

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

Appendix III
Part III

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Table of Contents

Table of Contents i

01. Analysis of Feedback i

02. St Michael’s Junior School 3

03. St Michael Foundation Senior School..... 6

04. San Andrea School (and the Archbishop’s Seminary)..... 11

05. Chiswick House School and St Martin’s College (Joint Feedback)..... 26

06. San Anton School 28

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

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

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."

02. St Michael's Junior School

St Michael School - Full day Consultation Seminar of the NCF Report for Junior 1, 2 and 3 - Early Years Report for Junior 4, 5 and 6: Upper Junior Years Document 9		
Differentiated Teaching	R	There must be graded booklets / handouts according to the levels present in class.
	R	There must be more visual aids (IWB, computers, etc) so that teaching would reach out to all students who learn through different senses.
	R	Has to be rotation of tasks in every lesson: students in class would be grouped according to the Level and rotate after a stipulated time onto another activity presented in class.
	R	Every class needs a classroom assistant for the above to be done.
	I	This type of teaching is very much encouraged within the National Curriculum Framework. In practice though it proves to be difficult as even though the teacher might have different handouts and resources for the students, there is a lack of time as well as physical support for this to reach its optimum level. Yet, despite all this, differentiated teaching, has been, and will be going on throughout the Junior Years.
Cross Curricular Concept	S	Although already implemented in St Michaels to a certain extent, for cross curricular teaching to take place in schools one must set a syllabus to be taught for each year - basing it on the topics that would link the subjects together - and thus ensuring that there is a link / continuation of syllabus between one year and the next.
	S	It was felt that within Upper Junior, to a certain extent, cross-curricular teaching, as mentioned by the NCF, already takes place.
	I	For this to be achieved one must move away from textbooks and class teachers must compile their own workbooks based on pre-determined and agreed topics for cross-curricular teaching to be implemented effectively.
Teacher Roles and Responsibilities	R	For differentiated teaching ideally every teacher would need a Class Support Assistant to ensure that each child is receiving the individual attention necessary to move onto the next topic of every subject, thus ensuring quality education for all particularly due to the increasing number of children having specific learning difficulties.
	S	It was felt that within our school, to a certain extent, cross-curricular teaching, as mentioned by the NCF, already takes place.
	R	The school has already managed to include Subject (Peripatetic) Teachers for most subjects. Yet, to be more in line with the NCF, assistants within the classroom would be more beneficial to enable teachers to deliver and prepare better their lessons. (Unfortunately here, Independent Schools are at a disadvantage since financially they would have to cater for the staff themselves especially when referring to classroom assistants).
Examinations and Assessments	C+	EY should be in formative mode - which is the case at St Michael; where ongoing assessment is carried out in order for the teacher to ensure that all students understand the topics explained in class, and whether the children have reached the skills proposed in the curriculum, thus providing a more holistic reflection of what each child is capable of doing.
	S	Since it is formative and ongoing mode of assessment, students would not need to be informed to study beforehand - seen as very beneficial for those students who perform well through formative mode of assessment but might not perform as well under examination conditions due to anxiety.
	S	At St Michael, comments rather marks / grades are used and this is seen to have a more positive effect on the children's attitude towards

		St Michael School - Full day Consultation Seminar of the NCF Report for Junior 1, 2 and 3 - Early Years Report for Junior 4, 5 and 6: Upper Junior Years Document 9
		schooling.
	R	Since Junior 3 is seen as the link between EY and Primary, it is St Michael's view that mid yearly and annual exams on the bases of summative assessment are introduced in preparation for Upper Primary
	S	Propose that comments are presented to the parents, marks for the teacher might be more feasible to keep track of the Child's progress - a method already applied within St Michael's.
	C+	Integration of benchmarking is beneficial as it allows school how students will fare on a national basis.
	C+	Agree with continuous assessment approach and underline that there is a greater need for formative assessments where students wouldn't need to be informed to study beforehand but the studying instead will be an ongoing process and where assessments could also take the form of exercises, word search etc.
	S	Formative assessment would benefit children who perform well throughout the year but in exams might not perform as well.
	R	It might also be beneficial to the student if the assessment mark is included with the summative mark in the mid-yearly and annual examinations. It was debated whether the assessment should be a grade or a mark. Grades for parents and marks for the teacher might be the viable option. This would also help students prepare themselves better in their transition to Senior School.
Financing	I	Resourcing properly for differentiated teaching particularly through multisensory teaching is a major expense for the independent schools.
	I	Teachers Assistant for differentiated teaching is a major expense for independent schools.

