

Analysis of Feedback to the Consultation Process held with regard to the Draft National Curriculum Framework
Constituted Bodies, Civil Society, Political Parties and other Entities

Appendix VI

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Analysis of Feedback

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

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

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

Examples are:

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

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

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

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

Examples are:

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

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

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

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

Examples are:

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

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

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

		Association for Professional in Learning Disabilities (APLD)		Council for Teaching Profession (CTP)		Malta Enterprise
Principles	C-	There is little consideration for children with difficulties. Whereas diversity and inclusive education are mentioned, only the concept rather than its application is referred to. There is need for reference to training and models that work such as Universal Design Learning.	C+	The Council considers that the NCF is a great achievement that elates to social changes that we are experiencing.		
Early Years and Primary Education	I	Document refers to KG, Years 1 & 2 as early education. Queries whether the ministry considering extending kindergarten years to year 1 as well.				
Teacher Support			I	Successful acceptance and implementation of the NCF can only be achieved through the setting up of appropriate support structures at the school, college and directorate level.	R	Bring the teachers closer to industry and industry closer to classroom – ME together with Education Department may develop on-line information specifically geared for academic institutions and teachers in relation to economic development – interaction with entrepreneurs can also give teachers more insight to what it means to be entrepreneurial
			I	How will the NCF effect deployment to increase the likelihood of successful implementation of the NCF – teachers at all levels must share an understanding of the proposals of the NCF and the implications of these proposals.	R	Need for a detailed training programme for current teachers to be in a position to teach the new curriculum taking into account the cross curriculum element – for new teachers changes need to be implemented in the B Ed course to make it more in line with proposed curriculum
					R	Short exchange programmes for teachers for their personal development could be piloted in language fields which would also expose students to foreign languages and cultures
Syllabus			I	In order for learner-centred learning to be appropriately implemented the NCF must ensure that its objectives are		

				reflected in the writing of syllabi up to SEC level. Such synchrony would ensure teachers are enabled to focus on students' needs rather than exams.		
Professional Development			R	Teachers can be empowered by the provision of financial aid and additional resources in order to promote professional development.		
Teacher Roles and Responsibilities	I	Document 2 refers to LSAs deployed to literacy and numeracy classes. Neither class teachers nor LSAs are trained to address specific difficulties in literacy or numeracy.				
Learning and Learning Environment	C-	The focus is on digital literacy and a broad explanation of the foundations for further learning. What about literacy?	I	The amalgamation of different subjects into areas raises issues about co-ordination. How are teachers of different subjects going to work together to ensure a common line of thought and no overlap between one subject and another.		
Science Education					R	The benefits from the proposed change of Chemistry, Biology and Physics to Material Science, Physical Science and Life Science to be made more understandable – an insight into the impact of this change when comparing these subjects in an international context
					R	Suggest measures to overcome issues such as the reluctance of primary school teachers to teach science, the lack of skills in using ICT to teach the subject and the inability to cater for the diversity of learners
					R	Consider extending the areas suggested for Technology Education during the later secondary years to include mechatronics (combination of Mechanical, electronic, Computer, Software, Control and System Design engineering in order to design, and manufacture useful mechanical products and electronics) and robotics
					R	The education system sets up partnerships

						with NGOs (e.g. FIRST a US NGO whose aim is to inspire young people to be science and technology leaders by engaging them in mentor-based programs that build science, engineering and technology skills that inspire innovation
Mathematics	I	There is reference to the development of numeracy skills but no reference to difficulties related to numeracy.				
Languages	I	Document 4 page 15 refers to the introduction of a third language in year 6. APLD has two concerns: I – Children with SpLD can learn a third language but it must be taught without using the printed text as the main resource & II – The document does not refer to the appalling state of English competencies and constant code switching. One should ensure that our teachers are completely fluent in both English and Maltese, particularly at the primary level.			R	Consider further extending the provision of languages, through partnerships with locally based cultural institutes, to include Chinese, Indian and Portuguese which are expected to become important business languages in addition to English
	I	There is reference to the development of language but no reference to difficulties related to literacy.			R	Introduce or extend foreign language teacher exchanges so that the student experiences a richer learning experience which immerses him/her more into the language as spoken, accent and culture
					R	In collaboration with other institutions, create programmes to raise parents' awareness about the important use these languages are expected to have in the future
Education for Entrepreneurship; and Creativity and Innovation					R	Develop an entrepreneurship culture within the educational system at all levels and create more awareness on entrepreneurship education as a career
					R	Give entrepreneurship education more prominence in the NC drawing out very clearly the difference between this subject and traditional business subjects – consider replacing business studies with entrepreneurship education subject

					R	Devise methods of assessment for entrepreneurship e.g. an entrepreneurial driving licence' – this recommended licence (similar to ECDL) should provide employers with increased confidence that the candidate has a good based knowledge of innovation, being proactive in change etc making the student more employable
					R	Train the current stock of teachers in entrepreneurship education, especially in the primary sector – class teacher is responsible for teaching of entrepreneurship education and hence lack of knowledge and training makes imparting an entrepreneurial perspective very difficult
					R	Include entrepreneurship education systematically in training programmes for educators making the subject mandatory for students reading the B Ed course
Examinations and Assessments	S	The NCF Considers the checklist developed for years 1-3 as part of the national policy and strategy for the attainment of core competencies in primary education 2009 as diagnostic tools. For years 3-6 NCF recommends school based assessment in both languages. One should always keep in mind that these are screening measures and for the assessment of children with learning difficulties one needs further assessment.			R	Exams at primary and secondary level need to assess how much the student has learnt to think and question – assessments should evaluate both the soft and hard skills that the student has developed shifting away from assessment based solely on subject knowledge
	I	APLD considers bench marking which insists on not providing full access arrangements necessary for each child (eg. Readers) abusive. Secondly, will students with a statement of needs who are given adaptive papers with regard to content and level throughout their primary schooling have to sit for			R	Changes in the curriculum must infiltrate post secondary and tertiary education – it is important that changes in the curriculum and accompanying assessment have continuum and infiltrate all tiers of the educational system starting from primary to tertiary

		benchmarking? Is this just and does it represent equity and diversity?				
	C-	Special exam arrangements supported are noted as by SPS or SpLD – there is no mention of other professionals or professionals in private practice.				
Facilities and Support Structures and Services	S	Document 2 pg 75 provides a list of support services and excludes the contribution of health services such as OTS and SLPs in spite of using competencies which fall under these professionals such as “the ability to communicate effectively and confidently”				
Special Needs	R	The document refers to intervention. Research is clear that the most effective intervention is short daily sessions of around 20 minutes – maximum 30 minutes and only if the child is comfortable leaving the classroom.				
Social Needs / Issues			I	What progress has been registered where learning support zones are available and if they have been successful will the services be extended across schools of all sectors.		
			I	How has the issue of challenging behaviour been addressed in the NCF?		
Management of Change	C-	There are lots of ideas that claim implementation but there is nothing about how to do it.	I	Council feels that if teachers do not embrace it the whole exercise will be futile.		

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
Principles	S	There are common grounds between philosophy underlying the reform carried out in the 70s and the present reform	C+	KIA welcomes the publication of the NCF as it feels it manages to identify and address several pending concerns in the formal education sector and presented tangible ways how to address them	C+	NCF document boldly addresses a range of important issues such as emphasis on the learner's developmental process, smooth transition between cycles, the consideration of diversity as an educational opportunity and the integration of various stakeholders
			I	NCF failed to address some other concerns but KIA does not see this as a weakness but a continuation of a strategy sought to open the NCF to a wide consultation process		
			C+	One important feature that NCF is a framework, i.e. a document outlining the basic principles and aims of the curriculum and thus presenting schools with guidelines – this is very commendable		
Early Years and Primary Education	I	More teamwork is needed between the Kindergarten and Year 1 to have a smoother transition			C+	Emphasis on early years is a very positive and welcomed feature
	I	With the reduction of entry age for Kindergarten pupils by 3 months, what kind of assistance is going to be provided to the KGA who will be facing added difficulties especially during toileting?			S	To include the following text with the Learning Disposition section of the EY Competences: <i>By caring for class pets children learn to be responsible and compassionate. They develop a respect for other living things, an appreciation of the cycle of life and an understanding that their actions have a direct impact on the well-being of others</i>
Teacher Support	I	Teacher well-planned and organised (before implementation of changes) re-training in pedagogy and content of the proposed core science is required			R	Successful implementation of this proposal requires the appointment of qualified persons (at least one per CCT) on a college and/or national level – these

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
		especially for physics teachers who are mainly trained in physics and maths				coordinators would sit on syllabus panels and review SDPs to ensure that these CCTs are being addressed in the curriculum and in school/college policy
	C-	Proposal to double the allowance to newly qualified science teachers (NQT) as an incentive to attract more science teachers is not acceptable and is in breach of present agreements regarding allowances to teaching grades – NCF should not create any divide between teaching grades who are presently teaching sciences, or other teachers who do not teach sciences, and NQTs				
	I	Should the change in roles of peripatetic science teachers be implemented, extensive training would be required so that primary school teachers would be able to teach science				
	I	Training of teachers in core science and when this will be held is main concern – the core science programme requires teachers to be familiar with all 3 sciences				
	I	How will Physics teachers who studied Physics and Maths and no other science subjects be deployed? Re-training them will prove very difficult!				
	I	MUT will not accept teacher redundancy which will result from proposed changes in number of lessons per subject and in sciences				

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	I	There is too much load on the teacher to fulfil all that is required from the NCF				
Autonomy	S	NCF must allow flexibility to enable these schools to continue building on the experience gained over the years			C+	NT welcomes the concept of a NC Framework since it avoids prescription and encourages schools to tailor it to their needs and realities
Differentiated Teaching	I	Setting of students is a major requirement given the wide range of students ' abilities and the need to provide all students with the best entitlement				
	I	There is no clear distinction between mixed ability and inclusion				
	I	NCF does not appear to take into account mixed ability teaching in individual schools, especially present provisions for differentiated learning in church and independent schools				
	I	High achievers are not being addressed – adaptation of work is being made to cater for low achievers who are evidently receiving more support				
	I	This concept requires time and leaves little time to monitor student performance risking leaving some slow learners behind – it also requires additional resources (differentiated textbooks, workbooks and audio books)				
	I	Without adequate training and support, informal streaming will inevitably be done by the class teacher to be able to assign				

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		differentiated work to mixed ability students				
Cross Curricular Concept					C+	NT commends the document's proposal to adopt cross-curricular themes (CCTs) particularly the formal introduction of ESD
Quality Assurance	I	Proposed reviews should be carried out by personnel who have the necessary years of experience in the sector they are reviewing – seniority and track record are a major factor in selecting the right personnel				
Syllabus	I	New Form 1 syllabi do not give teachers the freedom to monitor and adapt the content to the needs and intelligences of the students				
	R	All syllabi in primary sector need to be reviewed (less content) to allow time to develop the creativity of students and hence cater for students' different abilities and learning styles				
	I	All syllabi have to be revised to be in line with the principles of the curriculum – this revision must take into account the professional expertise of teachers and not be a prescription				
	I	The primary syllabi are rather overloaded especially in years 4, 5 and 6 and can't be covered in stipulated time				
	I	The newly amended form 1 syllabi revealed that creativity and the possibility of self-realization of teacher have been removed – the syllabus is for some kind of 'standard ability				

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		student' with no consideration to gifted students or under achievers				
Children in Class	I	Mixed ability teaching requires smaller classes				
	I	NCF fails to address the issue of a reduction in the number of students per class in view of differentiated teaching, formative assessment and other provisions				
Timetable	S	Yrs 1 and 2 timetables and range of activities should be similar to early years to facilitate transition			I	Re Model timetables for primary schools, out of the 3 proposed models, only Model C has a School Based Choice slot allotted
	I	Rigid timetables defeat the purpose of cross-curricular approaches			S	NT suggests that all proposed timetable models should feature the inclusion of a School Based Choice slot – this space would facilitate teacher-teacher interactions as well as student committee meetings
	I	3 presented timetable models are acceptable as long as one of them is eventually adopted and there is no variation in entitlement in the different colleges				
	C-	In secondary the 6 day timetable is not feasible as it leads to additional stress and confusion especially to students who share homes between two parents – students will generally find it hard to adapt to such a rotating system				
	C-	Proposal for mid-morning break not to be considered as curricular time goes against the educational theory whereby extensive work is done by teaching grades during breaks especially with regards to pastoral				

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		care proposal to provide supervision duties during mid-morning breaks is unacceptable				
	C-	Proposed timetables, demanding a longer day of 6.5 hours, are unacceptable				
	C-	Having different timetable models between schools is unacceptable – curriculum should establish weekly time allocation for the various subjects and not timetables				
	R	Timetable models should be based on the total number of school hours included in last agreement between Government and MUT				
	I	Recommended timetable for Primary Years, especially with regards to PSD, is very ambiguous – how is time going to be shared with other subjects like Social Studies, where Health and Citizenship topics overlap? How much time will be allocated to PSD? Are there plans to start teaching PSD in Years 1, 2 and 3?				
Teacher Roles and Responsibilities	C-	Proposal to change working conditions of the peripatetic service to act instead as support teachers is unacceptable			I	Clear terms of reference need to be set up to distinguish between the role of subject peripatetic teachers and cross-curricular themes support teachers (such as EkoSkola teachers – the employment of the latter group is currently based on a contract that is renewed every 2-3 years – this conflicts with long-term CPD efforts to secure a strong preparation of these support teachers)
	I	Peripatetic science teachers are				

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
		currently providing a good scientific experience to primary school students and their role cannot be reduced to being simply advisors to primary school teachers				
	C-	Peripatetic teachers ought to be given the autonomy to teach students rather than advising class teachers as is being proposed				
	I	Peripatetic teachers should remain in charge of the class during the delivery of their particular subjects as they are specialists in that area				
	I	The reduction of 15 mins in peripatetic time will certainly affect the present provision				
	I	Why are Curriculum managers mentioned? Will this be a new grade similar to service managers? Is it in line with present agreement?				
	I	In the job description of an LSA going to be changed? If changed to Teacher Assistant what training is planned? Is this in line with agreement?				
Learning and Learning Environment	I	Inquiry-based learning in core science with emphasis on investigative procedures will require more time – there is already a big gap from secondary to post-secondary – will content be sacrificed?	I	Developmental model of learning as proposed by NCF implies greater focus on the learner hence ensuring a smooth transition from one cycle to another, greater emphasis on ensuring a relevant curriculum, acknowledging a diversity of learning needs and methods and a widening of the educational experience to include the informal and non-formal sectors		

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
	I	How will subjects going to work together when falling under different learning areas? Who is going to be responsible to ensure that such learning areas are covered in different subjects? How are teachers going to work together with a common line of thought?				
	I	What principles will determine any increase or decrease in the amount of lessons in a given subject? Who will be consulted?				
	I	Maltese cultural exposure has been reduced in the NCF resulting in loss of national identity				
	I	Learning-centred learning requires a complete review of current syllabi including SEC since present syllabi are too vast and teachers are forced to focus more on exams rather than students' needs				
	I	How will learning outcomes and achievement levels be implemented? Implementation dates, time allocation and training schedules have not been included in the NCF and these will require further discussion				
	I	There is concern over the modular method of teaching proposed – this modular strategy does not specify the number of lessons allocated to each subject in CE and HE				
	I	Modular settings are not adequately explained in the NCF – the modular approach may entail a very superficial				

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
		teaching of the subjects concerned				
	I	There is deep concern about the criteria of the newly introduced subjects, the validity of these criteria and in what way are the new subjects going to be timetabled				
Accounts and Economics	i	The re-introduction of Accounts and Economics is an acknowledgement of the requests that have been made by MUT and teachers in the past years – this will provide a level playing field for students attending state and those attending the non-state sector				
Media Education	I	There is no mention to Media Education				
Citizenship Education	I	Terminology used to describe Citizenship Education can be misleading and does not wholly reflect what is usually understood as per the COE and EC definitions				
	S	Maltese Culture should be an important feature of such education				
	I	The idea of including all subjects found under CE in one learning area will erode their identity				
	I	CE will only be developed as an extracurricular activity through the participation in students' councils which are not mentioned as part of the Democratic principles – there must be reference to other methods of active participation				
	I	Of major concern is the modular model presented – how are lessons to be divided in all subject areas				

		Malta Union of Teachers		Kummissjoni Interdjocesana Ambjent		National Trust (Malta)
		concerned?				
	I	Proposed reduction in number of Geography lessons will sacrifice part of the content which does not fall in the area of citizenship education as essential elements of the subject will be left out				
	I	CE will be only be allocated two lessons per week to cover its four subjects so they cannot be given the importance they deserve				
	I	European Studies feature as an option subject but at the same time it is not included in CE				
	I	Environment (featured mostly in Geography) is not well addressed – there should be more reference to the environment considering that this is being given so much importance in various policies – no questions referred to the environment in the last state annual exam papers of Years 4 and 5				
History	I	History has not been given its due importance when the country depends so much on the tourism industry				
Social Studies	I	Social Studies and Geography have not been included as option subjects in the English version but are present in the Maltese version				
Religious Education	I	Who will be the competent people to draw up the Ethics Education Programme? Will it run parallel with present subject (religion) and result in				

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
		a softer option for students?				
	I	Ethics programme is causing concern in all schools, especially church schools, as there is insufficient information about it				
Health Education	I	Time factor is an issue with PE, PSD and HE which are allocated 88 hours together while maths is allocated 105 hours				
Physical Education	I	According to timetable C, students will have PE everyday – will this work? Will class teachers be able to do this without added support? Do all schools have available premises? Will the uniform reflect the need or PE every day?				
	I	PE activities do not include swimming which is an important physical activity				
	I	There is degree of overlap between the learning outcomes of PSHE and those of PE – there must be a clear distinction between PE and Sports				
Technology Education	I	There are no details about the effect of Engineering on Design and Technology – there seems to be overlap in content of the 2 subjects				
	I	Will Design and Technology be amalgamated with ICT? Will the food and textiles components be part of Home Economics?				
Science Education	C+	Proposal that sciences will be integrated to cater for students not interested in specialising in sciences is commendable				
	I	The core science will be presented				

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
		must not give to impression to students that it is a softer option, thus reducing motivation and effort – there is also no indication how core science will affect transition from secondary to tertiary education and how MATSEC will be revised				
	R	Existing science subject titles (Physics, Chemistry, Biology) should be retained to ensure comparability and recognition both locally and abroad				
	I	Proposal whereby students will not be able to choose just one science subject as an option has a number of implications and may block students from pursuing a number of careers (e.g. students pursuing their studies in maths and physics or home economics together with geography or biology)				
	C+	Proposal to teach science in a formal way in all primary schools is commendable				
	C+	Agrees that Science is being given more importance in the primary sector as it is considered a core subject and will have effect on development of science in secondary sector				
	I	Option lists will oblige students to choose physics with another science subject – this might result in less students choosing the subject as presently physics is taken with different subject options like Art or Computer Studies				

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
	I	Students cannot choose just 1 of the 3 sciences since they either have to opt for core science or take two sciences – this may result in less students taking up science options whilst keeping core science				
Languages	I	Reduction in the number of lessons in foreign languages gives rise to alarm and concern – the NCF proposal in this regard means 60 lessons less in the first two years of secondary resulting in study units being left out from present syllabus – this contrasts with emphasis on language provisions at EU level and with amended syllabi of Form 1 which if remain unchanged will result in cramming to finish content				
	I	Lessons are being planned to follow a student-centred and differentiated learning approach – this is more time consuming since learning takes place through discovery and students need more time to assimilate a new language				
	I	No measures have been put forward to determine the level to be reached at the end of Form 5 (SEC) for students to move on to higher education – this has to be addressed given the reduction in lessons proposed				
	I	Language awareness programme proposed in primary schools (8 x 30 min sessions per year) does not serve as a language basis course – at most				

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
		it makes students aware of the different languages available in the secondary sector				
	I	There is a contradiction between the increased provision of foreign languages awareness in primary and reduction in lessons in secondary				
	I	In primary schools, students who are weak in Maltese and English should be given extra support in these core languages rather than being introduced to another language				
	I	Proposal to provide English Literature as an optional subject, together with changes in the present provision of Literature Appreciation inevitably portrays the message that literature is no longer an essential element of language teaching				
Arts Education	I	Very little time is dedicated for art, music, dance, drama and literature				
	I	Art, music and literature are given less importance by not being provided to all students – the fact that schools will decide whether to leave out some of these subjects will result in varied curricular entitlement by different schools				
	R	Pedagogical aspects of drama should be included in NCF and present role of drama teachers maintained				
	I	Will dance, which is not being given due importance by being included as part of PE, be included in all schools?				
	R	Music must be given its due				

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		importance as an appreciation of culture and given more time in timetable modules for years 1-3				
	R	Give Performing Arts its due importance by including it in Option list (music has in fact been introduced as an option)				
	I	Overall the framework is not sufficiently providing learners with opportunities to enhance creative and artistic expression – seems to be relying on opportunities to students by private entities after school hours				
PSD	I	No rationale has been provided for change in name of PSD to PSHE				
	R	Increase number of PSD lessons so as to dedicate more time to career education thus supporting career guidance				
	I	Proposed timetables include PSD only under Health Education while in learning areas it is also included under Citizenship Education				
	S	PSD must be introduced in the primary years 1-3 as this learning area is crucially important at such an early stage				
Education for Sustainable Development			C+	KIA welcomes the formal introduction of ESD thus recognising the importance of ESD in the child's educational journey	C+	NT commends the proposal to include this cross-curricular themes - ESD
			I	However ESD has certain implications and considerations that need addressing – adoption of ESD requires a whole-school approach that besides	S	NT feels that it can contribute by providing training for the ESD coordinators and continue to support teachers and schools in their efforts to promote ESD through its

		Malta Union of Teachers		Kummissjoni Interdjocesana Ambjent		National Trust (Malta)
				providing educational material related to sustainable development, ensures that schools/colleges adopt sustainable practices that address their environmental social and economic realities		FEE programmes, i.e. EkoSkola, YRE and LEAF
			I	Clear guidelines need to be provided for curriculum developers about how to integrate ESD in the design of the subject syllabi and for educational leaders how to integrate sustainable development principles in school/college policy	I	Introduction of ESD involves a series of complementary actions aimed at making educational institutions sustainable – these actions (student participation in decision-making, commitment to a change in lifestyle, curriculum planning sessions to identify SD themes, monitoring and support of ESD implementation, pre/in service teacher training) can be gradually implemented based on the specific needs of the school/college
			I	Pre/in service professional development programmes on sustainable development issues and ESD need to be provided	I	NT sees EkoSkola as the only vehicle of promoting ESD
			I	ESD requires the facilitation of out-of-class activities that would allow teachers to utilise the environment and the surrounding community as an educational resource and the training and appointment of qualified persons who would monitor and ensure that ESD is addressed in the curriculum and in school/college policies		
Vocational Subjects	I	The introduction of Vocational subjects can threaten the existence of existing subjects especially since there is a considerable overlap between vocational subjects, Design and Technology, HE and ICT				

