis in general science. There is also an agreement that physics, chemistry and biology are tightly linked.
Mathematics	R	The amount of time devoted to mathematics should be increased
Languages	R	There should be less emphasis on grammar in foreign languages and more time for oral practice.
	R	More activities should be introduced for Maltese literature and more books relevant to the age of the students should be made available.
Arts Education	R	Everybody agree that arts education is valuable – nobody stated that it is a waste of time. It is important that such lessons are included in the time table so that students' talents can be maximised and the school day would be more varied.
	R	It would be better if creative expression would be available to all children and not solely to those who choose art as an option.
Education for		

Children's Conference		
Sustainable Development (ESD)		
Education for Entrepreneurship, and Creativity and Innovation	S	Everybody agrees with this subject and the students feel they will have more market opportunity. They also feel that special attention should be given to those skills which are actually required by the market. Students also feel that this subject is also beneficial in the sense that different individuals are good at different things so this subject should bring the best out of everyone.
Examinations and Assessments	I	Too much emphasis on written education – oral examinations should be given more weight
	C+	Students are favourable to the idea that they are assigned marks at the end of a module/unit rather than a single exam at the end of the year.
	S	Students believe it would be more just if they were assigned marks simply for participating in activities and lessons.
e-Learning	S	Everyone agrees that E-Learning should be introduced in all subjects to improve teaching and make it more interesting. It will also make subjects accessible to more students.
Intercultural Education	S	We have to learn on rights and obligations, equality, understanding of different races, cultures and religions – how to choose and how to decide so that everything can be 'fair'
	R	It would be good if they were to learn more about the countries were fellow foreign students come from. This way they would be able to socialise more and the foreign students would feel more at home.
	R	E-Twinning and projects such as Comenius help them make new friends, learn about new cultures, different languages and how to communicate.
Involvement and Local Community	R	We wish to do community work because we wish to be more participative in society.