St Michael Junior School - Full day Consultation Seminar of the NCF: Report for Junior 1, 2 and 3 - Early Years		
Document 9A		
Early Years and Primary Education	C+	Integration of benchmark for Upper Primary seen as beneficial as it shows how School's students are faring on a national level.
Differentiated Teaching	I	Strongly encouraged within the NCF but in practice it proves to be difficult as even though the teacher might have different handouts and resources for the students, there is a lack of time as well as physical support for this to reach its optimum level.
	S	Despite difficulties, St Michael's has and will continue to apply differentiated teaching in Primary.
Cross Curricular Concept	S	St Michael's has, to a certain extent, implemented cross curricular teaching as proposed in the NCF.
	S	St Michael's has managed to include PrT (Subject) teachers for most extracurricular subjects, incl Science
Teacher Roles and Responsibilities	I	To be more in line with the NCF Teacher Assistants within the classrooms would be more beneficial to enable teachers to prepare and deliver better their lessons but there are resources issues that constrain independent schools in this regard.
Examinations and Assessments	C+	Agree with continuous assessment and underlined that there is a greater need for formative assessment where students would need to be informed to study beforehand but the studying instead will be an ongoing process.
	R	Assessments could also take the form of fun exercises, word search, etc.
	S	Formative assessment would benefit children who perform well throughout the year but in exams might not perform as well.
	R	Beneficial to the student if the assessment is included with the summative mark in the mid-yearly and annual examinations: believed that grades for parents and marks for the teacher might be the viable option.
	S	Continuous assessment would help prepare students better in their transition to Secondary.
Financing	I	Independent schools will face financial constraints in implementing measures such as the engagement of Classroom Teacher Assistants.

03. St Michael Foundation Senior School

	15A	St Michael Foundation
Principles	C+	There is a general agreement as to the aims of the NCF for Secondary Education.
	C+	NCF Aim 1 (pg 26 – 29) – strongly agree with all aims stated here.
	C+	The NCF advocates broad outcome which are “not exclusively focused on academic achievement” – this is an important aspect. Too much in education in Malta pushes academic development only.
Early Years and Primary Education	S	It is appreciated that the NCF includes pre-school years in Early Years in its document. With the insistence that “Every child has the right to develop to his / her maximum potential” (Doc 3 pg 14).
	R	Coordination to ensure continuity in learning from early years to secondary is essential so that students have a smooth transition from one stage to another.
Autonomy	S	It is hoped that the autonomy of all schools be they State, Church and Independent is respected. This was one common feedback which came across very strongly by all the stakeholder – teachers, students and parents.
	R	The school (like other schools) has been developing its own curriculum with great responsibility for the benefit of the students. It should be allowed to go on doing so.
	R	St Michael Foundation re-iterates its position that schools should be allowed to develop their own curriculum – as regards the subjects offered, number of lessons per subject and the process of the options / choice of subjects at each level – Yr 7 or Yr 9.
	S	Curriculum – whilst the developments of the Form 1 curriculum are praiseworthy one has to keep in mind that they cannot be applied exactly as specified on the Curriculum website. The school and the teachers should be allowed to exert their professional judgement to decide ultimately what, how and when the parts of the syllabus should be covered
Differentiated Teaching	S	It is important that students do not compartmentalise their learning.
	C+	In agreement with the following themes: Pedagogy, Practice and Evaluation. In a mixed ability environment (in schools like St Michael) differentiated learning is essential for students to succeed. In fact St Michael already embarked on the Let Me Learn project to strengthen this aspect.
Teacher Support	S	Support structures for students, staff and parents are very important. St Michael Foundation works very strongly in this area. The ongoing professional development of staff is essential for teachers to keep up to date and be more effective in the ever changing world around us.
Mentoring	R	The mentoring of new teachers and persons who have taken on different roles is highly recommended. St Michael has embarked on this for a number of years.
School Management Team	S	Distributed leadership and developing a collaborative culture among staff is the way forward. Developing leadership in schools is a responsibility.
Cross Curricular Concept	C+	Thematic approaches are important.
Quality Assurance	S	Quality Assurance of schools, teaching and learning is important to ensure that the aims are being reached. School Development Plans and PMPDP are useful mechanisms for ongoing evaluation and monitoring.
Syllabus	I	Both students and teachers think that when the much needed educational outings are organised this means that students will lose time form other subjects, the vastness of the SEC syllabus puts more pressure on the students as they need to make up for this time.
	I	The vastness of the syllabus does not give students the time to think independently, assimilate and evaluate what they are learning.
	S	Syllabus development – it is essential that representatives from all sectors – State, Church and Independent are invited to take an active part in the development of the syllabus at each level and especially at SEC levels.
	C-	Since curriculum was written with State Schools in mind, the syllabus is based on the number of lessons and timetable found there.