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	I	These subjects require further discussion as their introduction can be seen as a softer option, thus attracting large number of students				
Examinations and Assessments	I	Will drive towards differentiated teaching lead to differentiated exams, diplomas and ultimately degrees?				
	I	Is the MATSEC board going to revise papers according to changes in syllabi and the philosophy of NCF?				
	S	The term 'examinations' is missing from the text				
	I	Vast syllabi make assessment-related tasks impossible – there should be adequate time allocation (part of teaching loads) to perform such tasks and more support				
	I	The present system of summative assessment is already time consuming and taxing on the system – the drive towards formative assessment should be founded on adequate time allocation to perform these tasks				
	I	Self-assessment is based on the assumption that all learners have a high level of psychological maturity and intelligence – this could clearly favour above average students				
	I	Alternative forms of assessment for students with an IEP sound incompatible with the principles of inclusion				
	I	Achievement levels require discussion with MUT which must be				

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
		carried out before they start being referred to in a haphazard mode				
	I	Checklists are very time consuming and should be done by the Literacy Support Teacher who has more time with individual student – impossible for class teacher to fill checklists in the presence of other students				
	I	There is little reference to the post secondary sector – will the qualifications required at post secondary and tertiary levels be revised in view of the NCF philosophy?				
Facilities and Support Structures and Services	I	Inquiry-based learning requires adequate resources which a number of schools do not have (e.g. science labs and apparatus to cater for group work)	C+	NCF proposes supportive infrastructures for certain suggested changes and wisely recommends the setting up of working groups that explore a way forward for other more complex issues		
	I	Mixed ability teaching requires adequate resources				
e-Learning	I	There is little information about the eLearning platform and how it is going to affect the duties of teaching grades – teaching grades in church schools are still without laptops				
	I	New technologies require time and this must clearly be reflected in timetables and syllabi				
School Outings and Extra-curriculum Activities					C+	NCF's great emphasis on hands-on and experimental learning is highly commendable
					S	NT suggests a revision of the current policy that restricts the number of out-of-class

		Malta Union of Teachers		Kummissjoni Interdjoċesana Ambjent		National Trust (Malta)
						activities that teachers can plan for their class – teachers should be free to organise such activities as long as they are planned and visibly integrated in their Scheme of Work
Intercultural Education	I	NCF does not take into consideration the wider definition of inclusion that does not only consist of disability – inclusion necessitates allocation of time to coordinate services to reach all students – reality of cultural diversity has not been dealt with				
	I	NCF fails to address the current failures in inclusion and does not provide any guidelines regarding the standardization of services provides by Learning Zones				
	I	There is no mention of adequate provision for children of returned migrants, refugees or students who do not understand Maltese, English or both – these are proving hard to handle without support				
School Management	C-	Proposal for staff development held weekly outside school hours is unacceptable				
Special Needs	I	Students referred to statementing Moderating Panel should not wait for months before receiving the necessary support – students are only being assessed for transitional purposes – NCF does not tackle need of more human resources in this regard				
	I	Will statemented students really be				

		Malta Union of Teachers		Kummissjoni Interdjocesana Ambjent		National Trust (Malta)
		prepared for world of work by appointing a transition coordinator?				
	I	There is lack of demarcation between mainstream and special education				
Social Needs	I	Behaviour only addressed through the Learning Support Zones or Nurture Groups – are these effective and what progress have they registered?				
	I	NCF is not addressing social problems such as poverty, lack of access to technology, lack of family care and the close tie of these issues to absenteeism, low attainment and retention rates				
	I	Discipline issues have been completely omitted – a framework for practical and effective disciplinary measures added to the strengthening of the current pastoral set-up are much needed				
Management of Change	I	Consultation process, albeit wide, was seen by most educators as an information and propaganda exercise – in reality the consultation process has been too short and limited for such a major change to be studied in depth	R	KIA also acknowledges that this framework concept would require additional support (resources), ongoing consultation, consistency and time to allow schools to assimilate the proposed changes and their underlying philosophies		
	I	Educators are convinced that decisions have already been taken and nothing will be changed from proposed NCF	I	Consultation process was a good sign which must be continued while teachers must be included in the proposed working groups (unlike what was done in the case of the WG which drew up the current Form 1 syllabi)		
	I	Questionnaires prepared for teaching grades, parents and students	I	KIA believes that by putting the child at the centre of this reform, the NCF is		

		Malta Union of Teachers		Kummissjoni Interdjocesana Ambjent		National Trust (Malta)
		consisted of leading questions or did not give true picture of theories proposed – most questions were straightforward and prepared in a way that when compiling answers one could easily imply that there is agreement especially amongst teachers to what is proposed in NCF		providing our educational community with an opportunity to break the impasse created by previous piecemeal attempts to try to do away with the vision of education that focuses on the product rather than the learning process and which left schools and teachers weary, suspicious and disillusioned of change		
	I	The way consultation meetings were held for teaching grades at college level hindered some of them to express themselves freely given the large number of teaching grades from different schools attending the meeting and the presence of the highest educational officials – there were cases where reps of Directorates intervened during these sessions and even rebuked participants rather than listening to them	I	NCF was bold enough to identify and address certain issues but tried to avoid hot academic, administrative and trade unionist issues such as subjects on offer, extending school time and adequate remuneration that reflects the new skills and re-training needed		
	I	The students consultations meetings were ‘rehearsed’ with school administrators being asked to prepare students about a number of themes in view of the conference attended by students reps of each College – children were thus not really free to express themselves				
Comments	R	First Aid training and Animal Awareness should form part of NCF throughout the 3 cycles of education- these are essential considering fatalities, animal abuse and cruelty	I	Not enough attention was given to ensuring that the meanings of the source documentation were not changed during the translation process – this is very important to avoid ambiguous meanings for newly introduced concepts such as Learning		

		Malta Union of Teachers		Kummissjoni Interdjocesana Ambjent		National Trust (Malta)
				Areas and Cross-Curricular Themes		
	I	There is no reference to schools specialising in particular areas like Sports, Technology, Trades and ICT and there is no reference or provision for co-educational systems				

		Agenzija Zghazagh		Paramedic Solutions – Sultana, Kenneth		Driver Education – Farrugia, A, Alfred A
Principles	C-	The concept and role of youth work is not included as part of the NCF. This is in spite of the fact that youth workers are playing an increasingly key role in secondary schools.				
	R	This role should not only be recognised but also revisited in the context of the NCF to see how youth workers and the practice of youth work in schools – both during and after school hours - can be further development and augmented with a view to enhancing the particular benefits of non-formal and informal learning.				
Learning and Learning Environment	S	While learning achieved through formal education in a school environment with a standardised curriculum has a vital and irreplaceable role to play, the role of non-formal and informal learning also needs to be recognised.				
	S	Non-formal and informal learning not only complement formal learning attained through the school environment, put also provide new avenues of learning particularly as regards the attainment of what are often described as soft skills i.e. social and interpersonal skills that relate to such issues as self confidence and self esteem that foster a sense of personal responsibility for ones actions and social responsibility				

		Agenzija Zghazagh		Paramedic Solutions – Sultana, Kenneth		Driver Education – Farrugia, A, Alfred A
		as an active citizen.				
Life Long Learning	C+	The proposed NCF duly emphasises the importance of life-long learning and on sustaining and developing students' life-chances and prospects, particularly in response to contemporary economic realities.				
Vocational Subjects			R	Petition for inclusion of First-Aid in NC – this should kick in at the youngest levels, from 3 years as well as in Norway – the earlier children are exposed to first aid the more likely they will be able to provide first aid when older	S	Proposes the introduction of driver education in the senior classes of the secondary schools – a number of teachers might have to be trained in the subject and some volunteers including professionally trained active or retired police officers might also be recruited
			S	10,900 persons have signed the petition on face book	S	Driver education should focus on theory and this will avoid clashes with driving instructors – EU funds should be sought to acquire driving simulation machines – organisations like Touring Club (Malta) can help in this regard
			R	First Aid should be regarded as a compulsory subject from age 3 to 16		
			S	Assessment can be done via a practical session where relevant first aid procedures will be carried out and a certificate can then be issued to all those successfully completing the course		
			S	Refresher courses should be every 3 years for teaching personnel involved in teaching process of first aid - teachers and health care professionals could be hired to teach first aid		
			I	Teachers should change their attitude towards first aid – they should		

		Agenzija Zghazagh		Paramedic Solutions – Sultana, Kenneth		Driver Education – Farrugia, A, Alfred A
				immediately try to help a child in need rather than phoning parents as this can jeopardize the child's health and sometimes life, e.g. during an asthma attack		
			I	Teachers tend to reason that they are not responsible if anything happens to a child in class due to lack of knowledge of first aid and due to not being paid to provide first aid – first aid should not be given only because you are paid for it!		
			S	Proposes to hold First Aid Day (if possible falling on 11 th May of each year) or in combination with Sports Day		
			S	Proposes that students compete for the First Aid Challenge Cup (Mr. Sultana's family are ready to purchase a prestigious trophy of around €2000-€3000 to be named in memory of his brother Dr. Robert Sultana who had died due to lack of first aid treatment) – trophy to be given every year to the school which does best in first aid or alternatively 3 trophies given to best Kinder, Primary and Secondary school		
Involvement and Local Community	R	The NCF mentions after-school activities at school/college level, in collaboration with the wider community. Given their specialist training in non-formal and informal learning, youth workers are now equipped with the specialist skills to take on a more prominent role in the				

		Agenzija Zghazagh		Paramedic Solutions – Sultana, Kenneth		Driver Education – Farrugia, A, Alfred A
		development, planning, management and implementation of after-school activities.				
	R	This can take the form of youth clubs during the scholastic year and during the summer holidays. To effect this, consideration should be given to including a youth work dimension in the NCF, one aimed at the holistic development of young people with an emphasis on empowerment, personal and social responsibility, and democratic participation through articulate dialogue.				

		Environmental Education - Bird Life Malta		Geography Teachers' Association (Malta)		Quality Education for All - Whole Groups
Principles					I	Diversity as a principle is still a 'buzz' word. What does it really mean? Are teachers aware of what diversity really implies? Focus is directed towards the outer structure rather than the internal thought of diversity. Teachers focus only on differentiated teaching.
					I	In actual practice it seems that the learner most of the time is not the centre of learning because his needs are not being sufficiently addressed and teachers tend to find the learner-centred approach as too time consuming so they opt for frontal teaching.
Teacher Support					S	Teachers are frustrated since they are inundated with work and feel the need to have a teacher assistant. Moreover there is a passive attitude from teachers that support means that they find everything ready including resources.
					R	Good leadership and mentoring by empowerment and up skilling of SMT, teachers and all stakeholders to face the literacy realities found in schools.
					R	Newly qualified teachers should also be highly trained in the teaching of reading. They should be supported once they are placed in schools.
Differentiated Teaching					S	Differentiated teaching is a part of parcel of the same lesson. E.g. questions done in class should be levelled in order to reach the different learning styles...handouts should be levelled. Teachers should NOT

		Environmental Education - Bird Life Malta		Geography Teachers' Association (Malta)		Quality Education for All - Whole Groups
						be afraid to start and try it out.
Quality Assurance					S	Evaluation in education is crucial and it should be combined with a deep sense of accountability which at times seems to be lacking.
					R	SMT and staff should be provided with guidelines on how to choose adequate literacy resources such as reading schemes in order for these to reflect a high quality of teaching.
					R	Schools should have a clear indication on what literacy good practices should include and Schools should be accountable for other important elements of literacy such as the library, the efficient screening of learners, learner assessment and suitable intervention programmes.
Syllabus					R	To put the learner at the centre of the classroom teaching syllabi and methodologies should focus on equipping students with self teaching devices rather than rote learning. This enhances multisensory strategies which address different learning styles of the learners.
					I	Current practices in literacy reflecting the current content of the syllabi does not allow for this continuum of achievement to be put effectively in practice because teachers are always preoccupied with its content. In this scenario the slow learner is being discriminated against.
Children in Class					S	A conducive learning environment helps both teachers and learners. The number of

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						students in class needs to be considered in view of the challenges faced by teachers which may diminish passion for teaching.
90m Curriculum Development					S	Communication and sharing of ideas between all stakeholders is important. Those involved should have the chance to meet and discuss any important issues that have been noted.
Professional Development					R	Teacher training is crucial in making sure that theory is put into practice. Teachers should have more opportunities for training. SMT should also be highly trained in literacy issues.
					S	Effective training helps teachers to keep abreast with current pedagogies and research. However, training on its own is not enough. Teachers then need to start implementation, regular reflection and monitoring.
					R	Considering that even a graduate has to do a TEFL course to teach English, supply teachers should be given a good induction course in literacy and not sent directly to the classroom.
					R	On-going training should be available for teachers. Teachers should be offered a choice on what training they think they personally need. Moreover, the structure of the training courses could be as such that the last part of the training should incorporate a session where the teachers attending the training have the chance of seeing what they have heard being put into practice. Maybe even through filming of

		Environmental Education - Bird Life Malta		Geography Teachers' Association (Malta)		Quality Education for All - Whole Groups
						best practices in Maltese schools.
Teacher Roles and Responsibilities					S	Knowing the level the child is in, is very important. The teacher in schools, where the classes are big, or where there are more than one stream per year group, needs a teacher assistant or other competent educators - be it complementary teacher / literacy teacher - to help him/her in assessing the children in his/her class and thus obtain the reading level of the children.
Learning and Learning Environment					S	All students are entitled to the latest methodologies used by the teacher in class. It has to be assured that such methodologies cater for all the spectrum of pupils in the class. Eg. whole word approach reaches only pupils with strong memory. Pupils with difficulties benefit from research-based methodologies.
Citizenship Education			I	Geography is a highly-respected academic discipline and geographers have been at the forefront in addressing pressing problems of environmental management		
			I	Geography is characterised by a very broad scope and an essentially multi-disciplinary approach in dealing with a wide range of issues – its practitioners gain unique skills which have been appreciated by organisations and agencies involved in research, management, planning and policy formulation		
			C-	The GTA believes that current efforts aimed at pigeon-holing this discipline		

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				into a highly optional, learning area entitled "Citizenship" is extremely counter-productive – such efforts will deprive students of badly needed skills which have proved crucial to Malta over the last few decades		
			C-	It is ironic that while similar mistaken experiences in other countries have been reviewed and are now being rectified, the Maltese educational authorities seem to be insistent in repeating the same mistakes		
			R	Geography is a core learning area which is crucial in the formation of our children and young adults – it deserves enough time in school timetables to ensure that this can be done adequately		
			S	GTA would have suggested a specific learning area entitled 'Social Environmental and Scientific Education' as in the Irish Curriculum since 2001		
			I	Geographic literacy is essential to a well-prepared citizenry in the 21 st century while it is important to improve and expand geography education so that students in Malta can attain the necessary expertise required for hundreds of geography-related jobs		
			I	During last few years a new generation of geography teachers have professionally implemented a geography curriculum that was based on a specific number of learning outcomes with such motivation that the		

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				subject has become increasingly popular with most students		
			I	In future, Geography should stand by right as an independent subject discipline, taught in all classes of all Maltese schools, and all students should be given the real opportunity to choose geography as an optional subject at Form III		
			S	GTA suggests that CE be incorporated within the list of cross-curricular themes mentioned in Document 2 of the NCF page 45 section 2, under Principles, Areas and Learning Areas		
			S	GTA favours CFT D (Table 5 in page 60 of the NCF) since Geography in the Secondary schools merits to retain two lessons a week in Forms 1 and 2		
			C-	GTA strongly opposes the planned reduction of Environmental Studies from a compulsory subject in Forms 3, 4 and 5 to merely an optional subject		
			C-	GTA strongly disagrees that any optional subject is allocated less than 4 lessons a week		
			I	GTA in their memo have reproduced verbatim extracts of a Bill presented in the US Senate on 2 nd March 2011 which expresses loudly and clearly the importance and essentiality of geography in the national curriculum		
Languages					S	Teachers should be much more aware of the difference of needs between a child having English as a second language and English as a foreign language.

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					R	Teachers in State Schools should strive to introduce opportunities where children have the chance to talk in English during school hours on all school-days. Immersion in a language and exposure to English encourages children to make an effort to try to express themselves in English and overcome the fear of making mistakes whilst talking in English.
					R	English should be given more space within Complementary Teaching. When there are children who are being exposed to Maltese when they are at home, these children should be exposed to English because it is at school that these children are having the chance to be exposed to English.
Education for Sustainable Development	I	A great deal of importance is justifiably placed on good sustainable practice but unfortunately we are still weak on the why – the term sustainability is used across the board but too many people use it without grasping the concept – this means we are missing a comprehensive approach that would lead our students to adopt a sustainable lifestyle				
	I	Adopting sustainable processes with only a shallow awareness of natural systems runs the risk of being only-short term – a deeper understanding is achieved through knowledge of different habitats in our environment, the plants and animals that live in same and how they interact, the				

		Environmental Education - Bird Life Malta		Geography Teachers' Association (Malta)		Quality Education for All - Whole Groups
		conditions they need to survive, how we depend on these habitats and the ecosystems they support, how we are effecting the balance and how we must change our lifestyle to stop the damage we are causing				
	I	BL generally agrees with thrust of NCF with regards to ESD but while NCF is very clear on desired outcomes, it does not speak of the processes that must take place before such desirable outcomes are achieved				
	I	BL has always held the basic tenet that children must first be inspired by nature before they can understand biodiversity and be willing to develop sustainable lifestyles				
	I	Classroom and outdoor learning programmes are modelled as follows: <ul style="list-style-type: none"> - Emphasise pivotal role of natural environment to our existence, - Provide diverse opportunities for children to experience, discover, connect with, learn from, and protect the natural environment, - Enable individuals to learn first-hand about the connections and interactions between humans and the world around them, - Provide the knowledge, values and skills that allow children to participate in decisions about how we do things individually and collectively both locally and 				

		Environmental Education - Bird Life Malta		Geography Teachers' Association (Malta)		Quality Education for All - Whole Groups
		globally, - Ensure the continuity of biodiversity through direct and indirect conservation action				
	C+	BL is pleased to note the emphasis in the NCF on cross-curricular areas rather than fragmentation of knowledge into subjects and welcomes the inclusion of environmental education in such an area				
	I	BL is willing to adapt, change and produce material to enhance its educational programme in line with the NCF – this process has already begun and BL is currently meeting officials of DQSE				
	I	BL feels it has a role to play in the stakeholder consultation process, in biodiversity for sustainability that is currently not being undertaken by any other programmes, and it can contribute significantly to the first-hand understanding of scientific and natural processes through its outdoor learning programmes				
Examinations and Assessments					S	Overwhelming research supports scaffolding of learning achievement. In the context of literacy, research indicates that effective assessment for learning is crucial for the progressive development and achievement of the learner.
Facilities and Support Structures and Services					S	Assessment for learning- continuous assessment for learning especially giving oral and/or written feedback. We should be

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						testing skills and considering children's development. Exams are becoming a concern even for parents.
School Outings and Extra-curriculum Activities	I	BL does not agree with the NCF that ESD within school is sufficient – active involvement must happen through outdoor learning as well as in-school experiences				
	I	A wealth of material exists about the importance in learning processes of outdoor learning, including: The Council for Learning Outside Classroom website, The North American Association for Environmental Education Research Commission and Cornell University, and The Children and Nature Network US				
	I	BL strongly believes that learning must be supplemented by visits to natural habitats for children to appreciate the value of ecosystems as underlined by the Consultation Document 'A Vision for Science Education in Malta'				
Special Needs					S	All pupils are entitled to early intervention to enable them to reach personal excellence.
Social Needs					R	Areas identified as having socio-economic problems should have provisions to enable students in such areas to have quality and equity in their learning.
Parental Involvement					R	Parents should be on board and be informed on what is happening within the

		Environmental Education - Bird Life Malta		Geography Teachers' Association (Malta)		Quality Education for All - Whole Groups
						school. Parents should be encouraged to use the strategies used in the classroom with their children at home.

		Partit Laburista		Alternattiva Demokratika		Partit Nazzjonalista
		Bartolo, Evarist MP		Briguglio, Michael ; Mallia, Mario; Azzopardi Lane, Claire		Borg Olivier, Paul
		Riflessjonijiet u suggerimenti dwar l-abbozz tal-Qafas ta' Kurrikulu Nazzjonali				
Principles	I	How are we going to ensure that there is true equality between girls and boys in school and while working for more girls to succeed, we also address the serious problem that many boys are falling behind the girls in primary and secondary education?	R	A gender policy is also crucial particularly in patriarchal mentality which still permeates our national psyche – this is also important because it would help understanding why boys are underachieving in our system – same can be said re gender identities	C+	Considered opinion that the draft NCF is a further positive step forward in the further evolution of Malta's education system
	R	It is time to discuss and decide whether to have a single model of secondary education in the state schools where girls are separated from boys	I	NCF has very positive aspects but it should have delved deeper into the type of society which Malta wants	C+	Principles that the NCF espouses constitute a paradigm shift: they seek to place the student at the centre of the education system and in doing so seek to shift learning from a passive process to an active process directed to infuse and imbue the student with curiosity, critical thinking, innovative ability, and creative expression amongst others
	I	Education must help in the building of an open and democratic society whether citizens involve themselves as protagonists in the country's current affairs – education must also help in the economic development of the country and in the achievement of the required skills and talent for the economic success of the 21 st century	I	NCF attempts to look at direction for next 5 to 7 years – an exercise in imagination and collective reflection for which AD is grateful	C+	If Malta is able to successfully transpose the principles of entitlement; diversity; continuum of achievement; learner centred learning; quality assurance; and teacher support into tangible outputs – that is that it results in students that are inculcated and imbued within the value system, knowledge, skills and abilities that the NCF seeks to achieve – then Malta's human capital development process would be significantly strengthened
	R	Human rights, social justice and economic development should be the 3 underlying principles of the NCF –	I	A curriculum is never neutral as what is included and what is left out involves political choices – it has ideological	C+	Considered opinion that one of the important principles of the draft NCF is

		Partit Laburista		Alternattiva Demokratika		Partit Nazzjonalista
		Bartolo, Evarist MP		Briguglio, Michael ; Mallia, Mario; Azzopardi Lane, Claire		Borg Olivier, Paul
		Riflessjonijiet u suggerimenti dwar l-abbozz tal-Qafas ta' Kurrikulu Nazzjonali				
		education should serve to free persons and help them develop themselves with their individual personality but in solidarity with each other – they research, ask, think about their problems and learn to solve them		underpinnings which make the exercise a site of contestation		the concept of diversity - interpreted to encompass different constituents of Malta's population – whether male or female; whether able bodied or challenged; whether indigenous or ethnic; whether national or migrant; whether above average intelligence or below average intelligence.
	I	Why NCF is short from delving into the Maltese socio-economic, cultural and political realities? Why is it offering a one-size-fits-all model?	I	The thrust in favour of a language policy, diversity, parental participation and vocational education development is laudable, AD feels that other areas have been left out	C+	That the draft NCT openly espouses the principle of diversity is a clear reflection of the increased maturity of Malta's society through the recognition that Malta's population is increasingly becoming heterogeneous and that every individual irrespective of his or her beliefs, abilities, sex, ethnicity, etc is entitled to a quality education experience
	I	PL does not believe in a system built on rhetoric but on a system truly built on our realities which is fair with the educational administrators, teachers, students and parents	I	If Malta is to move towards a more equal, sustainable and progressive society, it is imperative that Malta's education system progressively keeps moving away from selective education by strengthening its college system – education which involves communication at various levels amongst different identities is key for a more plural society	R	Whilst much has been done over the past decades to integrity disabled persons in mainstream education it is now recognised that the concepts which have, to a large degree, worked successfully with this cohort of Malta's population need now to be extended to other sectors of Malta's indigenous or migrant population
	S	NCF should be above partisan politics so that teachers, educators, parents and students will be assured that different Governments would not				

		Partit Laburista		Alternattiva Demokratika		Partit Nazzjonalista
		Bartolo, Evarist MP		Briguglio, Michael ; Mallia, Mario; Azzopardi Lane, Claire		Borg Olivier, Paul
		Riflessjonijiet u suggerimenti dwar l-abbozz tal-Qafas ta' Kurrikulu Nazzjonali				
		change and turn around the curriculum according to their political convenience				
	C-	PL feels that this is not a framework but a document more prescriptive than the NMC of 1999 – the draft framework is based on assessment structures and auditing of what teachers and heads of school are doing while it remains silent on other professionals such as the DGs and the Directors and on the Directorates				
Early Years and Primary Education	R	We need to invest in more child care centres for children under 3 years of age if we want our children to succeed in education from their early years – in this stage there is need for more medical, social and educational coordination to help children with certain problems and to prevent them from becoming more serious				
	R	We need a national system of strong medical screening of children from birth – we need a CDAU with better resources and with more collaboration with NGOs in this sector				
	S	In kindergarten more creativity and stimulant educational experiences are required – a multilingual policy is required from this age – Maltese, English and another language (familiarisation) – this is required in view of the multi-ethnic communities that are increasing in Malta				
	R	In Primary, the teaching of maths,				

		Partit Laburista		Alternattiva Demokratika		Partit Nazzjonalista
		Bartolo, Evarist MP		Briguglio, Michael ; Mallia, Mario; Azzopardi Lane, Claire		Borg Olivier, Paul
		Riflessjonijiet u suggerimenti dwar l-abbozz tal-Qafas ta' Kurrikulu Nazzjonali				
		science, technology and PSHE need to be strengthened – the teaching science needs to be stronger more than proposed in NCF				
Teacher Support	I	What investment is Government going to make in the training of educational administrators (who are responsible for the implementation of the NCF) and what opportunities is it going to give them?			S	The principles of education that the NCF seeks to secure require different pedagogy as well as different support structures and systems than those that may prevail today. A differentiated learning environment places increased demands on a Classroom Teacher: he or she will have to plan, deliver and evaluate the learning process of the respective students according to the mixed abilities of the said students
					S	Traditional systems of teaching as well as the existing support structures may no longer be viable
					R	NCF must be complemented by a process that will identify, plan and implement measures such as the level of re-training and re-skilling that teachers require with regard to a differentiated teaching pedagogy; how this training will be carried out and when it will be carried out
Autonomy	I	NCF is not silent about what is expected from the schools and at times the colleges – why the NCF does not promote and does not concretely support the autonomy of colleges?	I	NCF is also characterised by a tension between the declared intention of providing more autonomy and flexibility to schools and the need to keep tabs on the reform programme – AD feels that it is high time that the college		

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				system delivers in terms of the much needed flexibility in schools		
	I	Since schools operate in different social realities, how are we going to allow them the autonomy and flexibility they need while ensuring that all children be given high quality education to help them achieve their potential?	I	It seems that colleges have created a new bureaucracy which seems to be keeping schools from being more responsive to the specific needs of their children		
	C-	Curriculum (syllabus) imposed by the centre in the smallest of details including the number of minutes to dedicate on each subject and in which week to teach them will not work	I	NCF is still heavy on a one-size-fits-all mentality which goes against flexibility – AD feels that Directorate needs to provide policy direction but development of policies should occur in colleges and schools as much as possible		
Differentiated Teaching	I	What are we doing in class rooms so that we really implement the differentiated teaching?			R	NCF must be complemented by a process that will identify, plan and implement measures such as whether a differentiated teaching pedagogy requires a smaller classroom so that the teacher is in a position to provide greater attention to the students and how will the process to move from the current size class to a smaller class size take place
	I	What are we doing so that promising children are allowed to progress and fully develop their talent and potential? What are we doing for those who on the other hand fall behind?			R	NCF must be complemented by a process that will identify, plan and implement measures such as a differentiated teaching pedagogy requires that the classroom teacher is supported by an assistant who will prepare in the planning, teaching and

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						evaluation of students with a set of abilities within the mixed classroom and how will such additional support, if so required, be introduced
Cross Curricular Concept			C+	AD agrees wholeheartedly with the emphasis on curricular themes as this provides a paradigm shift from a fragmented world view which the current system promotes – this provides an excellent vehicle for a critical education which should be the hallmark of a relevant and vibrant curriculum framework		
			C+	The fact that traditional subjects shall be organised into themes also provides further scope for educators to work together		
			I	But this need in our education system which needs to be reflected in Maltese society as a whole is not given the attention it deserves – whilst inter-curricular themes proposed cover the development of the individual, there is no specific mention of the need to develop the cooperative and community model in education – AD feels that overlooking this aspect is at our own peril		
			S	Cooperative education should therefore feature as inter-curricular theme, as should a critical education and an education for democracy		
Syllabus	I	What is going to be Government's position in a context where Heads of			I	It is an acknowledged fact that Malta's education system is content intensive

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		School, Assistant Heads, teachers and LSAs have clearly expressed their views that the Form 1 setting system is not working well and are worried for children who are falling behind because of this system?				and that success is gauged by the number of successful subjects passed: placing pressure on parents invariably through the financing of private lessons over and above school hours to ensure that their children will be successful; placing pressure on students by minimising their time to enjoy childhood as they are pressurised to be successful or they will otherwise be stigmatised as 'failures'; and placing pressure on teachers who place less emphasis on learning and more emphasis on ensuring that their students are adequately prepared to pass the respective examinations
	R	PL proposes that the Form 1 syllabi which were implemented quickly in this scholastic year are reviewed again and appeals to Government not to hurry in this respect			I	Recognises that the current education systems also results in a level of 'leakage' of students from the education system as students find it easier to 'opt out' from the resulting pressures then to continue into higher education
					I	A system of education that places emphasis on content and rote stifles a student's creativity and negates a process where a student acquires analytical skills that sharpen his or her ability to question and query, to follow up, and to construct new ideas

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					R	Supports the recommendations in the NCF that the process of learning must be reformed and that critical, however, to such an important transformation is the need to reduce the syllabus content
					R	Recommends that the appropriate stakeholders should at the earliest possible establish a formal process that will result in the re-structuring of the existing syllabi to ones that reflect the principles presented in the NCF to allow for the successful achievement of a learner centred learning approach
Children in Class	I	What are we going to do about the class rooms size and the teacher to student ratio so that all children are given their required attention?				
90m Curriculum Development			C+	In this respect AD lauds the fact that time for weekly meetings between staff are being favoured over the current 'once-a-term-when-children-are-not-at-school' meetings – this space for discussion should be backed up with an on-going development of a support system which is as close to the schools as possible		
Teacher Roles and Responsibilities	I	Are we going to move towards teacher assistants?				
Learning and Learning Environment	I	Why does the NCF say nothing about the development process of our children's abilities?			R	The education system should imbue and inculcate tomorrow's future adults with the value system that a country

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						subscribes to – in our case a democratic, tolerant, open and inclusive society where its citizens are actively engage in assuring a sustainable quality of life for themselves and their children and who are ready to provide inter-generational solidarity – that is, for example through, the preservation of the environment
	R	The new NCF should study whether to maintain the current dominant separation between the 3 cycles or whether it makes more sense to introduce the intermediate stage (middle schools) by learning from the experiences of the independent schools which have been running such a system – the drawing up of such a system should be based on the children's development in the different ages and stages			R	The education system should lead to the development of persons who are leaders and well equipped with the appropriate life skills and abilities as well as the knowledge and the competencies to challenge, analyse, think, risk and be entrepreneurial – that is persons who are well prepared to face life and actively participate in it – whether that is through formal employment, motherhood, or voluntary involvement in society.
	I	How are we going to increase the students that are succeeding in Maltese, English, Maths, Sciences and humanistic formation? How are we going to encourage children to continue studying?				
Employability			I	AD feels that NCF is skewed towards the view that the role of education is primarily to satisfy economic needs – this is important but the role of education should never be seen as		

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				having subservient role to the economy if we really want the child to be placed at the very centre		
			I	Children should never be viewed as malleable material to be stuffed into economic pigeon holes but rather as intelligent and transformative individuals who have the skills to be active and fulfilled in the world of work		
Life Long Learning	R	When drawing up the NCF, the design must be made in line with the lifelong learning – the education on birth and in the early years must be woven in a whole process with the Primary, Secondary, post-Secondary vocational and academic and tertiary education, as well as with the continuous development and the informal education – the education system links together all levels and cycles and where such a link is weak not all students succeed			R	The education system must graft within a student's DNA that in today's fast dynamic and changing global environment the key to success is continued lifelong learning
	I	PL feels that the lifelong learning process should be a unified process with all changes, the syllabi, the assessment methods and the progression from one cycle/level to another are interlinked together from the early years to the post-secondary and beyond				
Citizenship Education	S	We should reflect and reconsider the NCF proposal to remove History and Geography from Secondary education in favour of a hybrid subject – in other countries like the UK this did not work				

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		Riflessjonijiet u suggerimenti dwar l-abbozz tal-Qafas ta' Kurrikulu Nazzjonali and they are reverting back to such subjects again				
Science Education					C+	The draft NCF titled 'A Vision for Science Education in Malta' is an excellent document that demonstrates how the principles and aims as espoused in the draft NCF can be harnessed with a proposed Learning Area
					R	Recommends that similar visions should be designed with the appropriate stakeholders on the other Learning Areas
Languages	R	In Primary, Maltese and English need to be strengthened while another foreign language needs to be introduced				
	R	PL emphasises the need to teach Maltese and English from Kindergarten to help children to leave school with a good grasp of both languages – otherwise they will fall behind also in other subjects				
	R	A new pedagogy is required which is suited for the different realities and the NCF should thus allow the space required to all schools to teach Maltese and English in a modern way by also looking how international schools teach English to foreign students				
	I	The early teaching of English is very important also in the context of e-Learning				

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Education for Sustainable Development			S	Sustainability should be mainstreamed in the NCF		
Vocational Subjects	R	In secondary, vocational subjects need to be introduced and a new pedagogical development of 'learning by doing' is required			R	Agrees with the recommendations in the draft NCF that the recognition that not all students have the abilities to acquire the 'academic' aspects of the education process and that such students may have the abilities to garner 'applied' knowledge and hence the vocational subject element within the education process and the weighting that this is given in the assessment process should be reviewed
	I	PL does not agree with BTEC fees and wants vocational subjects spread across all schools, most importantly where students feel bored in school – such subjects can be designed in Malta with the help of ITS and MCAST in collaboration with international institutions to have international standards				
Examinations and Assessments	R	An NCF for the years 0-16 should contain and design within it what the assessment method in all levels is going to consist of and in what way primary students are going to pass to the secondary level	I	SEC system needs also to be discussed – this stands as the proverbial bottleneck that risks throwing overboard a good number of proposals being put forward by NCF itself –the timeline for the framework's implementation ignores this crucial detail completely	I	Emphasis of the current education process that a student's success is solely determined by his or her ability to pass examinations needs to be changed
	R	The NCF must be drawn up in sync with the SEC and Matsec exams, in			R	Recommends that the examination no

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		terms of method, content of subjects and syllabi, and the changes have to be interlinked together in a sensible way – NCF and education process should therefore not be rendered as a mere continuous assessment and auditing process				longer remains the sole determinate of the level of learning that a student garners during his or her formal education – but that the process of assessment is augmented by course work, project work, honing of life skills and abilities such as leadership, organisation, etc that are not from garnered from the formal education process but from extracurricular activity
	I	The Junior Lyceum exam was changed by a national benchmarking exercise and the Form 1 syllabus has changed – these students in two years time will start the SEC syllabus – what is going to happen? What would change? How? SEC and MATSEC will remain the same?				
	R	We should consider building on the experience of the benchmarking exercise for the transition from secondary to post-secondary and eventually for admission to MCAST and University – it is important that assessment methods are recognised internationally				
e-Learning	I	Two big changes which are being introduced are not being linked together – the new NCF and the e-learning platform – they need to be interlinked because if they move in different directions we will have confusion				

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	R	New NCF and e-Learning - two developments which are going to considerably affect the pedagogies, subject content, work practices, students and teachers in and out of school – two changes which require strong professional development and total collaboration with MUT				
	S	PL suggests that the consultation document which has to be published before the final document includes the e-Learning strategy				
Intercultural Education	I	A multicultural and multilingual policy in schools is important because otherwise our country will lag behind other EU countries which already implement such policies	S	A multi-cultural policy needs to be articulated		
Special Needs			I	It is imperative that the curriculum makes clear reference to the need for concrete policies to support the education of students with learning disability		
Social Needs	I	PL wants a system which addresses and let diversity to mature – what is being proposed is too prescriptive from top to bottom – how are we going to help those who are disadvantaged from home and have social problems?			I	Recognises that despite best efforts to ensure and secure equal distribution of wealth in Malta the fact remains that certain areas within Malta continue to be exposed to a higher level of social difficulties that impact the opportunities and abilities of children coming from such areas – or for the matter children coming from difficult social backgrounds – to complete the formal education process and to move on into higher education to secure a better

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						quality of life than that enjoyed by their parents
	I	How are we going to design educational content and pedagogies which are suited for difficult social realities in which up to 21% and in certain areas up to 30% of children are living at risk of poverty?			R	The centre should introduce policies that will allow Colleges to provide assistance and support to students that come from families with social difficulties – whether such support consists of the provision of Internet access from the home; additional after hours schooling; etc
	I	What are we going to do about absenteeism which in certain areas is very high?			R	The centre should delegate to Colleges and Schools within such Colleges where-in the predominant student population is constituted of students that come from such backgrounds with the necessary autonomy and delegation to allow them to tailor the school and learning environment in the best way possible that guarantees, to the extent possible, an environment that assists such students to continue to be engaged in the education process
	I	What are we going to do to address bullying? How to address discipline? It is not wise to think that the NCF does not have anything to do with this				
Parental Involvement					S	Recognises that Malta's society is changing. Statistics show that increasingly the households where both parents are active in the labour market are on the increase. The PN,

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						on the other hand, believes that the education process demands that parents play a key role in the learning of their children by continued and reinforcing at home the learning process carried out at school.
					I	There is a danger that families where parents both parents are working may spend increasingly less time in following up on the education of their children – with the education being abdicated either to the schools or to after school hours private education institutions
					R	The changing society norms and behaviour demands that all the stakeholders re-think concepts of parental involvement that may have worked well in the past but no longer hold in today's society
					R	All the stakeholders, including the teachers and their representatives, should embark on an open discussion to identify the potential pitfalls and arising issues if change is not forthcoming and to decide and agree on what is the best appropriate environment required to address such emerging issues
Student Participation			I	AD feels that more needs to be done to address the issue of student voice as an essential component of our		

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				educational process		
Management of Change	R	PL suggests that the consultation document which has to be published before the final document considers the pace by which these changes are going to be introduced so that there is no unnecessary stress and reform fatigue on all stakeholders	C+	AD generally lauds the considerable efforts to discuss the draft NCF with all stakeholders – this is a healthy development over the last two decades – AD hopes that consultation process creates the necessary spaces and impetus towards an on-going debate	C+	The PN is strongly of the opinion that this process of national consultation is of fundamental importance as it ensures that policy making fuses top-down (the draft NCF) thinking with bottom-up thinking (consultation and active participation) and in doing so allowing for the weaving of the best policy approach as the experiences, thoughts, concerns of the different stakeholders – not least the teachers, parents and the students themselves – is not only listened to but incorporated in the policy making process.
	R	When agreement is going to be reached (following a wide consultation process with all stakeholders) on the new NFC a democratic and representative structure will be required to design a well-thought implementation plan to implement and coordinate these changes sensibly (in a gradual manner) while ensuring that adequate resources are provided			R	The PN underlines that the authorities responsible for the final design of the NCF should adopt a sincere approach to the bottom-up policy process: that where relevant and as appropriate bottom-up recommendations are incorporated in the final design of the NCF.
	R	It would be wise to introduce certain changes by means of pilot projects rather than introduce them nationwide without knowing what affect these will have			R	The drafting of the NCF as well as the consultation process and the incorporation of bottom-up feedback which would lead to the final NCF policy direction that the Government will adopt should be the start and not the end of the process.

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	I	More, better and real consultation is needed with teachers and heads of school – many of these feel that they were not genuinely consulted and the meetings held were more to provide information than to listen to what they have to say			R	Imperative that the NCF policy process remains alive: that there is continuous monitoring of what is working and what is not; that results and outputs are measured; that calibration is embarked upon as and when necessary; and where policy reconsideration is required that this is carried out without fear and hesitation.
	I	More and genuine consultation is required with science, geography, history, PSD and other subject organisations			R	The stakeholders – that is the teachers, parents, students and school administrators – are to be continuously and actively involved in this ongoing review: they are the actors and players who have firsthand knowledge of how the NCF will behave between concept and reality and hence their input is invaluable.
	S	PL believes that every change has to be made with a pace which everyone can stand, according to the realities in every school and in every community in Malta and abroad and research-based			S	success of the NCF will, undoubtedly, depend on the extent that school management and teachers will embrace the new NCF. In part, the extent to which school management and teachers will own the NCF depends to the degree that they actually influence the design of the NCF and their role in its continued shaping during the course of its implementation
	S	PL believes in a change which is agreed between all stakeholders and			R	Sincere understanding of the concerns as well as the proposals that school

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		not imposed by the selected top officers over the rest, and a change which is sustained all the time and reviewed whenever needed				management and teachers present in the consultation process and the extent to which these are grafted not only within the NCF itself but also in the critical success factors that will determine the success of implementation is important
	S	NCF is so essential for our education system that it makes a lot of sense that the changes are well thought and broadly involve the educational professionals in its development – senseless hastiness and a curriculum without due consultation will result in chaos in schools, increased stress on those working in schools, will bring a lot of confusion and will not allow the changes to be implemented successfully for the benefit of the students and the country			R	The conceptual design of the NCF cannot be distinct from the politics of implementation: that in establishing the goals and outputs that will stem from the NCF there must be a supporting strategy that establishes the fundamental building blocks that need to be introduced or improved or sustained as the case may be in order to ensure that the concepts set out in the NCF are, ultimately, realisable
	R	The design of the new NCF should start above all with a serious and honest analysis of where we currently are in our education system – where are we doing well, where we are not, where are faring badly – this analysis has to be carried out on a national level and also in a European and global level- we have to analyse not only how we are doing in our country but also compare ourselves with the rest of the EU and the world				
	R	After such an analysis we can then plan the direction we have to take				

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		through an NCF which today cannot only be national not only because we are part of the EU but because we are living in a globalized world				
	I	As an alternative Government, PL recognizes the good work that was done and is ready to build on this but where it feels that there was no genuine consultation with MUT and teachers and where changes are not working, PL would open a wide and serious consultation process with all stakeholders and it would decide in the light of what comes out of such consultation with the aim that the changes are implemented gradually, sensibly and sustainably				

		Inspire		Inspire (Continued)		Heritage Malta
		Collective feedback for PHASE 1 regard the proposed NCF		Collective feedback for PHASE 1 regard the proposed NCF		Sammut, Ninette
		Early years and Primary Education		Secondary Education and general		
Principles			R	The components of the NCF list the principles of Diversity, Student-Centred Learning and Quality Assurance among the 6 principles, however it does not explain how these are to be realised – a 7 th principle could be Parent Support	C+	NCF is challenging, ambitious but achievable with the active contribution of all stakeholders
			S	Pedagogy, Practice and Evaluation speaks about a constructivist approach however other approaches need to be considered such as thematic approach allowing learning to be more natural		
			S	The transformational aspect needs to be acknowledged ensuring that we are making a difference by authentically and productively engaging and re-engaging marginalised students in their own education within the context of pedagogical reciprocity		
			C-	Overall the NCF lacks how things will be done and how the issue of disability is to be addressed to ensure the rights of everyone concerned		
Teacher Support	I	NCF recognizes that training of the practitioners is of paramount importance when providing for the child in the early years age range – the document does not specify the sort of 'theoretical base' that these educators ought to have	I	We need teachers who are better trained and equipped to help children with special needs achieve all they can achieve, instructors who can and want to adapt, people with an open heart and a positive attitude towards all forms of diversity		
	I	Concern was raised regarding the lack of any mention on the involvement of a multi-disciplinary team to support and provide professional input to the practitioner	I	LSA is the key to the learning and stability of the persons with disability – it was identified that ideally 2 LSAs contribute to the person's learning – adequate handover between LSAs is		