	15A	St Michael Foundation
Timetable	I	The number of lessons per subjects and timetable of Independent and Church Schools may vary. The autonomy must be respected. For example our students have more lessons in Physical Education than those stipulated in the curriculum.
	C-	The timetable structure reflects the educational principles, autonomy and identity of each school and this should be respected. It should be made clear that the School timetables discussed in the NCF apply for State Schools only.
	S	Each Independent and Church school has developed its own curriculum in a responsible manner. Independent Schools have developed a very flexible timetable giving students a wider variety and combination of subjects and have even included Dance, Drama, Ballet and more PE across the curriculum.
		Independent schools have also been very flexible in implementing the necessary changes needed to address the needs of students entrusted into their care very efficiently and prepare them well for the future.
Life Long Learning	C+	All stakeholders are in general agreement with the rationale of the NCF which is presented with a life long learning perspective and providing a quality education for all. These are also the principles held by the school, by teachers and parent as individuals. The principles and aims should not only be at the heart of the curriculum but permeate each lesson.
Learning and Learning Environment		The philosophy of St Michael Foundation is that each child achieves his / her personal best. The importance of quality education for all is essential.
Learning	C+	Agree with the learning areas for secondary schools.
	I	The learning areas proposed are vast and ensure a holistic education for the student however the 'grouping' of topics would benefit from revision (e.g religion and citizen education should definitely not be separated as we shouldn't be teaching Theology but should take the direction of more personal and social role, as this is far more realistic to the youth of today..
	S	Emphasis therefore should be instilling morals and promoting students' contribution to society
	R	More investment needs to be made by the Education Authorities in encouraging university students to take up B Ed. Design & Technology and Graphical Communication to ensure that there would be enough teachers in future. This is an area where presently there seems to be a lack of personnel.
	R	Students suggested that First Aid courses should be included in the curriculum.
	S	The B. Tech courses are very important for our students. Schools should be supported in providing these courses. St Michael Foundation students are already participating in the pilot launched in Sept 2011.
	S	The proposals as regards the secondary years include the re-introduction of Accounting and Economics in the list of options. This practice has been maintained in many Independent and Church Schools – what is important is that the regulation that exists at MATSEC level that students cannot sit for Accounting and Economics with Business Studies is removed especially if the syllabi of these three subjects have developed over the years and focus on different areas.
	R	The aims of the NCF should include Financial Literacy which is essential to prepare students not only for the world of work but more importantly to have an idea of the World of Finance. Students have to become aware of the implications of taking responsible financial decisions to become economically stable and independent. This is a must in today's world which is going through economic hardship. Students should also have a basic knowledge of basic financial planning, how to use bank services, credit and debit cards, etc. This was stressed during the staff evaluation and the feedback from parents. This may be included in PSD, Maths, citizenship, Home Economics, Accounting and Economics.
Religious Education	S	Social citizenship could encapsulate all components of Religion, spiritualism, moral behaviour etc and would open up religious education, eliminating the phobia or stigma attached. The proposed title for the point above could be Holistic Living and health Education could also