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		Early years and Primary Education		Secondary Education and general		
				essential and this in their own interest and for their own professional development and in the interest of any person they might be working with – subject LSAs could be over and above this arrangement		
	I	NCF refers to specific pedagogies throughout but does not qualify what these specific pedagogies are	I	Open communication and honest feedback is essential – trice yearly reviews need to be held, to set clear goals at the start and a good working relationship between LSA, teacher and parent, towards the middle for feedback and towards the end for feedback and closure		
	I	NCF says that practitioner is to demonstrate empathy and solidarity with the parents but again it does not explain in behavioural terms how and what parents are to expect				
	S	Ongoing tutoring for the teachers themselves with regard to disability issues and possibly even for parents as new teaching methods are being developed				
	S	The teacher should be made to accept that the child with special needs in her/his class and it is her/his responsibility together with the LSA to adapt a programme for the child's needs which can be incorporated within the class				
	S	Student teachers should have hands on experience by having placements in schools that have children with special needs and agencies that cater for this client group				

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		Collective feedback for PHASE 1 regard the proposed NCF		Collective feedback for PHASE 1 regard the proposed NCF		Sammut, Ninette
		Early years and Primary Education		Secondary Education and general		
Differentiated Teaching		Differentiated methods should be implemented for children learn in different ways – the use of visual aids is an important facet in facilitating the learning and to make the lesson more interesting – numicon should be considered as an alternative method to acquisition of numeracy	S	Level descriptors are going to be used for preparing and planning lessons and also for assessment so there should be guidelines to the new teachers when there is a student with learning difficulties		
Cross Curricular Concept	S				S	Heritage Malta is in favour of the cross-curricular themes and may support the NCF through the creation of outreach programmes (implemented in the classroom and other settings by the respective teacher) complimented by an actual visit to the museum/site – such programmes will have to be created with the input of the teachers involved
					S	The cross-curricular approach has to be nurtured through University courses especially the B.Ed so that future teachers are effectively trained to implement the system from the very beginning
Learning and Learning Environment	S	Alternative means of facilitating learning should be encouraged and NCF should report on this example the use of Numicon to ensure that children with varied needs can appreciate numeracy like the others	S	Learning should not be restricted to the classroom bench but rather more effort is needed to propose creative situations where people learn by experience, by seeing things happening in real life, by doing things hands on and not just on paper also by using technology (included adapted means)		
			S	NCF needs to explain how the student with a disability who may be on much lower level of the 'level descriptors' of every subject or a particular subject, is going to facilitate learning – teacher		

		Inspire		Inspire (Continued)		Heritage Malta
		Collective feedback for PHASE 1 regard the proposed NCF		Collective feedback for PHASE 1 regard the proposed NCF		Sammut, Ninette
		Early years and Primary Education		Secondary Education and general		
				should be responsible for giving appropriate work and then the LSA should make sure that the work is done		
Citizenship Education					I	It has to be ensured that CE is given special attention through the cross-curricular approach – without effective monitoring of the system there might be the danger that these subjects will fall on the side, something which Malta cannot afford
PSD			S	Diversity is an essential topic that needs to be included in PSD lessons as well as university B.Ed courses		
Examinations and Assessments	I	Types, process and frequency of assessments have not been identified				
	S	If the child with special needs attends an educational programme such as Inspire, outside school, these sessions should be acknowledged and points should be given for this in the child's school leaving certificate				
School Outings and Extra-curriculum Activities	S	NCF should ensure that schools and educational programmes such as those provided by Inspire should complement each other to ensure consistency			S	Programmed visits to museums/sites needed to support the curricular needs of the students should effectively be entrenched in their timetables and validated by forming part of their assessment
Mainstreaming						
Special Needs	I	Inclusion means that the child with special needs is fully included and is allowed to participate in the class and thus have roles like all the others and this needs to be explicit in the NCF	I	NCF needs to specify how children with varied needs will be progressing from one year to the next		
	I	NCF should address how children should be encouraged to help and assist their peers with special needs	I	All proposed areas are appealing, interesting and innovative, however in practice we find that not only are		

		Inspire		Inspire (Continued)		Heritage Malta
		Collective feedback for PHASE 1 regard the proposed NCF		Collective feedback for PHASE 1 regard the proposed NCF		Sammut, Ninette
		Early years and Primary Education		Secondary Education and general		
				people with disability limited by what they can choose and do through their physical and intellectual difficulties but also by the availability of resources, of human support, and willingness of particular areas to really adapt to the needs of everyone		
	I	Letting the child develop their potential by allowing them to explore for themselves at their own pace and not having adults finishing the work for them to save time needs to be ensured	S	NCF needs to report on how the resources will be allocated to children with different abilities – the head of school needs to be directed with regard to the allocation of resources		
	S	Schools should have regular and practical workshops on inclusion and disability issues – e.g. discuss sensory issues and techniques that can be used in the classrooms	I	Having the class prepared for the person with disability makes a huge difference – they need to understand what to expect, that the person has difficulties but is still a person with hobbies, likes, dislikes, feelings and needs including interaction and friendship		
	S	Exam papers should be adapted and tailor made according to the level and ability of the child reflecting the work they have been doing – such adaptation cannot be haphazard but needs to have established standards to ensure relativity	S	The child with special needs should be allowed to attend school even when the LSA is not present and the NCF should be explicit about this		
	S	PE should be adapted to include the child with special needs and the NCF needs to include how these adaptations are going to be realised	S	A transition policy should be in place to ensure that when student's progress from one year to another, the transition runs smoothly and the educators who are going to be involved with the student get to know exactly the needs of the student ahead of time		
			S	Mainstream education means that the		

		Inspire		Inspire (Continued)		Heritage Malta
		Collective feedback for PHASE 1 regard the proposed NCF		Collective feedback for PHASE 1 regard the proposed NCF		Sammut, Ninette
		Early years and Primary Education		Secondary Education and general		
				person is in class – differentiated learning and assessments need to be considered – it is essential to listen to what a person with disability wishes for and to what they have to say – it is our responsibility to make sure that what they need is provided		
Involvement and Local Community			S	More partnership agreements with NGOs are necessary to find ways to reduce duplication and use the experience of NGOs working in the various sectors		
Management of Change						
Comments	R	It is strongly recommended that special consideration is given to the choice of the mode of communication rather than haphazardly deciding to use different materials/methods to enhance communication				

		Malta Humanist Association		Malta Personal and Social Development		Work Orientation Experience – RAY Programme
		MHA Response to consultation request on the NCF Ethics Education programme		Evaluation report on the NCF 2011		
		Sep 2011		July 2011		
Citizenship Education			I	How are the subjects under CE learning area and under HE learning area going to work together? How are the teachers of the different subjects going to work together to ensure that there is a common line of thought and no overlap between one subject and another?		
Religious Education	C+	MHA applauds NCF proposal to commence an Ethics education programme for primary and secondary school students – feels that ethical formation does not necessarily require a religious foundation				
	I	NMC of 1999 was aware of the importance of achieving the objective of 'Self Awareness and the Development of a System of Ethical and Moral Values' but it did not clarify how this would be achieved in the educational context – the current NCF proposal, with some modification and enhancement, would be a concrete step towards achieving this objective				
	I	Ethical and moral values are currently taught only within the religious perspective and do not allow the same importance and time to an appreciation of other approaches and worldviews, particularly the non-confessional one				
	I	Religion places too much emphasis on doctrine and much less on moral and ethical development – one must				

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		actively construct a framework where intellectual freedom (as articulated in the NMC of 1999) truly exists				
	I	Currently students who do not want to attend religious lessons are allowed to do so but they are not given a fair alternative educational experience (this is in conflict with NMC of 1999)				
	S	MHA feels that lessons in Ethics should not be exclusively for students who choose not to attend school CRE lessons – all parents and students should be given an informed choice (parents whose children attend MUSEUM lessons in the evening would prefer that at school their children would get an outlook of Western Philosophy and Secular Moral Values as well as ethical arguments)				
	I	The idea of philosophical argumentation and the teaching of critical thinking will result in the enhancement of developments in cognitive ability, developments in critical thinking, rationality and dialogue along with emotional and social developments (see suggestion re PSD)				
	I	MHA makes reference to Art 2 (3) and Art 40 (1) & (2) of the Constitution of Malta and interpret these to mean that the State is obliged to provide for the teaching of the Roman Catholic religion in all State schools but each				

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		individual or in the case of a minor their guardians shall have the right to not receive such instruction if they so desire				
	I	Non-catholic and non-Christian students deserve a comprehensive education as well – a curriculum is needed that provides for everyone, irrespective of personal religious beliefs – the study of ethics is a non-denominational approach to issues of ethics and morality (latter approached from a rational perspective) as such it is equally valid for any religious denomination as well as non-religious ones				
	R	MHA recommends full Ethics programme for students not following the CRE programme – students should not be made to feel that they are opting out of CRE but the latter and the Ethics programme should be presented as a straight choice with parents and students opting for one or the other at the start of each academic year				
	R	MHA's understanding of an Ethics education programme is also one which engages in issues related to education in morals – the latter constitute a basic human marker of right conduct and behaviour while ethics is more akin to a set of guidelines that direct accepted practices and behaviour through				

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		Sep 2011		July 2011		
		argument and reason				
	S	<p>One approach to building an Ethics programme is to construct it around a small number of core values – the following e.g. gives twelve core values identified for a children’s ethics programme for students of ages 5 to 8 by the Ethical Humanist Society of Long Island:</p> <p>Ethics is my religion Every person is important and unique Every person deserves to be treated fairly and kindly I can learn from everyone I am part of this Earth, I cherish it, and all the life upon it I learn from the world around me by using senses, mind, and feelings I am a member of the world community, which depends on the cooperation of all people for peace and justice I can learn from the past to build for the future I am free to question I am free to choose what I believe I accept responsibility for my choices and actions I strive to live my values Although the above are only being given as e.g., the principle that a starting point for constructing a course should be the identification of a set of fundamental values would appear to be a sound one</p>				

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	S	The above principles can also be partially used for secondary schools except that the issues tackled become more mature and involved as students move into adolescence – with the older students it is also suggested that time would start to be spent on examining the thinking of the great moral philosophers and ethicists – at this stage within the senior secondary cycle an introduction to major ethical theories such as consequentialism and deontology would also to be appropriate				
	S	MHA suggests that the whole ethics programme (specifically tailored to our cultural and social milieu) is based around a spiral approach where the same concepts are visited again and again at an increasing level and complexity				
	C+	MHA strongly endorses the recommendation set out in the NCF that an “an ethics education working group should be set up with practitioners, experts in this area and young people whose task should be to develop an appropriate curriculum with clear aims and objectives....”				
	S	MHA, while it embraces the view of the autonomy of ethics namely the notion that morality does not necessarily require a religious foundation, believes that ideally each and every student should have				

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		lessons in Ethics from a young age distinct from CRE lessons				
	R	In the short-term MHA recommends that Ethics lessons are introduced as a straightforward replacement for religion lessons for those students not taking CRE lessons				
	R	In the medium-term MHA recommends that a foundational ethics programme should be provided for ALL students complimented by a religious education programme for CRE students or a more intensive ethics programme for non-CRE students – since most issues and concepts of morality are universal we feel that a base ethics curriculum can be developed at both primary and secondary levels that builds a foundation of morality that transcends denomination				
	I	MHA understands that the above goes beyond the current scope of ideas presented in NCF and is cognisant of the fact that a number of logistic and related problems would have to be overcome before such an idea can be implemented				
PSD	S	Since some of the elements mentioned for the teaching of the Ethics programme are already found in the pedagogy of PSD, MHA is of the opinion that PSD could be a natural point of departure for the implementation and the addition of an	I	PSD takes a learner-centred approach – it has several positive effects on students due to the promotion of a different form of learning and it fulfils the 3 NCF educational aims since it helps learners develop their potential, sustain their chances in the world of		

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		ethics curriculum		work and engage citizens in the constantly- changing realities		
	R	MHA refers to foreign projects and studies carried out on the teaching of Ethics (Unesco, New South Wales) – it strongly recommends that when the working group is designing the curriculum for the Ethics Education programme, this analyses substantial material from Francophone countries which exists on the topic	I	PSD has two strands – ‘Personal Identity and Relationships’ which is directly linked with Aim 1, 2 and 3 of the NCF and ‘Healthy Lifestyle and Social Responsibility’ which is related with the learning area named ‘Health Education’		
			I	PSD offers a difference from the academic and exam-oriented educational system and culture – its syllabus specifies different topics that must be covered with reference to the developmental stage and the related needs of the students		
			R	MPSDA is proposing an increase in the number of hours devoted specifically to PSD – these would fall within Health Education and Citizenship Education also including Career Education		
			I	In NCF consultative document 1 PSD is listed under HE & CE while the proposed timetables (consultative document 3) include PSD only under HE – PSD does not only deal with HE		
			R	We strongly recommend NOT to change name of PSD to PSHE – health is only one topic which PSD focuses on – moving away from PSD to PSHE will open up a number of problems and once health is included		

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				the other topics would seem as left out (economic, environment, citizenship)		
			I	Change from 'Lifeskills' to PSE to PSD evolved over a period of around 18 years to give it a more comprehensive and cohesive representation to the subject content and to better mirror the broad content and methodology of PSD		
			I	The proposed new name means it will lose the wider scope of 'development' and will only be limited to education – development is more encompassing than education as it supports formation instead of giving knowledge and reflects more the pedagogy used in the Maltese PSD model		
			C+	MPSDA is very satisfied that PSD practice is already in line with the pedagogical approach presented in the NCF – it also mentions the Europe 2020 document by EC 2010 and its 3 mutually reinforcing priorities that member states have to focus on smart growth, sustainable growth and inclusive growth which are all included in the PSD syllabus		
			I	MPSDA emphasises the importance of PSD within a European context, globalization and technological change in a world where young people can no longer expect to spend their whole lifetime in one employment sector and thus their career paths will change in		

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				unpredictable ways		
			I	MPSDA believes that prospective adults must have adequate skills, attitudes, values and knowledge to enter the adulthood phase and the world of work		
			I	On what criteria would a college decide to increase or decrease the amount of lessons of PSD? Who would be consulted?		
			I	How is the number of lessons presently assigned to PSD going to be distributed within the timetable? Since PSD follows under 2 main learning areas, who is going to be responsible to ensure that such areas are covered in the different subjects?		
School Outings and Extra-curriculum Activities					I	Work Orientation Experiences in Secondary schools are not mentioned in NCF 2011 – the number of secondary schools organising such exercises exposing secondary school students to the world of industry is increasing tremendously
					I	Mr. Attard has been organising these WOE's for the last 4 years through the Revolving Around Yourself (RAY) programme
					S	Students acquiring experiences from industry should follow a procedure whose foundation would be enshrined in the NCF and that they will also be certified through NCF guidelines (currently WOE's through the RAY programme are certified both by the DQSE and MQC but others are not)

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					I	Could RAY programme provide a national blueprint through the NCF 2011?

		Maltese Association of Science Educators		Maltese Association of Science Educators (continued)		EUROGEO
		A Vision for Science Education in Malta – The Early Years and Primary Science		A Vision for Science Education in Malta – Secondary Science		Donert, Karl – President
		(Disclaimer: What appears in this report does not necessarily express the views of the MASE committee)		(Disclaimer: What appears in this report does not necessarily express the views of the MASE committee)		Liverpool – United Kingdom
Teacher Support			R	To attract more students towards Science, guidance teachers and science teachers themselves need proper training in order to direct more students towards careers that are related to Science, Technology, Engineering and Mathematics (STEM)		
			R	It is evident that most of the Science teachers need retraining in one or two subject areas in order to teach Core Science in Forms 3 to 5 especially because half of the teacher has a qualification in Maths and Physics		
			R	It is hoped that this will not be a simple compacted in-service course a few days before the start of the scholastic year – ideally this training would not be after school hours but be conducted in a specific time slot in teachers' timetable (eg an afternoon every week)		
			I	Physics teachers are worried that the changes will bring with them an enormous surplus of Physics teachers		
Teacher Roles and Responsibilities	S	The existent group of Science peripatetic teachers need to be given the opportunity to further their studies in their area of specialisation – the establishment of a Diploma Course in Primary Science as proposed in NMC 2001 would offer this opportunity				
Geography					C-	EUROGEO is expressing concern about the current NCF proposals to reduce the status and amount of Geography taught in

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						schools in Malta – at a time when many European countries are increasing curriculum time for Geography due to its relevance and the essential skills it provides young people, it is astonishing that in Malta the Ministry of Education is considering such changes
					C-	When studies by HERODOT show that almost all European countries offer Geography to all pupils until at least 14 years and that most national curricula allow students to continue their geographical studies until at least 16 or 19 years of age, it was surprising to hear of Malta's plans to remove the subject formally from the list studied at school – Malta would be the only European country in this situation
					C-	This goes against integrated curriculum trends that are being developed in many major European countries which encourage the in-depth geographical studies of key issues in our society and the reinforcement of a strong Geography curriculum in countries like Greece, Estonia, Finland, the UK and the Netherlands as a highly relevant modern subject of study, that will help to encourage economic growth and development
					I	Geography teaching and learning in general and the study of Europe in particular are essential for our future – Geography helps us understand the major issues associated with European

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						development, economics, politics, social structures, culture and heritage, and provides spatial awareness and access to new technologies in a meaningful context
					I	For example geoinformation skills are vital for Europe's economy and they already play a significant part of the EC Digital Agenda 2020 as they are needed for future industrial and commercial developments – in the last year several countries have decided to integrate geo-technologies, delivered by geography throughout their secondary school curricula because this is becoming one of the key growth areas and in Europe we currently have a skills shortage of more than 30,000 workers
					I	EUROGEO research shows that the core skills of spatial thinking need to be developed in school as well as in higher and vocational education – removing or reducing the amount of geographical studies in the school curriculum further jeopardizes this situation and will place young people educated in Malta at a distinct disadvantage in the job market when compared to others educated in European countries and worldwide
					I	The integrated studies of Geography deal with many of the complex issues facing Malta today – Geographical education helps us to deal with many of the major issues that affect all our countries and geography school leavers and graduates

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						are extremely employable throughout most economic sectors
					R	EUROGEO urges the Ministry of Education to reconsider its proposals very carefully and to seek relevant advice from employers and the geographic community before making long-term decisions
					R	EUROGEO strongly urges the Ministry of Education to reconsider the advantages that strengthening and enhancing Geography in Malta's education system would bring – seek advice from geographers who really understand the importance of geographical education to young people in Malta
Science Education	C+	Science teachers seem to agree with NCF vision that to enhance the effectiveness of the goals set out in the NCF for science education, strong links have to be made in the Early Years, between the primary and secondary education and with the post-secondary science curricula	I	Teachers seem to acknowledge the importance of a review of secondary science since in the current context we are not preparing the great majority of our students with the right knowledge, skills and attitudes in order to become functional individuals in a society permeated with science and technology		
	C+	Teachers seem to agree with the NCF proposal to regard Science in Primary as a core subject and believe that it is crucial that any shift in perception about local Science education should clearly start by redefining what is done at primary level	I	Many believe that the time has to come to create an integration of the three sciences throughout the whole of secondary schooling thus providing a less fragmented curriculum that targets scientific literacy		
	I	Science teachers believe that the more than half of Maltese students	C+	Agree that Form 1 and 2 students start with a Core Science component and		

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		who participated in the TIMMS survey in 2007 who either achieved at a low benchmark or did not even manage the low benchmark, merit special attention since these lacked basic concepts in science and thus the current system is not catering for them and is not helping them to develop as scientifically literate individuals		welcomes the introduction of a Core Science programme for Form 3 to 5 students who do not want to specialise in Science – its syllabus however should cover enough content so that any student can take up any science subject at intermediate level		
	I	The seed of scientific literacy needs to be sown in our primary schools – the TIMMS result is a direct consequence of the lack of Science lessons in primary schools	I	While agreeing with Science option 4 that enables students to study all the science areas, many teachers are worried that most students who are capable of sitting for options 1 to 3, would opt out from this kind of specialisation and choose Core Science instead (at a time when they are unsure of what career path they would like to take in future)		
	S	Some teachers believe that to ensure a smooth transition and a stronger link between what is done at primary level to what is done in secondary schools there should be a common science programme for primary schools	I	The fact that students would not be permitted to choose Physics by itself will make certain combination of options impossible e.g choosing Physics, Design and Technology		
	I	Teachers agree with adopting a thematic approach to teach science at this age but cannot conceive how coordination at all levels is expected when it is suggested ‘that individual schools develop their own	R	Teachers believe that the formulation of the curricula for Core, Life, Material and Physical Sciences has to be achieved through the active involvement of Science teachers who are currently teaching Science		

		Maltese Association of Science Educators		Maltese Association of Science Educators (continued)		EUROGEO
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		programmes' (pg.27) – this kind of approach will put more pressure and stress on Primary teachers, Science peripatetic teachers and schools		subjects at secondary and post-secondary levels		
	C+	MASE members seem to welcome the fact that the time allocation for learning Science is proposed to increase to two/one and half hours a week (Year 6)	I	Great care needs to be taken in the implementation of inquiry-based approaches vis-a-vis the development of the new curricula for the different Science areas since this approach faces more reluctance from teachers as they consider it as time-consuming –a balance needs to be found between the content of the Science curriculum for each area and time required to actually cover it		
	I	It is believed however that for students to engage actively in inquiry-based methods of learning that ensure a deeper understanding of science, primary teacher and science peripatetic teachers might require more time than that proposed				
	S	Primary schools should given the same resources (equipment etc) as secondary schools since the latter are now well equipped – primary schools should have a dedicated science laboratory or science room in each primary school so that students can be encouraged to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyse results and				

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		discuss their findings				
	S	Primary school teachers need to be supported in different ways so as to embrace the notions and science vision in primary schools – more specialised teachers in science are required in primary schools who will work together with the other teachers				
Examinations and Assessments	C+	Teachers seems to welcome the emphasis placed on assessment for Science learning in the vision document to move from the tradition of exams and testing that is extensively dominant in our schools and eventually embrace an assessment strategy that is more formative in nature	I	At the moment the way a science subject is formally assessed is not the same between the three subjects – the requirements for Biology are more demanding than Physics and Chemistry so when a new curriculum is set up the type of formal assessment employed should be of equal demand in all subjects		
	C+	If teachers manage to embrace the new approach presented in the new curriculum by using the learning objectives presented in the syllabus in order to extract specific assessment criteria for each task and in turn use the assessment criteria to assess the students' work, we would have enacted a process where assessment is truly used for learning	S	Since a lot of importance is given to the change in the methodology required to provide students with the best science learning experience possible and to the non-formal assessment, the amount of content in the subjects especially in the option subjects should be accurately reviewed, possibly reduced		
	S	Teachers suggest a change in the way feedback in Science is reported to students and parents by moving away from the kind of report that is norm-referenced and develop a reporting system that is more				

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		critterion-referenced – this kind of feedback would be more meaningful for all the stakeholders involved in the teaching and learning process and provides a true picture of what the students really know and can do				
Facilities and Support Structures and Services			I	Not all schools have lab facilities – it is useless to create a new curriculum if the tools to implement it are not available – all students must be treated equally		
Management of Change			S	When a new strategy is implemented it is crucial that its effectiveness is evaluated after a couple of years – once the first students have reached post secondary level it is imperative to obtain feedback from teachers instructing students at this level, analyse it and implement any required improvements		

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Principles			C+	The new NCF will encourage a more inquiry based science education and this will require a degree of teacher retraining, a more integrative and gender inclusive pedagogical approach together with more varied continuous assessment possibly involving an oral presentation in the SEC practicum
Citizenship Education			C-	In secondary years, the objective of CE is to learn about social, historical, geographical, economic, political and environmental contexts and realities as well as their implications – when it comes to choosing optional subjects, certain subjects which are covered in CE can also be chosen as stand-alone subjects but Geography is missing from the list of suggested optional subjects (NCF 3 p 55)
			I	As seen in the NCF, it is not clear whether Geography will be offered as a subject in the secondary years of education any longer – although geographical themes might be taught in other modules such as CE and Physical Sciences there will no longer be a single subject in Geography unless provided by the discretion of the particular school
			I	On the other hand, the reply to the PQ seems to indicate the possibility of Geography being offered as an option at secondary level in all schools - all parties involved, be it students, educators or schools might need a clarification on this apparent contradiction
			I	Report by UMGS delves deep into defining Geography and highlighting the fact that through this subject one learns skills which

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				are need in everyday's life – it states that Geography is a useful subject to learn from an early age since it helps children to grow up understanding the environment they live in – through geography people not only learn about topics such as sustainability but also live and practice them not to mention learning about matters such as climate change, cultural diversity, urban sprawl, biodiversity loss, economic globalisation, natural hazards and energy consumption
			I	Despite all the effort put in the NCF to tackle different areas of knowledge to different degrees of specialisation or another, it could be that knowledge about the world is being imparted in a fragmented and compartmentalised manner – by separating knowledge in different areas we are risking leaving out certain topics which are not easily defined by the preset areas and might thus be leaving gaps in knowledge
			R	It is obvious that there needs to be a set structure which ensures that what is to be taught is broken up in small parts which children and teachers can handle – this is particularly important in the early and primary years of education where children might not be able to handle large chunks of information at the same time
			S	Although it might be challenging to deliver as an independent subject during the primary years, basic concepts of Geography can be introduced to the young learners
			I	As the latter grow up they will be

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				questioning their surrounding environment and it is imperative to keep stimulating settings where s/he could find such answers – CE might be limited in providing these answers to children at the secondary years who are seeking more factual, hands-on responses – this limitation is overcome by Geography which integrates the physical world processes with their location in a way which is more readily perceived by students
			R	It is imperative to keep offering the inquisitive child an opportunity to keep studying geography at a secondary level – geography provides an opportunity for everyone regardless of their interests and inclinations to be physically close to the subjects of study
			I	The practical approach which is nowadays used to teach geography is very congruent with the approach suggested in A Vision for Science Education in Malta which explains how sciences should develop skills and ways of thinking such as inquiry, observation and accurate measurement, critical thinking, considering alternative interpretations and communicating conclusions
			I	Although not a pure science subject, modern geography completely fulfils all the purposes of science education in view of the scientific approach being taken to explain the world
			I	A distinctive skill that is only taught in geography is cartography (science of maps) – it is of utmost importance for young people to be able to interpret maps

		Malta Mediation Centre		University of Malta Geographical Society
				and also draw basic ones – such skill is nowadays also permeating into other disciplines such as computing, biology, archaeology and history
			I	Schools in Canada and America have introduced the computer based Geographic Information System (GIS) in their curriculum and registered improvements in critical thinking, comprehension, communication and analysing skills not only in geography but also in all their school subjects such as science and mathematics
			I/S	While other countries are introducing GIS at a secondary level, the NCF could be putting Geography in almost its entirety at the sidelines – GIS could integrate very well with the e-Learning cross-curricular theme – at an early stage students could be introduced to mapping software which helps them understand their identity through location
			I	Geography is not limited to just describing the world but it also provides solutions – by having informed opinions based on both human and physical considerations, children would be encouraged to become more responsible and active citizens
			R	It is evident that geography identifies with the aims and rationale set by the NCF documents and therefore all students at a secondary level should have geography offered as an exclusive subject to be chosen as an option within the normal timetable hours – lessons in geography should not just be limited to some hours a week as part of other subjects even though

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				this ensures that every single student is equipped with the most basic geographical knowledge
			S	In order for Geography to fulfil the curricular objectives, it might need to be restructured and a new syllabus developed for the secondary years – amongst others it should increase teaching of geographic knowledge of Malta and its relationship to other countries around the world, and also include hands-on sessions on Geographic Information Systems which is not present in the current SEC syllabus
			I	As an appendix to its report, UMGS presents cartoons taken from National Geographic's Geo-Literacy Programme and also letters from Geographical Organisations/Institutions both locally and foreign all outlining the importance of geography in schools and education
			C-	It is of concern that Geography as an exclusive subject does not feature consistently in the NCF although this might appear to be in contrast with the position expressed by Education Minister in reply to a PQ by Joe Mizzi MP on the matter
PSD	S	It would be a step in the right direction to introduce mediation to students starting from Form 1 level to enable the younger generation to understand and appreciate the value of mediation as a means of alternative dispute resolution		
	I	Conflict resolution education develops important life-skills aimed at improving the school climate by reducing violence, bullying, vandalism etc – it		

		Malta Mediation Centre		University of Malta Geographical Society
		also creates more time for learning because when conflicts are resolved, students are not distracted and can concentrate better preparing them to be citizens in a conflict-ridden world		
	S	Upon the completion of a mediation programme, which should run for a whole scholastic year, the second step should be the introduction of a peer mediation programme whereby students, already trained in the skills of mediation are given further training to act as mediators and help disputants of their own age group or younger to find solutions to their conflict		
	S	A peer mediation programme requires a programme coordinator (could be a teacher or school counsellor ideally trained in mediation and conflict resolutions skills) who will be responsible for administering the programme and works in collaboration with the administrators and experienced consultant/s who provide training for staff and student mediators		
	S	The conflicts that lend themselves to peer mediation include verbal harassment, spreading rumours, physical aggression or other bullying behaviours – obviously, criminal activities, which involve the police and the courts, are not suitable for peer mediation		
	I	MMC feels that what is being proposed above falls within the meaning of the NCF Consultation Document 2 page 32 under the heading 'Work towards		

		Malta Mediation Centre		University of Malta Geographical Society
		strengthening social cohesion and ensuring social justice'		
Examinations and Assessments			I	The new NCF will encourage a more inquiry based science education and this will require a degree of teacher retraining, a more integrative and gender inclusive pedagogical approach together with more varied continuous assessment possibly involving an oral presentation in the SEC practicum

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Principles	C+	The new NCF has an educational vision; that which caters for the needs of everyone thus presenting the idea of fairness, equality and justice				
	C+	Education is presented as something holistic; in fact it is directed towards the development of students' holistic potential				
	C-	The NCF is a bit heavy-loaded with information; although its appearance may be attractive, the amount to read is not as appealing as it should be to the main reader (i.e. the busy teacher)				
Early Years and Primary Education					C-	It is felt that the crucial phase of a child's life (0-3 years) is not given its due importance in NCF – childcare is included as part of the Early Years Cycle in the opening page of NCF consultation document 3 and it also acknowledges that the Early Years refer to children from birth to the age of 7 but NCF does not target children from 0-3 years
					I	NCF was compared to and contrasted with 3 frameworks for the early years, namely Te Whariki and the New Zealand CF (1996), Early Years Foundation Stage Statutory Framework (2008), and Belonging, Being and Becoming – The Early Years Learning Framework for Australia (2009) – all these were chosen because they cater specifically for the early years and include the 0-3 age range
					I	The Te Whariki curriculum acknowledges the distinctive and different needs and characteristics of infants, toddlers and young children and looks at 5 strands – well-being, belonging, contribution,

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						communication and exploration – these strands stem from the 4 foundation principles of this curriculum which are empowerment, holistic development, family and community, and relationships
					I	The EYFS in England, which is now mandatory, is based on 4 principles which are A Unique Child, Positive Relationships, Enabling Environments and Learning and Development and covers 6 areas covered by the early learning goals and educational programmes – Personal, Social and Emotional Development, Communication, Language and Literacy, Problem Solving, Reasoning and Numeracy, Knowledge and Understanding of the World, Physical Development, and Creative Development
					I	The BBB (EYLF) for Australia views children's lives as characterised by belonging (belong first to a family, cultural group, neighbourhood and wider community), being (acknowledge the significance of the here and now i.e. the present in children's lives), and becoming (the process of rapid and significant change that occurs in the early years as children learn and grow) and is based on 5 learning outcomes – Children have a strong sense of identity, children are connected with and contribute to their world, Children have a strong sense of well-being, Children are confident and involved learners, and Children are effective communicators
					I	The NCF acknowledges the importance of the early years while describing competences in early childhood education and states that children are expected to acquire social, communicative and

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						intellectual competences in an environment that promotes personal well-being and positive learning dispositions – NCF is based on 5 learning outcomes which are Children develop a strong sense of identity, Children gain a positive self-image, Children are socially adept, Children are effective communicators, and Children nurture positive attitudes towards learning becoming engaged and confident learners
					I	Similarities in various aspects may be seen across the 4 frameworks mentioned above – communication is given prominence in all frameworks
					C+	NCF makes special reference to the importance of the first 2 learning outcomes within our bilingual context and refers to respecting, promoting and strengthening children’s first language and also exposing children to the 2 official languages in meaningful ways – this is highly commended as the NCF takes into consideration our cultural diversity
					C-	Creativity is given limited importance in the NCF contrary to the EYFS which provides a specific early learning goal and educational programme for this area of development
					C-	Physical activities including a healthy lifestyle are mentioned in the NCF but these are not given enough prominence – such good habits need to be instilled from a young and tender age
					C-	Overall NCF appears to describe the domains in a more general manner but does not go into any great depth – the other frameworks mentioned are stand alone documents clearly highlighting the

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						importance of these formative years
					C-	NCF contrasts sharply with Te Whariki when it comes to the importance which the latter gives to first 3 years of a child's life – NCF gives minima importance to this age group
					S	FES praises the work of the NCF – Early Years but feels that this should also give importance to children aged 0-3 years – the learning outcomes can be extended to this age group too but need more breadth and depth so that early practitioners can have more clear guidelines when working with children of such a young age
					I	The need for high quality childcare in Malta is strongly felt especially in view of today's changing society – female employment is still low in comparison with other EU countries and thus parents need to be assured of high quality service provision which ensures that all children's needs are met
					R	It is thus of utmost importance that registered childcare centres have specific guidelines to follow such as those provided by NCF
Teacher Support	I	NCF principle 6 is teacher support – what does this entail specifically?				
	I	Teachers should not simply aim at forcing students to learn but must provide them the necessity to learn – teachers should give students a reason why they are taught what they are taught and show them how they can implement this once they go outside to the real world				
Autonomy	I	Teachers can cope with the curriculum if they are involved directly, by giving				

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		them proper professional autonomy				
	I	How will the proposed flexibility in the NCF be achieved?				
Differentiated Teaching	C-	The implications of differentiated learning may have its downfall; differentiated teaching is appealing for better schooling but 'gifted' students still fall in the crack of our educational system – less gifted students are given extra attention and help, so gifted students should also be given such privileges				
	I	Schools must recognise, acknowledge and provide for multiple delivery system which cater for differences within a comprehensive school environment – the bringing together of students with different learning needs, abilities, orientations and interests				
	I	How will NCF be more inclusive in its method of teaching and sharing of knowledge?				
Cross Curricular Concept	C-	The idea of portfolios is too idealistic; with the current curriculum and syllabuses it can be quite a challenge for teachers and students to create these portfolios				
	I	Will the proposed 5 cross-curricular themes help develop the idea of inclusivity?				
Syllabus	I	Will the new NCF focus on coverage rather than mastery? It is a matter of syllabus versus the need of the child but teachers seem to be more preoccupied with quantity rather than the other aspect – could this be because there is a lot to cover? Doesn't this hinder the promotion of				

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		differentiated teaching schools?				
Children in Class	R	For portfolios to take life, the number of students in each class should be far less so teachers can give more individual attention to each particular need – otherwise portfolios should be assigned to those students who really want to work for it				
Learning and Learning Environment	C+	The NCF covers all learning areas	C-	While reference is made to the learning environment no mention is made to ensuring the physical and emotional safety of students – MGRM holds that safety is a pre-condition for learning and that the absence of any reference to addressing bullying is of grave concern		
	I	Learning issues should vote the necessary resources to provide schools that are safe, attractive and well-resourced				
	I	How is the idea of schools as a learning community a substantial part in the new NCF?				
	C-	Foundation classes should not be loaded with the same equivalent academic subject; we should avoid putting students in front of more difficulties which they cannot handle and overcome on their own – if they are still unable to do sums or to read basic English, then they should not be loaded with a foreign language too				
Citizenship Education	C+	Students will be given utmost attention and preparation; they will learn skills related to the generic concept of citizenship – students are brought up as future citizens of a society				
Education for	C+	Creativity and innovation can be				

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Entrepreneurship; and Creativity and Innovation		identified in each learning area; especially in the proposed five cross-curricular themes				
Examinations and Assessments	C+	More importance is given to assessment for learning and there is a less daring emphasis on examination; auto-evaluation made by students and the idea of creating a portfolio can help students' learning				
Special Needs	I	Will there be fair distribution in the new NCF according to the 6 general principles of the NCF, especially 1. Entitlement and 2. Diversity? Will these principles assert that those with disability are to be considered on the same level and should be given equal education as those who are non-disabled learners?				
Mainstreaming			C-	MGRM is concerned by the absence in the NCF of any specific reference at all to issues that most affect lesbian, gay, bisexual and transgender (LGBT) students		
			C-	While the second general principle of NCF (diversity) specifically mentions certain grounds such as age, gender, beliefs, personal development, socio-cultural background and geographical location as well as learners' identities, their language competence, intellectual abilities, aptitudes, interests and talents, nowhere is there any reference to sexual orientation, gender identity and gender expression		
			C-	This continues to render members of the LGBT communities – students, parents, guardians, caregivers and staff – invisible in the Maltese		

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				education system		
			I	A curriculum that strives for equity in respect of students, parents and staff of diverse sexual orientation, gender identity and gender expression should provide a balance of perspectives		
			I	MGRM holds that inequities exist in the curriculum and that the DQSE should be committed to enabling all LGBT students to see themselves reflected in the NCF – this should be committed to providing each student with the knowledge, skills, attitudes and behaviours needed to live in a complex and diverse world by:		
			R	Ensuring that respect for diversity and inclusion on the basis of sexual orientation, gender identity and gender expressions permeate the curriculum in all subject areas		
			R	Ensuring that any language or behaviour that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice, discrimination, harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identification will not be tolerated		
			R	Requiring schools to specifically include the prohibition of such language and behaviour in their student Codes of Conduct as well as examining and challenging homophobic and heterosexist curriculum in order to ensure inclusivity		
			R	Developing a process to determine whether discriminatory biases related to sexual orientation, gender identity		

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				and gender expression are present in existing learning materials, programmes or practices		
			R	Ensuring the review and/or modification of materials that promote stereotyping, discrimination, homophobia or heterosexism and the removal of materials or programs that promote hatred or violence against GLBT people		
			R	Providing adequate resources and training to assist all staff in becoming agents of change and to use curriculum effectively in order to promote critical thinking and to challenge homophobia, transphobia and heterosexism		
			R	Ensuring that classrooms, resource centres, school libraries, audio-visual collections, and computer software contain appropriate materials and resources that accurately reflect the range of Malta's LGBT communities		
			R	Developing guidelines to ensure that displays and visual representation in all schools and workplaces of the DES and DQSE reflect the cultural heritage and include the contributions of the LGBT communities		
			R	Supporting student leadership programmes that address homophobia and transphobia and developing and providing both academic and service programmes and supports in all curriculum areas to meet the needs of underachieving LGBT students facing discrimination because of their own or their family members' sexual		

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				orientation or gender identity		
			R	Ensuring that the contributions to Maltese, European and world history and historiography from LGBT communities are included accurately in all aspects of the curriculum		
			R	Ensuring that curriculum materials and learning resources are allocated to challenge homophobic and transphobic propaganda against LGBT communities		
			R	Acknowledging through its communication to students, staff, and the community that some children live in LGBT headed families and need to be positively recognized and included as such at all grade levels		
			C-	While a number policy development objectives have been set, these do not include a review of the current anti-bullying policy – such a review is deemed necessary since homophobic and transphobic bullying are not currently addressed so LGBT students remain at risk		
Parental Involvement					R	FES is of the opinion that parental involvement needs to be emphasised through all the cycles – parental involvement not only evolves as the child grows in the different cycles of his/her educational journey but also has a significant effect on educational achievement from an early age and continues to do so into adolescence and adulthood
					S	FES suggests that parental involvement needs to be backed up with clear guidelines for school administrators – this

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						would ensure that parental involvement is implemented in a constant and sustainable manner
					I	FES emphasizes the father's involvement – research is showing that the quality and content of father's involvement matter more for children's outcomes than the quality of time fathers spend with their children
					I	Family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home
Management of Change	I	Will the new NCF make presumptions that the ideas present in the curricula will be perfect without validating any reactions? Will it expect people concerned (e.g. parents, headmasters, teacher) to express their reaction after it is published? Or is it working on making sure these people are involved in the finalization of the curriculum framework?				

		National Parents' Society of Persons with Disability		Malta Council for Science and Technology		Health Promotion and Disease Prevention Directorate
Teacher Support	I	If there is a wide range of abilities in same classroom It will be difficult to achieve what NCF emphasizes, namely that every child is entitled to a quality education experience and has a right to be educated to his/her maximum potential – delivering a lesson that is within reach to all will not be practical if there is a wide spectrum of learners	R	It is necessary that any changes made through the NCF are reflected in the training of science teachers at University and continued professional development – in this context once the MCST opens its National Interactive Science Centre (NISC) in 2014 continuous professional development courses related to Science communication will be offered	R	MHEC encourages all teaching staff to be trained by the relevant professional staff in a systematic way to identify areas for improvement, learn about and use proven practices, solve problems, develop skills, and reflect on and practice new strategies – MHEC is fully willing to provide support in this area
	S	Inversely, addressing individual and specific needs should not be done at the expense of others – some consideration to this regards should be given when grouping students in a classroom	R	MCST strongly recommends the specific mention of the NISC in the science education strategy as an important tool to achieve the aims of the strategy	I	Teaching staff also have the major responsibility of together with parents and other carers in supporting children and teenagers to develop the life skills necessary to face the challenges presenting thorough life including peer pressure, maintaining healthy relationships and career development
			R	It is critical that misconceptions by guidance teachers about science subjects are immediately addressed and recommend that at least 25% of all guidance teachers have a background in a science-related subject and that all guidance teachers should have training in the career opportunities available in Malta in Science and Technology	R	The sexual health strategy recommends that teachers and other educational professionals develop preparedness and technical skills to discuss sexuality and relationships and sexual health matters with young people – there needs to be more coordination between different subject teachers and parents – it also recommends the setting up of targets and standards for the delivery of sexuality and relationships education in schools with the subject being a multidisciplinary curriculum subject with a holistic coverage
			R	It is recommended that careers guidance advice and support is improved through investments in staff and training and differentiates and caters for careers in science, research	R	Staff needs to be exposed to health promotion activities for themselves whereby they can be provided with opportunities to improve their health status and hence they will be better role models

		National Parents' Society of Persons with Disability		Malta Council for Science and Technology		Health Promotion and Disease Prevention Directorate
				and innovation		for students and have a greater personal commitment to the school health programme
Health Education					I	It is essential that health is included in the NC – there is evidence that school health programs and policies may be some of the most efficient means to prevent or reduce risk behaviours and prevent serious health problems among students
					C+	MHEC highly commends the inclusion of the word 'health' in the title of the Personal, Social and Health Education since health encompasses the personal and social development of an individual and the actual content of the subject fits the new proposed title – it also applaud the cross-curricular endeavour being undertaken throughout, particularly the Health Education
					C+	MHEC fully supports the recommended developmental approach to education focused on learning and the learner in a fully inclusive way and emphasise that HE components of the curricula in schools need to portray a holistic understanding of health that is the physical and also the social, mental and spiritual well being of the person
					R	In the context of the above, the HE components of the curricula need compromise - the effective instruction of functional health education therefore the provision for opportunities and resources to acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions needs to be included thus supporting the

		National Parents' Society of Persons with Disability		Malta Council for Science and Technology		Health Promotion and Disease Prevention Directorate
						adoption, development and maintenance of health enhancing behaviours; the development of personal values and beliefs that support healthy behaviours; the promotion of practices and norms which are conducive to healthy-enhancing behaviours, the development of a culture in the country that values a healthy lifestyle
					S	In Consultation Document 3: The Three Cycles Section 2: The Primary Years under the sub-title Personal, Social and Health Education, bullet point 'Understand the importance of nutrition and healthy eating to add as follows: "in line with the National Food and Nutrition Policy for Malta, and other health policies and strategies issued by the Health authorities"
					S	In Consultation Document 2: Rationale and Components under the sub-title Health Education, add the paragraph: "Learning in Health Education is to ensure that students become action competent, meaning that they attain the ability and willingness to take action on issues that interest them or are directly linked to their views and well-being"
					R	In Consultation Document 3: The Three Cycles, with the two aspects mentioned under 'Health Education' in page 39 add the following bullet point ' appreciate the beneficial effects of physical activity on health and wellbeing" – furthermore re time allocated to learning areas (page 42), MHEC believes that Practical Physical Activity should be subject in its own right
					R	MHEC highly recommends that there is

		National Parents' Society of Persons with Disability		Malta Council for Science and Technology		Health Promotion and Disease Prevention Directorate
						coordination of health education across all schools in order to eliminate gaps in knowledge and harmonise accessibility to all students thus facilitating partnerships, and focus on developing health enhancing behaviours across all students, whilst minimising risky attitudes and behaviours
					R	MHEC strongly recommends the establishment of an implementation team designated to focus on the development of health-enhancing life-skills of students – this team would seek to monitor and evaluate progress – MHEC is willing to join in such a team
Technology Education			R	We would like to highlight the importance of the initiative for a laptop per child as this initiative promotes a technology and ICT mindset from a very young age together with a self-teaching mentality which instils greater self-efficacy and self-confidence in the child		
Science Education			C+	MCST welcomes the identified purposes for science education, in particular the aim to establish a strong foundation for learners who wish to pursue a science career		
			R	MSCT feels that the proposed targets, while in principle acceptable, must be time-bound and, wherever possible, quantitative – it also recommends the inclusion of clear learning outcomes at all levels of primary and secondary education		
			C+	MCST welcomes the introduction of an interactive, hands-on science education approach at primary level		

		National Parents' Society of Persons with Disability		Malta Council for Science and Technology		Health Promotion and Disease Prevention Directorate
				which capitalizes on young children's innate sense of curiosity and engages the children through fun and play and also supports the recommendation that science education is included in the curriculum on a daily basis, with the understanding that science teachers are appropriately trained for this purpose and that children are not burdened with an excessive number of lessons		
			R	MCST strongly emphasises that Science must be considered a CORE subject at primary level too, apart from Maths, and thus should have as many lessons as any other core subject		
			C-	It notes with regret that in the timetables proposed in the NCF, science is given a maximum of 1.5 – 2 hours per week depending on the timetable – this does not reflect the commitment to make science a core subject given that it is allocated less time than other core subjects		
			S	It is not possible to have inquiry-based learning in half an hour because the process of experimenting, observing and drawing conclusions needs time – one-hour long science lessons would be more appropriate for this approach, allowing for adequate investigation, reflection and discussion		
			I	We agree in principle with flexibility allowed to schools in developing science programmes for all learners to follow a core science curriculum but there is the danger that schools may		

		National Parents' Society of Persons with Disability		Malta Council for Science and Technology		Health Promotion and Disease Prevention Directorate
				not have the necessary expertise in science to teach investigative skills which are crucial for children learning the process of doing science		
			R	The investigative approach as a core competence of science learning is emphasised by MCST and should be specified in the CF		
			I	Adequate career guidance is crucial in promoting the take-up of science subjects – worse than this, the guidance teachers are perpetuating the myth that only high-flyers are able to take up science subjects		
			R	It is recommended that closer links are developed between MEYE, MCHE, the MCST, University and other players including industry, to provide advice on the implementation of the science education strategy, assess progress and leverage the necessary resources – this is necessary to ensure effective coordination of efforts		
			R	It is recommended that science education is addressed comprehensively in terms of content and process covering all levels of education to ensure a seamless transition from primary to secondary education and on to university to improve quality and secure the required increase in the number of SET students and researchers (appropriate resourcing for this need to take into account the enabling environment, dynamic teaching staff, materials, infrastructure and		

		National Parents' Society of Persons with Disability		Malta Council for Science and Technology		Health Promotion and Disease Prevention Directorate
				equipment)		
			R	Due to the significance of the English language as the international language of science, it is crucial that all school children have a solid grasp of English to support them in their learning of science subjects		
			R	At secondary level, while the proposed thematic approach makes science more relevant, care must be taken not to reduce these new themes to mere cosmetic changes to the current Physics, Chemistry and Biology		
Mathematics				MCST believes that at secondary level, especially for children opting to take science subjects, the consultation document does not delve deeply enough into how maths teaching will link with science education – we agree with the need for a smoother transition between secondary and post-secondary science and maths education		
Physical Education					R	In Consultation Document 1: Executive Summary Page 26 wherein the proposed timetable for the primary years it is proposed that Physical/Sport activities are allotted an average of 30 minutes per day, MHEC recommends that these 30 minutes per day should eventually increase to 1 hour a day – replace 'average' by 'a minimum' to ensure that students receive regular exercise on a daily basis and not receive say 2 hours on a particular day and none on another
					R	To improve facilities and equipment and to ensure that the recommended time for PE

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						in primary schools is fully utilised (refer to Consultation Document 2: Rationale and Components), MHEC recommends that enforcement of the time allocated for Physical activity be utilised for practice
					S	PE lessons should ideally be increased to 5 lessons per week spread out to 1 lesson daily (not joined together) in line with previous recommendation to hold a minimum of 30 mins a day – activities should be varied and students exposed to different sports and forms of physical activity – the additional activities can be extended to the break time where students can choose to attend the various activities
Examinations and Assessments			R	Being very concerned about the excessive difficulty of the Maths Advanced Level exams and the subsequent high failure rates which is precluding students from taking up science-based degree courses at tertiary level, including IT, MCST recommends introducing a simpler maths paper (or intermediate level) for entry to general science degrees, and keeping the more rigorous paper only for entry to maths degree courses, e.g B. Sc Mathematics		
School Outings and Extra-curriculum Activities			R	Since the NISC will incorporate a range of hands-on exhibitions and activities which complements the formal science education provision, MCST strongly recommends compulsory visits by every pupil to the Centre at least once a year	S	Practical experiences to understand importance of nutrition and healthy eating are encouraged through farm visits, supermarket visits and kitchen gardens in schools, together with the actual exposure/introduction/opportunities to eating varying healthy food
Special Needs	I	According to data published by KNPD, 79% of persons with disability				

		National Parents' Society of Persons with Disability		Malta Council for Science and Technology		Health Promotion and Disease Prevention Directorate
		ended up compulsory education without achieving any qualification whatsoever – it could be that level 1 of MQF is not within reach for most of these students especially those with intellectual disability				
	R	Entry level qualifications and pre-entry level qualifications should be introduced which are well below level 1 of MQF – informal and non-formal learning should be the basis of assessment at these levels – as pointed out in NCF no one should end compulsory education without some form of qualification				
	I	In the case of persons with intellectual or other disabilities who lack qualifications to follow post-secondary courses, these are not being given sufficient opportunities to further their education – hence the ultimate goal of the NCF to achieve quality life-long education for everybody irrespective of his intellectual, social, communication competences and learning disposition will not be met				
	R	Access arrangements and special concessions should be given to these persons to allow them to follow these courses				
	R	Specialized teachers should be employed to give basic literacy, numeracy and IT courses to mild to severely intellectually disabled persons like those attending Day Centres				
Social Needs / Issues	I	Little reference is made to disruptive				

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		students who lack motivation to learn academic subjects – such students seem to be on the increase especially in secondary schools – some mention was made to vocational courses within the college which could cater for such students if they are run on the same model as the old trade schools				
Parental Involvement					R	Involvement of parents in the students health needs is a measure for better planning and implementation – congruent opportunities are available for health promoting messages targeting parents and hence developing a healthy family which should enhance the outcomes of the efforts being made directly with the student in the school setting – MHEC is willing to contribute here too

		Malta Institute of Accountants		Malta Chamber of Commerce		Association of Parents of Children in Church Schools (APCCS)
				Towards a Quality Education for All – The NCF 2011		Feedback received from various PTAs following meetings with parents on the NCF
				Policy Paper Compiled by the MCB Education Committee		Observations from the APCCS executive council are also incorporated
Principles	C+	MIoA considers the proposed NCF to be a step in the right direction towards providing relevant quality education to our children which could meet the current and future needs of our country	C+	MCC agrees that the education system should aim to develop the full potential of each individual		
			R	MCC stress the importance of an appropriate gender policy in education encouraging more females to take careers in science and technology and males to consider white collar employment		
			S	17.4% more females are registering for MATSEC exams than males – one should address what the implications of this statistical fact are specifically when considering the very low percentage of females in Malta's workforce resulting in loss of resources		
Teaching / Teacher Philosophy and Capacity					I	Is training for teachers being planned to help them implement the suggested changes? Are new teachers being given thorough preparation to deal with what is being proposed and to implement the required changes?
					I	Will B.Ed programme at University be adapted to prepare future teachers for NCF, attaching importance to the need that the teacher becomes an 'all-rounder'?
Autonomy					I	Can schools take curricular decisions independently from the Education Department?

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				Towards a Quality Education for All – The NCF 2011		Feedback received from various PTAs following meetings with parents on the NCF
				Policy Paper Compiled by the MCB Education Committee		Observations from the APCCS executive council are also incorporated
					I	Teachers are being spoon-fed to the extent that the autonomy of the teacher in class is in jeopardy
Differentiated Teaching					I	Will there be the same examinations at the end despite the differentiated teaching necessitated by the NCF?
					I	How will the teacher cope with a mixed-ability classroom? How can a student in Form 1 who has attained level 5 cope in the classroom or shall the teacher cater for the average student? And will the gifted children be catered for?
Cross Curricular Concept					C+	Certain parents expressed agreement with thematic approach at primary level
Timetable			R	Social partners should discuss the possibility of extending the scholastic year as well as the number of hours that a child spends in school – MCB proposes that extra hours could be manned by different professionals	C-	Primary – timeframe stipulated and the time allotted to the 3 core subjects are considered sufficient by parents
			I	This is very challenging however for various reasons including the duration of the scholastic year which is less than 30 week - the NCF in fact recognizes that the number of hours a child needs to spend in school has to increase	I	Can some flexibility be allowed with respect to the rigid timetables being proposed?
					I	Are there plans for school hours to be prolonged in order for the new NCF to be implemented? In what timeframes will new NCF be implemented? Will it be across the board?
Teacher Roles and Responsibilities					I	Are there plans for extra help in the classroom? – some learners may need an

		Malta Institute of Accountants		Malta Chamber of Commerce		Association of Parents of Children in Church Schools (APCCS)
				Towards a Quality Education for All – The NCF 2011		Feedback received from various PTAs following meetings with parents on the NCF
				Policy Paper Compiled by the MCB Education Committee		Observations from the APCCS executive council are also incorporated
						extra assistant
Learning and Learning Environment	R	Children consider the learning process to be relevant when a link is established between what is learnt at school and their personal life experience – for this reason finance-related topics in their broadest form need to be given more importance and should be strategically elaborated, adopted and reflected in the NCF	I	MCC questions whether students are well-equipped to make adequate subject choices at the age of 13?	I	Is there an opportunity for students to be given some lessons in study skills to cope with new way of learning? Are the learning areas already finalised?
					I	Will peer learning be practiced?
Citizenship Education	R	These topics should serve to create an awareness about the basic financial topics which our youngsters will encounter in their everyday life such as, for instance, loans, use of ATMs, credit cards, interest rates, insurance and the like			I	The integration of history, geography and social studies has led to a reduced focus on these 3 topics – how can we help children to become good citizens of the world, encouraging sustainable development and promote eco-friendly measures?
	R	MloA considers the above to be an essential quality necessary to achieve Aim 2 of the NCF – to help children becoming successful in the world of work by getting the necessary economic stability and independence skills			I	With the vast syllabus of the Environmental Studies will there be time for cultural and outdoor activities related to Social and Environmental Studies?
	R	The above-mentioned topics should be included as part of the CE learning area within the NCF				
	I	Another positive effect that could come out of the introduction of this subject matter is to create more awareness about the commercial and financial services sectors which				

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		are considered to be main pillars of the economy in the Government vision for 2015				
Religious Education					I	Apart from Religious Studies, will moral values be taught?
					R	Parents suggested that Religious Studies taught in Church schools should also include preparation for Sacrament of Confirmation (in view of the increased study time children will have as they grow older)
					I	Parents are concerned with emphasis on introduction of teaching of other religions as this may undermine teaching of catholic values in catholic schools
Physical Education					Q	Parents welcomed the new emphasis on PE but are all primary teachers geared to teach PE? Are teachers willing and able to incorporate PE into the classroom programme to achieve the increased physical activity recommended by the NCF? Will more PE teachers be available in Church schools?
Technology Education			S	The need for students to take up subjects in emerging areas such as financial services, ICT and higher value added industries – MCC suggests that more exposure to ICT needs to be given to secondary level students both as an integral part of teaching the curriculum as well as going beyond the ECDL exams which stops at giving students a basic grasp of Microsoft Office		

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				Policy Paper Compiled by the MCB Education Committee		Observations from the APCCS executive council are also incorporated
			S	In parallel with reforms proposed by NCF, it is suggested that tracer studies should be conducted among MCAST graduates		
Science Education			S	It is also suggested that tracer studies should be conducted among University of Malta graduates	I	Focus on science in primary has been welcomed by parents but are primary teachers being helped to teach the subject? Are the peripatetic teachers going to be available in Church Schools as well?
					I	At secondary level, will all science teachers be able to teach core science? Will the University cater for teachers in core science (not specific science subjects)?
					I	Will students still be required and/or be able to pursue one science subject from Form 3 onwards (this is required in line with welcomed increase on emphasis on science and thinking skills) or will they have to take 2 or 3 or none of the Science subjects?
Languages			S	MCC is aware that employers are finding new entrants in labour market have difficulties expressing themselves in English and Maltese – hence the need to have a superior level of English and an appropriate language policy ensuring that students are able to communicate in both our languages	I	What will the language of instruction be for different subjects and what language will the children be encouraged and allowed to use when being assessed in the respective subjects?
					I	Is fluency in written and spoken English and Maltese going to be insisted upon and how will students be supported to acquire

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						these skills?
Education for Entrepreneurship; and Creativity and Innovation			R	MCC stress the importance that entrepreneurship programmes are to be included in primary and secondary schools		
			R	MCC stress the importance that education system develops the full potential of each student individually and further stresses that new entrants to the labour market should be well equipped with employability skills		
Vocational Subjects			S	It is also suggested that tracer studies should be conducted among ITS graduates	I	Re vocational subjects being currently piloted in some schools, including church schools, parents commented that they are not so confident that the right approaches and methodologies are being used – some referred to the experience of B Tech at MCAST
					I	Move to opt out from pursuit of an academic stream is in the right direction but parents with some knowledge in this area feel that more research ought to be done taking into account as well the good aspects that prevailed in the old trade schools – the need to ensure that students have sufficient command of the English language and a solid background in mathematics by the time they reach secondary level is of paramount importance
Examinations and Assessments			R	MCC emphasises the need for congruency between the different styles of assessment that were proposed in the document – the more	I	In secondary, are children going to be made aware of their attainment level?

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				Policy Paper Compiled by the MCB Education Committee		Observations from the APCCS executive council are also incorporated
				participative styles of examinations planned for the primary and secondary years may not be consistent with the more prescriptive style of the SEC exams		
			I	Should MATSEC still be owned by University? What benchmarks are being used vis-a-vis other examination bodies? (e.g. high level expected in Italian ordinary level examination)	I	A lot has been said about the School Leaving Certificate – is there time for study-life balance?
			I	NCF states that Maltese children start school at youngest age and finish compulsory education at a very young age – are these young children mature enough to start work? – MCC feels that this issue would have possible implications on the welfare system and pensions, which would need to be appropriately researched	I	Will it be possible for the students to sit for some Sec Exams in Form 4 in order to reduce some stress in Form 5?
					I	Will the changes in the NCF (such as encouraging thinking skills and acquisition of lifelong learning skills) be reflected in the SEC exams in general? Will the SEC syllabus be changed accordingly?
					I	Not enough consideration seems to be given to the transition from secondary school to sixth form or vocational college except that vocational topics are being introduced in some schools (not all parents agree with latter approach)
					I	Are there any new proposals concerning the amount and the quality of homework being given to students?

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					I	Which children are going to be affected by the changes prescribed by the NCF with regards to MATSEC? When will the changes be adapted or will another form of end of secondary school assessment be introduced in time?
					I	Some parents fear that if the MATSEC remains the same and children are being taught in a different way there is a good chance that they will be unable to cope with these exams in their current format and this will lead to more failures than successes
Facilities and Support Structures and Services			R	To be successful, this curriculum should be supported with a good guidance structure that is distinctly separate from counselling needs	I	Will church schools be supported with appropriate funding and resources to implement the NCF fully?
School Outings and Extra-curriculum Activities			R	Different colleges should have a common schedule for structured and well-organised study visits	I	Given that many students cannot stay after school hours, can some activities be held during school hours by reducing subject content to make up for the time required?
					I	Not all parents can afford to pay for extra curriculum activities and thus their children will be at a disadvantage when non-formal education is being taken into account
Discipline					I	Is bullying being taken into account and are educators being trained to handle such situations? Are children being prepared for such an environment?
Parental Involvement					I	Considering that in most cases both parents work, how can parents be regularly represented on school

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						committees and attend activities held during school hours, unless special leave of absence is granted regularly? A more flexible approach by some schools to allow parents fuller participation is desired
					I	There is an urgent need to collaborate with parents at all levels if we want that every child reaches its potential – APCCS acknowledges that although parents are being consulted more than before, there is still a lot to be done so that parents can really be involved in decision-making
					R	Parents must be empowered – authorities should reflect on the need for training sessions for parents so that they empowered and involved in decision-making process in schools
Management of Change			I	MCC believes that the main challenge posed by the document lies in actual implementation of the various proposals and would like to see the final document tackling the various implementation challenges that have been brought up in the consultation process conscious of the fact that the success of the proposals requires commitment from all stakeholders involved	I	When will new NCF be implemented?

National Commission for Higher Education		
Principles	I	In a backdrop where significant progress has been achieved in reducing the rate of early-school leaving in last 10 years, NCHE feels that we should supplement compensatory measures with prevention and intervention measures
	C+	In this context, NCHE welcomes the 10 key concepts of NCF as important measures of intervention, in particular to help students become lifelong learners, to provide all students with targeted support, for colleges and schools to have some autonomy, for schools to become learning communities, to ensure a smooth transition from early to primary and then to secondary, to focus on knowledge, skills and competences, to undertake a continuous assessment of students and to continuously evaluate the effectiveness of school and provide teacher training
	I	NCHE believes that if effectively implemented such measures of intervention may contribute towards an increased participation in post-compulsory education and thus result in a further decrease in early-school leaving
Teacher Support		
Learning and Learning Environment	I	The key concepts of the NCF also give due consideration to the importance of key competences and personal qualities which are important in every level of education but even more necessary for individuals at Level 1 of the MQF to become employable – they are also more often than not the result of informal (experiential) learning and not necessarily acquired from school, vocational or higher education programmes
	C+	By giving due consideration to key competences and personal qualities also in the NCF, a more coherent link is achieved between these reform initiatives to ensure that all learning is valued and recognised in Malta for the benefit of the individual and to facilitate further learning
Languages		
Education for Sustainable Development		
Examinations and Assessments		
School Outings and Extra-curriculum Activities		
Parental Involvement		
Local Community Involvement		
Management of Change	I	The implementation strategy of such measures is thus crucial for the success of the proposed changes

		Home Economics in Action (HEiA)		Malta Confederation of Women's Organisations		Science Students' Society – S-Cubed
Principles	C+	HEiA welcomes the NCF and views it as a positive contribution to the local educational system since it reflects the current socio-ecological and demographic reality of the Maltese islands	C-	MCWO expresses concerns regarding the missing gender perspective in the NCF in great contrast with NMC 1999 – a lot of work was done with regards to the gender perspective in NMC 1999 which has now been forgotten in NCF		
			I	One might conclude that the reason for this is that Malta has now reached full gender equality – a few illustrations of developments within Maltese society will prove otherwise		
			I	In primary schools there is lack of male teachers to act as role models for children particularly boys whose father is absent in their home environment		
			R	MCWO recommends that the current NCF be thoroughly reviewed to include the missing gender perspective in the context of the Government's gender mainstreaming policy that has been in place since 20/6/2000 (OPM Circular No 6/00)		
Syllabus	S	HEiA suggests that as a syllabus or programme is being developed for CE it is important to underline that concepts and skills should be taught as far as possible using active learning methodologies by educators, or with the support of educators, who are trained to do so effectively – Home Economics teachers could be valid contributors in this regard				
Learning and Learning Environment			I	Boys are falling back in their educational attainment as early as primary level		
			I	It is important highlighting the different		

		Home Economics in Action (HEiA)		Malta Confederation of Women's Organisations		Science Students' Society – S-Cubed
				learning styles of girls and boys and therefore the need to prioritise such a major educational issue in the curriculum framework		
	C+	HEiA also greatly appreciates the emphasis laid on the importance of constructivist pedagogies since such strategies increase learning by making education more meaningful and relevant to students' experiences				
Citizenship Education	C+	HEiA supports the proposal of having Learning Areas within the curriculum such that students gain an appreciation of the links between the traditional school subjects – this will help promote students' holistic development				
	C+	Home Economics is a subject which endorses and celebrates constructivist pedagogies in several ways – the subject lends itself extremely well to the use of active methodologies while giving students the opportunity to construct their own knowledge and ideas – through Home Economics students nurture attitudes which promote responsibility and commitment and gain a lot of lifelong skills				
	C+	HEiA approves of the proposal that Home Economics becomes a core component of the curriculum both at Primary and Secondary level – all Maltese children and adolescents will now benefit from gaining basic knowledge, attitudes and skills that help them improve their quality of life				

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		by making the best use of available resources				
	C+	It is positive that the contribution made by Home Economics within CE has been formally recognised – Home Economics acknowledges the need to educate about resource management, discussing issues of individual responsibility and with sustainability being integral to various Home Economics topics				
	C+	HEiA sees positive and important that Home Economics remained as an optional area of choice at Secondary level allowing students to obtain more in-depth knowledge and additional skills – it also strongly supports the inclusion of Home Economics as part of the core curriculum throughout the Secondary years				
	I	HEiA acknowledges the manner in which Home Economics is proposed to be timetabled in Secondary sector but feels such allocation does not allow for as comprehensive programme as one would wish to cover certain topics				
	S	It suggests that 2 fortnightly lessons are considered a minimum and schools be given the freedom to increase the lesson allocation for core Home Economics – it also suggests that the 2 lessons for Home Economics are scheduled one after the other (double lesson)				
	R	HEiA proposes that in senior secondary years a modular approach				

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		is adopted with Home Economics and the other subjects being allocated a set of weekly consecutive lessons rather than scheduling a double lesson for each subject every 3 weeks				
Health Education	R	Home Economics should be a distinct component of Health Education rather than a component of another subject – HEiA proposes that that Health Education as a learning area is comprised of 3 discrete strands – Physical Education, Personal and Social Development and Home Economics				
	I	Some reasons for this proposal: These 3 subjects may tackle similar aspects of health but address them differently apart from differing also in content and teaching methodologies Several aspects of Health Education identified in the NCF are long standing components of Home Economics and are already being taught An indispensable component of Health Education should be the acquisition of practical food preparation skills and this further justifies the need to have Home Economics as part of the Health Education				
	I	Implementation of the sharing of responsibility in the teaching of Health Education between class teachers and specialist teachers in primary level is still unclear				
	R	HEiA agrees that Primary class				

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		teachers incorporate aspects of Health Education thematically or cross-curricularly in their daily lessons but Health Education specialist teachers are the ones who have sound knowledge, attitudes and methodological skills to teach health and nutrition education to young students especially food preparation – so the latter should support class teachers in delivering the Home Economics component of Health Education				
	R	HEiA also proposes that Health Education, particularly Home Economics, is a regular timetabled subject within Primary Education – this would mean an increase is needed in specialist teachers in primary sector				
	I/R	HEiA approves the allocation of 3.5 hours weekly to Health Education of which 30 mins daily are allocated to PE – it is unclear how remaining 30 mins will be held for PSHE – allocate 1hr each fortnight to Home Economics and PSD and this would place Home Economics teachers in a better position to facilitate programmes especially those involving food preparation				
	I	First Aid is a topic which is already taught within Home Economics as an Option subject at Secondary level but since the latter has never been a core subject for all over the years most students have exited compulsory				

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		education without the basic knowledge and skills in First Aid – the line between the two is evident due to the practical component (food preparation and cooking skills) within Home Economics apart from other topics of safety taught in Home Economics				
	S	HEiA suggests that First Aid is included as part of the Home Economics core component at both Primary and Secondary level – it further recommends that Home Economics teachers are allotted time to recertify themselves every 3 years or as currently recommended by the competent authorities				
Science Education					C-	S-Cubed expresses its concerns about the proposed changes to the NCF in particular reference to the Consultation document 'A Vision for Science Education in Malta' – while the reforms point towards a healthy change in outlook towards education of students and appreciation of science, S-Cubed feels that several issues require clarification prior to changes coming into effect
					C+	Changes in the method of delivery and content of science education are welcome particularly when they seek to develop a more complete understanding and appreciation of the subject – S-Cubed is in complete agreement with the introduction of an integrated science unit in the first two years of secondary
					C-	There is lack of concreteness evident in proposals put forward, primarily the lack of

		Home Economics in Action (HEiA)		Malta Confederation of Women's Organisations		Science Students' Society – S-Cubed
						the new proposed syllabi for the topics which will be covered in secondary schools, fails to provide a clear picture of their content – the reforms cannot be constructively criticised and fails to provide an unambiguous definition of what each new subject will seek to deliver and in what way
					I	Is the paradigm shift proposed in the consultation document indeed a wise change? In theory changes appear ideal but they seem to be still in conceptual stage
					C-	While document focuses greatly on secondary education, there is very little mention of post-secondary and tertiary levels – of primary concern is the lack of specification on how the transition from ordinary level to advanced and intermediate level education will actually be made, once the proposed reforms are implemented (due to clear distinction among science subjects at post-secondary level – proceeding to higher education institutions like University the content of science subjects begins to become more academic and theoretical
					R	Given that most science students achieve their final qualifications before entering the working world at tertiary level, it would be sensible to consult the relevant entities to gauge what the requirements are for achieving successful science education – in this context the Faculty of Science has published a position paper which S-Cubed is in agreement with
					C-	It is unfortunate that no members of staff of

		Home Economics in Action (HEiA)		Malta Confederation of Women's Organisations		Science Students' Society – S-Cubed
						Faculty of Science nor current individuals from the science student body were involved in the compilation of science NCF document
					R	S-Cubed strongly urges relevant authorities to consult further with the entities directly responsible for higher education and other stakeholders prior to finalising the NCF reform on science education – it also strongly encourages an extension of the consultation period to allow for adequate feedback to be given
					R	It would also make sense to provide a review of foreign examples (if any) where such proposed science education scenarios have been implemented thereby ensuring this is not simply a leap in the dark
Languages	R	HEiA recommends that the proposed language policy needs to take into consideration the language of assessment				
Vocational Subjects	R	HEiA recommends that Home Economics teachers should continue to be recruited to teach the Hospitality and the Health and Social Care options preferably with additional training for certain aspects of these option choices – inservice training would be required for the existing teachers whilst prospective graduates could receive training to teach Hospitality and Health and Social Care during their B.Ed (Hons) NFCS or affiliated course at University				
PE and 30m / Day Allotment						

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Examinations and Assessments	R	HEiA strongly recommends that the Maltese language should be a permissible language of assessment for both Home Economics School and SEC exams and coursework – Home Economics exam papers should have a Maltese and English version for students to be able to choose the version the fell will best allow them to demonstrate their competency in Home Economics				
Intercultural Education			I	Culture is often cited as the root of all the concerns listed above – issues of culture are best addressed in formal and informal education as clearly required by the 1999 NMC		
Mainstreaming			I	One third of babies are born to single mothers, a considerable number of whom are teenage girls		
			I	Lack of equality in personal relationships is very present in our society with 1 in 4 women stating they have had 1 or more experiences of domestic violence		
			I	The gender imbalance that exists in decision-making levels in all sectors puts Malta 83 rd from 135 countries listed in Global Gap Index 2010		
			I	Traditional stereotyping of girls' and boys' roles in Maltese society is an area of concern		
			I	The absence of discussion on masculinities and femininities from public discourse at all levels, including the education environment, needs		

		Home Economics in Action (HEiA)		Malta Confederation of Women's Organisations		Science Students' Society – S-Cubed
				urgent attention		
Comments			I	In spite of the 60% female graduates that have been leaving the university for the past years, the percentage of women in the labour market still stands at 40% (EU average 75%)		

		Equal Partners Foundation		National Council of Women		National Commission for the Promotion of Equality
		Feedback to the NCF 2011		The NCF 2011		The NCF 2011
				Grace Attard		
Principles	C+	Pleased with Minister Cristina' statement about Government's primary goal that all children will exit compulsory education with acquired skills and qualifications and that schools become attractive learning environments – this is a positive and direct policy statement that should reside at the heart of the framework			C+	Instilling the principles of dignity, rights, equality, non discrimination and social justice in children from Early Years is imperative in their development and learning throughout their education and later in the world of work – along these lines NCPE agrees with NCF
	I	EPF is committed to an inclusive education policy wherein truly all students learn together and by being together they become responsible and empowered adult citizens because we believe that children learn most from each other and little can be gained by segregation or specialisation			C+	This ties also with one of general principles of NCF, namely entitlement, which lists promoting for every learner the development of fundamental values and attitudes
	C+	Philosophically we think that the NCF is positive – it is good that there are the pros and cons of most of the policies that the framework would like to adopt			C+	The emphasis on acquiring skills is also a very important part of the education of a person – it is also an important point that the curriculum aims to be student centred and not subject oriented
	C-	We are concerned however that the NCF is not altogether inclusive and it seems that we are not committed to inclusive education – it is rather vague in this aspect and does not really lay commitment to entitlement			R	In order to achieve well-being and social competence emphasised by the NCF, it is imperative to ensure that children are not treated in a non discriminatory way and that they learn about diversity in society at an early age – one way to ensure this is through a trans-disciplinary team working on issues related to the overt and covert curriculum
	S	EPF suggests that the drafting committee adopts the concept of Universal Design			R	The system would also benefit from having a gender policy that would encompass all gender issues in general
	I	There are many good ideas but nothing specific				

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		Feedback to the NCF 2011		The NCF 2011		The NCF 2011
				Grace Attard		
	I	There is no definition of entitlement and no referencing through the document				
Teacher Support	I	Flexibility of teaching groups and years is a concern	I	Teacher training will be widened through training programmes aimed at helping teachers to acquire the necessary skills to interact with their students in a meaningful manner	C+	The promotion of initial teacher education and further opportunities for training and support in the use of pedagogies that are inclusive in nature and cater for diversity is a positive step forward ensuring diversity in classrooms
					R	Teachers should also be supported in dealing with both with any personal issues which they are encountering as well as with issues which may be related to the classroom, including issues related to diversity
Autonomy	I	Doc 2 P86 – heads of options to adopt proposed models or keep the same – does this mean that parents have to search for the school that will accept their child? – we have 3 tiers of education				
Timetable	I	Doc 2 P84 – timetable not understood			R	The flexibility in the timetable that the NCF is proposing could also include non-discrimination, equality and stereotyping training
Teacher Roles and Responsibilities	I	Why is the peripatetic system being reviewed and reorganised if it is identified in the paragraphs above that proposal that support is required in science, PE, technology, IT, Art, music, drama, PSHE?				
Learning and Learning Environment	R	We should be looking at learning outcomes and learning outputs before one can talk about learning objectives	R	School has to be student centred, a partnership between the student, the teacher and every school staff member – this would mean an education based on experience sharing	R	Aiming to reduce the percentage of early school leavers will need to be looked at from a gender perspective to ensure that this campaign would look at the different needs and reasons for early school leavers divided by gender

		Equal Partners Foundation		National Council of Women		National Commission for the Promotion of Equality
		Feedback to the NCF 2011		The NCF 2011		The NCF 2011
				Grace Attard		
			R	Learning experiences should lead to an environment where students are more attracted to learning not only during formal education but also lifelong	R	Apart from improving the quality of education, there should also be research related to gender segregation as well as attainment differences there are at all levels of education and what can be done to address this
			I	Will NCF better prepare students for higher studies and for work?	I	Stereotyping hinders learners from fully reaching their potential and unless such issue is addressed, developing learners who are capable of sustaining their chances in the world of work will not be enough to ensure equality of opportunity nor would it be enough to ensure that individuals reach their full potential
			I	Education, particularly in specialised subjects such as Sciences, Technology, Advanced IT should encourage females to undertake career paths which are normally associated with males – on the hand, males should undertake career paths in caring and teaching which are normally associated or tend to be linked with females		
Life Long Learning	I	In an environment where lifelong learning is becoming a goal, the notion of 'compulsory education' has to be linked to a determined drive to the achievement of skills and qualifications by all				
Technology Education			I	The new forms of communication such as internet, facebook, twitter, iPad, Kindle and the print media is becoming a huge challenge for teachers who have to find ways of communication to attract students to education - teachers have to be trained to use the new		

		Equal Partners Foundation		National Council of Women		National Commission for the Promotion of Equality
		Feedback to the NCF 2011		The NCF 2011		The NCF 2011
				Grace Attard		
				communication technology forms		
Science Education			I	Teaching of science and research will be open to all students to increase number of students in such area and for students to be trained in inquiry-based learning	R	In order for science and technology competence and education to be as effective as possible for all students, this should be looked from a gender perspective in relation to the gender segregation in science and technology subjects at higher levels of education and in the labour market
Languages	R	The language policy has to be in place as there is illiteracy	I	NCF attaches great importance to teaching of languages – these are invaluable tools so that students can further their studies even abroad		
PSD					S	Certain subjects such as sexual orientation, race, disability, religion and gender should also be catered for through specific slots in the timetable such as PSD
Education for Entrepreneurship; and Creativity and Innovation			I	Every MS of the EU is contributing through the NRP by being innovative in everything we do – this applies for students and teachers alike		
Vocational Subjects					R	The results of the pilot study which will be undertaken in relation to vocational subject areas needs to be assessed from a gender perspective in order to see if there are any gender differences in the uptake of specific subjects and assess reasons why there is such difference if the case
Examinations and Assessments	C-	We are still talking about setting – does not favour inclusion	I	In every stage and every level of the NCF the student assessment system will be linked with the levels of the NQF where it concerns competences and skills – this will be done so that every part of a student's formal and informal education leads to a certification of his/her holistic development especially for them to		

		Equal Partners Foundation		National Council of Women		National Commission for the Promotion of Equality
		Feedback to the NCF 2011		The NCF 2011		The NCF 2011
				Grace Attard		
				find a place in the world of work		
Facilities and equipment			I	Career guidance – professional services that offer training and information to all students in their diversity – effective awareness programmes to take informed decisions according to their inclinations and skills		
Intercultural Education					C+	NCPE commends the NCF for putting emphasis on diversity and respect towards and between students – the focus on such diversity, respect and the holistic development of all learners will lead to the benefit of society as a whole
					C+	Agrees with NCF acknowledgement re the growing cultural diversity in Malta and the listing the differences in this regard – it is indeed positive that one of the general principles of the NCF is in fact Diversity and that principles of diversity and inclusion underpin the NCF with references to teacher needing clear understanding of issues and support for curriculum development and implementation
					C+	NCPE finds positive the inclusion of Intercultural Education and participation in programme for foreign learners who cannot communicate in English and/or Maltese
					S	A focus on mastery of English in the language of learning of young immigrants or refugees could also be extended to a master in Maltese
					C+	Statement re urgent need to develop two policies related to diversity and inclusion is positive as are the points referring to the fact that children should strengthen their ability to appreciate social, cultural,

		Equal Partners Foundation		National Council of Women		National Commission for the Promotion of Equality
		Feedback to the NCF 2011		The NCF 2011		The NCF 2011
				Grace Attard		
						national and geographical realities and appreciating diversity and difference – NCPE can also have consultative role with drafting of such policy, specifically in relation to gender and racial inclusion and non discrimination
					S	Along the same line of policies, NCPE suggests that there are equality and sexual harassment policies throughout all schools both in relation to staff as well as students and their families – such policies should be endorsed by the highest official of the educational institution and be known to all
					I/S	A list of diverse needs that a school should cater for is listed in Aims of Education (Document 2), however there is no mention of sexual orientation or family responsibilities and these could be added here
					R	A policy related to how diversity is respected in the schools, including sexual orientation, gender, religion, race and disability could also be put into place – segregation based on such grounds would go against the NCF principle on how to strengthen diversity
Special Needs	I	There is still mention of special schools - EPF believes that marks translate into segregation – it believes that the system proposed will simply allow an intellectually disabled student to be assessed as for example, 'a year 2 student' and legally kept that way through the compulsory years without the challenging of that grading by increased input and exposure to	I	NCF enshrines inclusivity principles and addresses the needs of all students with their physical and intellectual diversity		

		Equal Partners Foundation		National Council of Women		National Commission for the Promotion of Equality
		Feedback to the NCF 2011		The NCF 2011		The NCF 2011
				Grace Attard		
		situations to raise the skill level acquired				
	R	Basic policies need to be established in the area of the Inclusive Education Policy, Parental Involvement, Assessment and the Language Policy – study groups are proposed to be set up presently and these are to deliver the policies in 2 to 3 years time – Form 1 students will benefit from the implementation of such fundamental policies				
	R	There needs to be legislation to have all children in mainstream schools				
	R	Doc 2 P86 – IEP has to be related to what happens in the classroom, then at the needs of the learners	I	Professionalism in the LSAs sector so that more students continue their studies on levels in line with their inclinations, skills and competences in different sectors		
	I	Doc 2 P77 – Policy of Inclusion? We are not looking after them properly in mainstream schools				
Social Needs / Issues			I	Equality should be addressed in informal and non-formal education as well as in the communication between students and teachers and in the school environment to eliminate stereotyping and discrimination		
Parental Involvement	I	Doc 2 P85 – parents are not included – the document states that the parents will be advised at the end of the process so there will be no discussion with them – parents should be seen as a resource – there is no evaluation of the process	I	Parents have an important role in the student development and the success of the curriculum NCF – they should active partnerships with teachers and not only PTAs	S	Parents from various backgrounds must feel that they will not be discriminated against and having equality policies in place is one step to show parents the schools belief in equality and what they should expect
			R	Parents should help their children to have values such as being generous,		

		Equal Partners Foundation		National Council of Women		National Commission for the Promotion of Equality
		Feedback to the NCF 2011		The NCF 2011		The NCF 2011
				Grace Attard		
				show solidarity with persons in need, and also be responsible and disciplined – parents involvement in PSD is also important		
Management of Change	I	There is no mechanism for revision – NCF comes after NMC 1999 – there is insufficient documentation assessing the level of implementation of the NMC, no appraisal of its success or failure and thus NCF apparently starts unrelated to the past efforts			R	In the setting of groups to draw up and review specific policies throughout the educational system, it needs to be ensured that gender is taken into consideration
	S	To avoid future vacuums of policy continuity, there should be a clear commitment to the revision process of this framework with set dates and measurable goals of achievement				
	I	Goals are very far in the future (Table 4.1) – schedule of implementation speaks of the launching of the curriculum for the current Form 1 students in September 2011 while the process of consultations is still underway				

Secretariat for Catechesis of the Archdiocese of Malta		
Principles	C+	NCF is a commendable project both in method and content which hopefully should help the entire community in this country to grasp the real needs and demands of the educational process and their implications for a better and more humane society.
	C+	The Secretariat for Catechesis of the Archdiocese of Malta, responsible for the Religious Education (RE) syllabus, for the production of the Texts for the teaching of Religion in schools, and for the on-going formation of the Teachers of Religion, endorses this project and vision for education in Malta. At the same time, we share the same concerns that are universal and that author and philosopher Martha C. Nussbaum calls “the silent crisis” in education
	C+	The Secretariat for Catechesis welcomes the NCF as an important milestone for Education in Malta in the coming years.
Learning and Learning Environment		<p>The NCF as it stands seems to steer away finely from becoming engulfed in this crisis:</p> <ul style="list-style-type: none"> - Radical changes in what democratic societies teach the young and which have not been well thought through; - Trends in education that may be producing generations of useful machines rather than complete citizens who can think for themselves, criticize tradition, and understand the significance of another person’s sufferings and achievements; - Competitiveness in the global market as the driving force that almost eliminates the humanities and the arts from the curricula as well as from the minds and hearts of parents and children.
	I	Yet it needs to grasp profoundly the details of what is going on in the dominating vision of life in society in general and in this country in particular. In education we cannot afford to forget about the soul. The word ‘soul’ has religious connotations but it is not these connotations that first should come to mind when we try to be in search of the soul of education. By soul we mean “the faculties of thought and imagination that make us human and make our relationships rich human relationships, rather than relationships of mere use and manipulation”
	S	There is no doubt that good scientific and technical education should be basic ingredients of a new vision for education in our country. This transpires clearly from the NCF. Yet this cannot happen at the cost of other abilities which are equally crucial to the system.
	C+	The ideal of the NCF to put the learner as the focus of education is commendable.
	R	The Secretariat since 2004 had already embarked on its own project for a new vision of Religious Education (RE) in schools. In August 2010 the Secretariat finalized its own Policy Document to propose its vision for RE.
	S	It is in harmony with the new vision for education as set in the NCF that the Church Secretariat articulates its guiding principles for Catholic Religious Education in our schools.
Religious Education		<p>The aim of this Policy Document is to define better the role of RE in the context of the schooling system as it is today and to delineate the aims and objectives of RE in the broader context of today’s society and culture. RE is broader than a syllabus content and should acknowledge the context within which it takes place. Hence this policy for RE in schools in Malta has to be in harmony with :</p> <ul style="list-style-type: none"> - The Catholic Church’s overall vision and strategy for the teaching of Religion, and

Secretariat for Catechesis of the Archdiocese of Malta	
	- The Government's aims and values as manifest in the NCF.
S	In this Policy Document, preference is given to an anthropological approach where human experience is considered central and where pupils are encouraged to correlate their experiences with those of other believers in different periods, contexts, and faiths
S	As the NCF itself acknowledges, "in Malta the teaching of Religion in schools is seen as an important element in the integral formation of the person" ¹ . Besides, "in the Maltese context religious education is currently understood as Catholic Religious Education (CRE)
S	CRE in Malta is guaranteed in State Schools by the Constitution and by the Education Act and is currently regulated by the Agreement between the Holy See and the Republic of Malta signed on 16 th November 1989 and by the attached Modes of Regulation on Catholic Religious Instruction and Education in State Schools, further emended in 2003.
S	Religion in the context of Maltese society is what connects us most to our roots. CRE should aim in the first place to empower the younger generations with a critical sense and make them aware of the pitfalls of individualism and whatever characterizes today's culture.
S	Religion and Education may at face value not get along well together. But they are worse off when apart. Religion in Western civilization has for long been almost synonymous with culture and culture was greatly inspired by religion.
I	However, an increasingly secularized and complex culture has relocated religion in society in general and in the lives of people. Institutionalized religion is indeed in crisis, yet the wisdom of the great religious traditions still constitutes a major point of reference in a globalized world. The educational process or journey needs to take this into account.
S	Education itself is basically a spiritual journey, and religious education in particular, through talk about virtues and attitudes, seeks to enable students to connect with themselves, with others in true and authentic relationships, and with God.
I	CRE aims to find a common focus for one's spirit-seeking heart and knowledge-seeking mind that embraces reality in all its amazing dimensions (Parker J. Palmer). It is an area of learning in schools meant to identify and address the questions of ultimate meaning in life making it possible to connect fruitfully a tradition received with the demands in life to form a personal worldview.
C+	The recommendation on the part of NCF of an Ethics Education Programme in State schools for those who opt out from the CRE programme is more than welcome.
R	Church schools, having their own ethos as Catholic schools in Malta, should be left free to choose whether or not to introduce such an option.
S	A fundamental part of the education of the younger generations has to be their enculturation into the tradition of the community to which they belong. This is what is called the conservative imperative and it is probably best done by traditional disciplines.
R	The idea is to instill in young people the best of the culture of which they are part. Obviously, the more our society becomes multicultural, the more complex this task will become.
S	In this sense schools should be 'conservative' institutions, intent on imparting the tradition that has developed so far, leaving the interrogation of that tradition to a later stage in life.

Secretariat for Catechesis of the Archdiocese of Malta		
	R	We cannot afford to fail to understand this process. Young people cannot be led to question traditions they have not yet grasped and understood. A comprehensive education should involve both of these different yet complimentary processes.
	S	The task of education is the process of learning who we are, of acquiring a language of ideals, and also to hand on a tradition.
	I	Too often, the spiritual traditions have been used to obstruct inquiry rather than encourage it. Too often, would-be educators who profess religious faith turn out to fear truth, rather than welcome it in all its forms.
		This is the vision which the Secretariat for Catechesis is adopting for the CRE programme. Both from a pedagogical as well as from a theological perspective, CRE in schools is committed to the holistic formation of students.
Parental Involvement	R	Finally, education does not take place only in schools. The NCF needs to address more directly the discussion of how families can be supported in the task of developing children's capabilities, if the learner is to be really at the centre of the educational process.
	R	We cannot address just one part of the story of how citizens develop, knowing that there is a surrounding culture which can support as much as subvert the work done by schools and families.

E-Skills Alliance (Malta)		
Definitions	R	<p>Digital literacy is the set of knowledge, skills and understanding ‘required to achieve digital competence: the confident and critical use of ICT for work, leisure, learning and communication’ (DG Information Society & Media, 2008, p.7) A complete framework that will help all the stakeholders understand the competences for Digital Literacy includes the following. The definition should therefore read:</p> <p><i>For the purpose of organising these competences, four major digital literacy strands have been identified. These strands are not disjoint, and inevitably there is considerable overlap between the four:</i></p> <p>Data sources and manipulation <i>The ability to identify and access sources of digital data, search for data in various digital formats, critically evaluate its relevance and accuracy, judge the credibility and reliability of a variety of digital data sources, store, organise, manage and selectively retrieve such data and digitally manipulate it in various ways and by various means.</i></p> <p>Information Communication & Presentation <i>The ability to creatively synthesise information from a variety of digital data sources, present this information in a variety of ways to a variety of audiences, & communicate the information using a variety of digital media.</i></p> <p>Programmed control <i>The ability to interface with and control digital technology, from the simple act of pressing a button or buttons to activate functionality, through figuring out a user interface, the use of iconic programming environments, to the use of textual scripting systems.</i></p> <p>Social, Ethical & Personal aspects <i>The ability to project oneself digitally, to participate safely in social networks, to use digital technology ethically and responsibly (including awareness of legislation relating to data protection, intellectual property and computer misuse), and developing a positive attitude towards the use of digital technology to support lifelong learning, collaboration, personal pursuits and a digital lifestyle</i></p>
	R	<p><i>The WG feels that the phrase ‘Further studies in this area [Digital Literacy] can potentially pave the way for opportunities in ICT-related careers.’ can give the wrong impression of the workplace and what careers are all about in this day and age.</i></p> <p><i>Digital Literacy is to be emphasised by the NCF as an entry-level competence for <u>any</u> career which invariably requires interfacing with ICTs rather than as an entry-point to an ICT-related career. An ICT-related career requires typically a sound competence in mathematics, computing and other related-sciences. One should also emphasise that these however are not exclusive entry-points for an ICT-related career and other disciplines can also lead to a successful career in different sectors which use ICTs as the innovation engine – such as the arts, health, tourism and education sectors.</i></p>
	R	<p><i>It is recommended that Digital Literacy and Design and Technology are not grouped up under 1 umbrella term ‘Technology Education’ because this gives the impression that: These two subjects are related when Design and Technology is more of a craft and vocational-type of subject whilst Digital Literacy is a core competency; Digital Literacy should be given a meaningful context – that is, it should be ingrained across the curriculum rather than a stand-alone slot.</i></p>
	R	<p><i>The NCF should clarify: The term ‘Digital Literacy’ at Primary and Secondary level (it currently only elaborates the term at a Primary level) and highlight a smooth</i></p>

		<p>progression from grade 1 to grade 12 (Form 5); How the competence 'Using new information and communication technologies' will vary in terms of knowledge, understanding and abilities at Primary and Secondary level; Use a mind-map or matrix to bring the clear differences out and how the Secondary years build onto the Primary years in terms of competence-acquisition; Emphasise the importance of learning Digital Literacy within a context that is cross-curricular; Make reference to the current ECDL model as 'ICT' lessons in Secondary levels and how improvements to the model are currently being explored.</p>
	R	<p>The WG wishes to underline to the NCF Committee and MEEF that 'ICT' in its current format at Secondary levels is <u>not</u> Digital Literacy. An alternative model needs to be sought immediately and tested out coherently within a real secondary school environment.</p>
	R	<p>The base for the model which is recommended is that a set of learning outcomes for Digital Literacy for Secondary levels is identified which will be delivered across the curriculum (across the context of different subjects). This in essence means that: The new Learning Outcomes for Digital Literacy for Secondary Levels will need to be reflected across other subjects and that the WG needs to work with champions/representatives of other subjects to assist in the revision of any defined Subject Learning Outcomes within such subjects to also encompass Digital Literacy Learning Outcomes; Distribute the current 40-45 minute slot dedicated for 'ICT' across other curricula to cover the new/ revised Learning Outcomes; Team-up the current 'ICT' educators with other subject-specific educators for collaborative and cross-disciplinary pedagogy.</p>
	I	<p>The WG feels that the NCF document 2 page 55: Gives the wrong perception that Computing is a follow-up to Digital Literacy or Design and Technology when Computing is a discipline that offers so much more; Confines the benefits which can be acquired from learning computational logic (through Computing) to only the tail-end of secondary education.</p>
	S	<p>The WG wishes to underline that: Computing education exposes students to unique thinking skills, problem-solving aptitudes and encourages creativity which drive the economy and underpin any profession; Similar to numeracy and literacy, there is a cognitive strand of computing that offers valuable thinking skills to learners of all ages (eg. Algorithm, logic, visualisation, precision, abstraction); Computing enables insight into a broad range of systems and disciplines and empowers computational thinking; Computational thinking is a mode of thought that goes beyond the software and hardware but provides a framework within which to reason about systems and problems; We should leverage the intellectual rigour which is enabled through Computing, because computational thinking is a skill that empowers and all students should be aware of and have an element of competence in; Computing is a discipline that offers long-term value rather than skills with immediate application because it has the following characteristics. Computing is a discipline whereas DL is a set of skills and competencies which cuts across disciplines. The discipline of Computing was defined by the joint ACM/IEEE task force over 20 years ago – see CACM Volume 32 Issue 1, Jan. 1989 – but is still valid. The characteristics which make Computing a discipline include: A body of knowledge; A set of rigorous techniques and methods; A way of thinking and working;</p>

		<p>Longevity; Independence from specific technologies. Computing education equips students to become active citizens who can contribute to an increasingly digital society; E-competences (beyond simple digital literacy) are necessary for individuals to find their position in a digitally-enabled knowledge-based society and economy. The current curricula and pedagogies do not promote a passion for the discipline of Computing. There is a need to ignite further interest in the studying of Computing because from discussions with educators and counsellors, Computing is perceived as difficult (especially for female students) - and worse still boring - by students and therefore students are not motivated to take-up this specialisation at Secondary levels.;</p> <p>An analysis of the Computing SEC illustrates that over the past 4 years (from 08/09 until 11/12), in state schools, the total number of students taking Computing in S5 (Form 5) has dropped more than the total population of students (-7.14% versus -6.20%).</p>
	R	<p>- Computing concepts should be recognised as core concepts by the NCF, which concepts need to be introduced in appropriate contexts across the curricula – where every student is given the opportunity to learn computing knowledge as of entry levels and given the opportunity to specialise in secondary levels. In practice this means that each syllabus should include these concepts and highlight the use of technology or other means to learn these concepts. This has implications on the pedagogy, the resources available for the teaching and the up-skilling of educators which is necessary. Recommendations on the pedagogy are proposed in Section 3 of this document. Recommendations on the resources and training approaches can only be tangibly submitted once agreement has been reached on the core curricular recommendations being made in this section. However, in terms of school resources the WG wishes to stress to MEEF that the learning spaces need to be re-thought within the context of new learning approaches that should be actively pursued by Government – such as the 1-to-1 Device-to-Student approach;</p> <p>- Through the NCF a clear progression path for learning computing concepts is established in the learning curve that starts at primary and continues in secondary and which spans different curricula/contexts;</p> <p>- The NCF makes clear reference to a ‘marketing campaign’ that needs to be instigated to promote computing concepts and the Computing subject by appropriate role models to young students within the digital society and economy where technology pervades every profession and economic sector.</p>
Learning Outcomes	R	<p>A set of detailed learning outcomes have to be developed for:</p> <ul style="list-style-type: none"> - Digital Literacy for primary levels ; - Digital Literacy for the secondary levels with outcomes which progress from the primary levels (and therefore revisiting other subjects learning outcomes and replacing/removing the current ‘ICT’ subject ergo the ECDL curriculum at secondary schooling); - Computing concepts which should be mainstreamed into other subjects – everywhere where applicable; - Computing as a SEC subject which is selected for SEC examination at Form 3 – with a thorough analysis of how to sustain the discipline in a different format.
Pedagogy	R	<p>The way we conceive DL being implemented within the curriculum is through programmed projects embedded within the various curricular areas which encapsulate learning outcomes from both the curricular area and from DL. Such an approach necessitates a pedagogy which promotes learning and teaching that is:</p> <ul style="list-style-type: none"> - Contextualised and situated: DL learning outcomes need to be embedded in meaningful contexts and in general should not be interpreted as content to be learned. All too often ICT has been taught in a de-contextualised manner. Worse, to date most ICT taught in schools has focused principally on technology in an office context, as if the primary aim of ICT education were to rear a generation of office workers. Instead, DL pedagogy needs to create/exploit authentic experiences (contexts and situations) which help children develop fluency in applying digital technology and computational modes of thinking. - Cross-curricular and interdisciplinary: Computational thinking (Wing 2006) is not the exclusive province of Computer Science, but

		<p>runs throughout the curriculum. Elements of computing need to be repackaged as an integral part of the various curricular disciplines. Synergies between DL learning outcomes and learning outcomes in other curricular areas need to be identified and exploited to provide a context within which these outcomes can be realised.</p> <ul style="list-style-type: none"> - Constructionist: the creation of digital and computational artifacts, not their use, should be at the centre of DL. Learners need to experience, first-hand, the challenges involved in researching, exploring, conceptualizing, evaluating, designing, implementing and debugging solutions to real problems using digital media and computational principles. It is from such experiences that elements of computational thinking can be formalized and digital fluency acquired. - Collaborative: The NCF should be promoting both collaborative learning AND collaborative teaching. Both are especially important within the area of DL because of its interdisciplinary nature and its cross-curricular implementation. The way the DL learning outcomes should be embedded within the various areas of the curriculum requires Computing/ICT specialist teachers to work closely with teachers specialising in other curricular subjects to create cross-curricular learning situations. The traditional role of the ICT teacher will thus transform into a supportive / collaborative role, working with subject teachers on the implementation of a number of programmed projects which combine elements of digital technology and subject content. <p>The recommended pedagogy requires a revived approach to planning and executing teacher group training. At this stage of recommendations the WG is not going into the detail of a suggested approach to teacher training, but is willing to discuss further with MEEF if this recommendation is viewed as acceptable.</p>
Assessment	R	<p>Initial recommendations on revisited assessments are the following. It stands to reason that the WG cannot recommend detailed suggestions on revisions to the assessments because a decision needs to first taken on the subject-matter to assess.</p> <p>Assessment can be a mix of:</p> <ul style="list-style-type: none"> - Examinations – to assess concepts, principles and methods; - Practical tests/exercises – to assess skills in the use of computer resources including software; - Project-based assessment – to assess the creative use of the relevant technology in the various learning areas. <p>The above methods differ in reliability – the choice should be based on validity.</p>

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Principles	I	Many nice words but there are doubts whether what is being proposed will work in practice – Where the realities and social attitudes of students taken into consideration? Where the school realities in terms of human and physical resources taken into consideration? What will be the impact on teachers, parents and others?
	I	This curriculum is built on the Australian model – why was this one chosen and is it in conformity with our realities?
	C-	Not equal importance should be attached to six general principles of NCF – 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 teachers when deciding what should and/or should not go into subject content
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 EY broad outcomes/language learning outcomes?
	I	What was the scope of having a curriculum in the NCF for early years when these did not have one before? Who designed it, on which needs was it based? What use is there to provide it in the NCF when the curriculum of the other years is not provided?
	R	In Primary, re L3/L4 of college choice there has to be some form of parameters that guide and maintain uniformity to a certain extent so that the flexibility is not stretched above limits
Teacher Support	I	In what ways and when will classroom teachers be supported for teaching Science, PE and IT?
	I	Will the class teacher be equipped with the necessary resources and tools to personally research/go deeper into the various learning areas and prepare the necessary resources? 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	It is essential that teachers are given on-going training in the appropriate techniques for the development of oral language and given the opportunity to reflect and discuss their present practice
	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 – at what time will this be given?
	S	Relevance should also be added as an important principle that should guide our reform ensuring student motivation in many difficult teaching situations
	S	Textual amendments suggested: Introduction of the executive summary Add 'Learners whose holistic development includes a range of fundamental values as well as a sound and healthy spiritual dimension....' Aims of education are never static, they ought to be dynamic, changing and adapting to an always changing world
Autonomy	I	The challenge facing the finalization of the NCF will certainly be the implementation of strategies that would ensure flexibility and autonomy – but in same time we need to seriously reflect on real significance and implications of flexibility and autonomy (e.g. autonomy to give a cleaning contract or employ staff vs autonomy to choose which timetable to adopt resulting in different standards between schools)
Timetable	I	According to the Criteria underlying the allocation of time for the learning areas in a school year there are approx 800 teaching/learning hours or 32 weeks – is this realistic? Does the figure exclude SDP and PD sessions, public/national holidays, prize/celebration days etc? How will the variation in time allocation models per learning area affect the designing of the primary curriculum (syllabus)?
	I	Timetable Model B is more realistic as it gives the required weight to the 3 core learning areas
	I	Timetable models A, B, and C are useful for the Primary educational level and efficient in terms of time management – to what extent will

		Contributor
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		these be enforced or can will they only serve as guidelines and can be discarded at college or school's discretion?
	I	Whether timetables as proposed will be enforced or not will affect the number of lesson hours of Science and Technology to be done per class per week (and number of Primary Science and Technology units needed for the revised Curriculum in the near future)
	C+	In terms of Primary Science it is felt that Model B (which includes two 45 min sessions of Science and one of Technology) is the most conducive to the Maltese primary sphere
	I	Time allocated in all models for Technology does not indicate it will be used for both Design and Technology and Digital Literacy – if this is the case by whom and in what proportions will it be used?
	C-	Does not agree with flexibility and autonomy to choose from among different timetable models – the system will become unsustainable and could result in lowering of standards
	S	A pragmatic solution would be that of having statutory and optional content in all syllabi with benchmarking and assessments set on the statutory content part of the syllabi
	S	With regards to Primary Timetable, it is being suggested that in a week: Years 1 & 2 should have 5 hours of Maths, 3.75 hours (45 mins x 5 times) English and Maltese lessons, 3 hours (45 mins x 4 times) HE, 2 hours (30 mins x 4 times) RE, 1.5 hours (45 mins x 2) Science & Technology, 1.5 hours CGHE and Arts Education, 30 mins Handwriting (Maltese & English), Storytelling, Reading session and Talk-about session and 1 hour School-based choice – all this totals 25 hours Years 3 to 6 should have 5 hours of Maths and English each, 4 hours of Maltese lessons, 3.25 hours (39 mins x 5 times) HE, 2 hours (30 mins x 4 times) RE, 2 hours (40 mins x 3 times) CGHE, 1.75 hours Science & Technology, 1.5 hours Arts Education, and 30 mins for L3 – this all totals 25 hours Completely agrees with 1.5 hours allowed for teacher planning time
90m Curriculum Development	I	Is this realistic especially in small schools?
	I	Should teacher planning 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 however peripatetic teachers may be missing due to sick leave or being involved in other college/school projects
Teacher Roles and Responsibilities	I	The revised role of the Primary Science Peripatetic Teachers will call for a delicate balance between delegation and control – they will have much more time to dedicate to lateral tasks such as Science popularisation activities while also keeping track of what is going on in individual classes in terms of curricular issues and pedagogy – in so doing they will not be part of the SMT and as such having no right to monitor the praxis of fellow teachers
Learning and Learning Environment	C-	Strongly disagrees with the system of introducing learning areas into our NCF
	S	Instead we can have the following 3 classifications in future syllabi: A: Core – English, Maltese and Maths B: Statutorial – Science & Technology, CGHE, RE, Expressive Arts, HE (including PSHE) C: Optional – further aspects of B In the above scenario, all summative assessment/s should be based on A and B only while all formative assessment would take into account class C too
	S	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 areas s/he is responsible for – in such scenario having class teachers responsible for class is still important

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Citizenship Education	C-	Strongly disagree that CE is launched as a learning area including Environmental Studies, Geography, History, Home Economics, PSHE and Social Studies
	I/S	CE is neither a learning area nor 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 – at best it can be another cross-curricular theme
	C-	Disagrees also with including aspects of PSHE 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 AMBJENT UMAN component in social studies and this is due to the fact that the 2006 official syllabus substituted a lot of CIVICS content with PSD aspects
	S	At primary level introduce CGHE with 8 strands of learning, complete with level descriptors identified and developed by a team of subject experts, which should be fine-tuned and enhanced – these are: People & Cultures Rights & Responsibilities Impact of Enterprise & Industry The Environment – Natural & Human Management, Conservation & Sustainability Learning about events, people and regions in the past Mastering Historical Concepts Nurturing Historical Skills
	S	At secondary level there should be place for three disciplines forming part of the primary's CGHE – there should also be Maltese History running all through the secondary school experience with the aim of enabling all Maltese students to share in their nation's identity process
	I	The proposed Ethics education is highly debatable when it comes to what this means – philosophical, moral, religious, social, environmental ethics? If one of these is not part of the main subject areas in Citizenship, then do we have to create another subject with the many we already have?
Science Education	C+	The overall philosophy behind the science and technology documents is highly commendable and should prove ideal in seeking to transform the Maltese educational system into one which is relevant to our times and future needs – acknowledges the shift from top to bottom linear process of learning to learning as an active journey of enquiry
	C+	Very encouraging 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 entire science strategy is ample proof of this
	C+	Shift in the logical teaching of primary science with onus of more responsibility being placed on class teacher is logical and welcome
Languages	R	Language issue requires in-depth study to guide the teachers more specifically as to when and how the two languages should be taught in the early/primary years – some form of identified targets – college based/national are essential to ensure that adequate and appropriate language policies are being implemented especially throughout the child's early/primary years
	I	The issues of exposing the children to a 3 rd language might need some re-consideration in the light of those children who are struggling to reach basic competence in the two main languages
	R	In Primary, it is important to develop a policy that caters for linguistic aspect of students who do not speak Maltese and English (foreign students and immigrant children)
	S	Maltese Culture component should be included in a future syllabus for Maltese
	R	In Primary, the concept of multi-linguism has to be maintained due to the increasing number of foreign students – this will be a wise

		Contributor
		National Curriculum Framework
		Feedback following discussion on the NCF
		decision for choice of languages which can be pursued in secondary cycle
Arts Education	I	In this area, where primary teachers will not be responsible for teaching, difficulties may arise when implementing programmes of teaching that link aspects of art education to language learning – language skills of primary students are enhanced through language methodologies that integrate music, art and/or drama – how would this affect the implementation of the new language curriculum/syllabus?
		In Model A, 2.25 hours per week are allocated for Art Education – does this mean primary school teachers in schools to adopt this model will have more non-contact time?
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 end-of-primary benchmark in Maths, English and Maltese may be too late to monitor any difficulties of inconsistencies)(college-based end of year exams may also lead to unhealthy competition between colleges)
	I	Teachers are expected to have clear indications of the progress or otherwise of the children within their care – how much detail are teachers supposed to keep, in how far are they being expected to individualise their teaching programme? Although for Years 1, 2 and 3 teachers have checklists to monitor children who are struggling, how are teachers going to monitor the progress of the more able children?
	I	How is the average classroom teacher going to be supported to ensure that she is giving each and every child his/her entitlement? Are teachers to think in terms of new parameters of do they refer to the present level descriptors to check and identify levels of attainment?
	I	How is school-based oral assessment going to be monitored and set levels of expected standards? What is being expected of students in early/primary years and how is this to be monitored? How are teachers going to be supported in their expectations?
	I	Primary Science - Formative assessment will need to acquire much more importance and a record of pupil work needs to be kept by all teachers to register progress or otherwise
	I	The NCF proposals will give rise to non-uniform assessment which can create ambiguity in the results and interpretation – we will have many tools developed by people and censored by others to assess one measure
	I	The introduction of other assessment tools apart from the exams will keep increasing the problem – what tolls will these be, who will develop them, and on which criteria? These issues require huge responsibility from the school/college in the exercise of flexibility allowed by NCF
	I	If no parameters that regulate flexibility are developed with clear boundaries limiting its exercise, there is the fear that we will have a wide spectrum of unreliable results about expected and achieved attainment levels
Facilities and Support Structures and Services	I	Many more resources will be needed to cater for such a wider teaching/learning area – colleges and individual schools will have to start providing their own resources and stop depending on Science Centre for such resources

Pestalozzi Programme – Ms Cassar, Charlot		
Principles	C+	As a Pestalozzi trainer, I cherish the fact that one of the aims of the NCF addresses commitment to the values of respect of human rights, democracy and rule of law are placed at the centre of our education systems.
Teacher Support	R	Teacher education in this respect, both pre and in-service, is essential if we are to ensure that the standards and principles of the Council of Europe are promoted and the provisions of the NCF met.
	S	My experience working with teachers locally (in-service training and PD sessions) highlights the lack of basic competencies that most teachers have in dealing with such issues.
	S	The general feeling is that such issues are extremely important but they do not immediately fall within any teacher's remit; there is not enough time to "indulge" in such issues; teachers may not feel comfortable enough discussing such issues or dismiss any intervention as a drop in an ocean which will not make any difference whatsoever.
	I	What is even more alarming is the fact that in most instances, teachers fail to even see the link between their mundane daily practice in the classroom and human rights, democracy and rule of law. Indeed, some teachers are not even aware of the implications.
	S	Just to give you an example, I recently held a professional development session with staff in which we explored the issues raised by letter circular DES 12/2011 re Use of Facebook and Other Social Networking Sites and the implications that this may have vis-à-vis human rights. The session was based on material produced as part of a Pestalozzi Module on Media Literacy and Human Rights. Most teachers were, at a basic level, simply unaware of the connections.
	I	It is difficult to conceive such teachers as being in a position to ensure the provision of intercultural education, social justice and democratic principles.
Learning and Learning Environment	I	However, my biggest concern is the fact that this will not "just happen". What sort of discussion are primary school children going to engage in order to uphold social justice and democratic principles? More importantly who is expected to facilitate such discussions?
Citizen Education	I	Is Citizenship Education enough to do the trick at secondary level? Which democratic practices in schools are the most obvious way to promote social justice and democratic principles?
Learning Areas		
Subjects		
Intercultural Education		I also acknowledge the fact that Intercultural Education has been identified as a cross-curricular theme that runs right through and supposedly permeates all taught subjects