	15A	St Michael Foundation
		be included in this broad umbrella term.
	S	This is proposed since a change in society means that not all our youngsters are attending church regularly as they were 25 years ago and seem to have an aversion to anything to do with Religion.
	S	On the same note some students are not accepting beliefs and cultures of others, therefore bracketing religion with other closely linked subject means that regardless of belief, important attributes are being developed. This is also linked up to other aims where learners are engaged citizens in constantly changing local, religion and global realities.
Science Education	S	The development of scientific literacy for students is an essential part of education.
	C+	There was an overall agreement that the following are essential to provide the students with knowledge of the scientific world: <ul style="list-style-type: none"> - To engage with science multimedia - To explore through experiments - To elaborate by explaining proper scientific language / graphs / charts - To evaluate their own language in relation to everyday life - To explain the phenomena they observe.
	S	It was concluded for all the five Es to be implemented more time should be available. With the present of science curriculum (especially at secondary level) that is one which is loaded with scientific knowledge and limited time for experimentation and reflection it would be a struggle for teachers to build a discovery based science curriculum.
	S	A reduction of topics should give way to critical thinking and investigation. Natural science in general is a reasonable enterprise based on valid experimental evidence, criticism and rational discussion. Experiment plays many roles in science. One of its important roles is to test theories and to provide the basis for scientific knowledge.
	I	The NCF proposes that Physics, Chemistry and Biology are replaced by Physical Sciences, Materials Sciences and Life Sciences. It also proposes that students would be allowed to take one Core Science, two Sciences or three Sciences.
	I	Has the content of the new subjects been studied with regards to the preparation of students for the continuation of their studies at post secondary level (including VI form, MCST and University)?
	I	Will students be better prepared for life, for work?
	I	What type of support (including lab facilities, ICTs, chemical and biological resources) will be given to Church and Independent schools to implement the new curriculum?
	I	What training will be available for teachers with respect to the content of the new subjects and the enquiry approach to learning?
	I	The present post secondary institutions presently prefer Physics or Biology as an entry requirement for some of their courses. How will this be reflected in the new subjects offered at secondary school level?
	I	If the post secondary institutions recommend that one specific science option e.g. physical science is required then schools should be allowed to offer any one of the various subjects options instead of Core Science.
	C+	The idea of introducing a core science programme offered to student in forms 3, 4 and 5 who do not wish to specialise in science is interesting as this subject will give non science students some important, basic and practical insight into the world of science.
	I	But will this restrict students from taking courses at post secondary level when one specific science is required. In the present curriculum this is possible. So the introduction of core science may actually result in fewer students moving to certain courses at post secondary level where one specific science is required.
	S	The NCF should also respect the fact that some schools (including St Michael Foundation) already have a flexible timetable where students can have one, two or three sciences.
	C+	Totally agree with the NCFs proposal that there should be more investment in the preparation of teachers of sciences.

	15A	St Michael Foundation
Languages	S	Language policy – learning of languages is an important part of a child’s development. There should be more attention to the preparation / professional development of teachers to be prepared to teach the English Language to Maltese students who are basically Maltese speaking and the Maltese Language to Maltese students whose first language is English.
	S	This would ensure that the nation is truly bilingual. The importance of bilingualism must be continually expressed with the parents and in all areas of Maltese society.
	C+	The awareness of a foreign language at primary level is commended.
	C+	Also commended that there would be a focus of language learning for young immigrants and refugees.
Arts Education	S	St Michael Foundation already implements creative arts through Drama, Dance, Ballet and Art across the curriculum.
Examinations and Assessments	R	Assessment is an essential part of the teaching and learning process. There should be an increase in the amount of subjects where there is ongoing school based assessment similar to the B Tech model which could also be added to the SEC results.
	R	There should be an increase in the number of subjects at SEC level where the school based assessment takes place. The present SEC syllabi need to be revised as some of them are very vast (e.g History) which does not allow the students to learn for the fun of learning as the focus is to pass the examination.
	C+	The Assessment policy implemented in schools should reflect the autonomy of each school. A good number of schools already assess students during the year and not only on examinations.
	S	National Monitoring of Achievement – it is important that the examinations which are set at the end of secondary level (SEC Exams) reflect the process of what is taking place at schools.
	S	School Leaving Certificate and Profile – St Michael Foundation has already presented its comments on the School Leaving Certificate and Profile and is actively participating in its evaluation.
Facilities and Support Structures and Services	S	Whilst agreeing with the fact that technology competence is essential in today’s world, students must also be helped to understand that it presents e.g. lack of face to face communication, the fact that the mind relies too much on technology, the control that the internet and social networks may have on the lives of persons. There must be a holistic education in the use of technology from the early years up throughout schooling.
	S	Whilst computers are essential in this day and age, they should not be the only resource.
	S	Direct hands on experience is necessary for children to learn – many resources and science equipment are available in state schools. Could some of these be made available (even on a loan basis) for students in Independent schools?
e-Learning	S	E-learning is important but over use or used badly may make the student lazy when it comes to use his / her imagination and be creative.
Intercultural Education	S	It is of utmost importance that children are helped to realise that they are citizens of their village, their country, the Mediterranean and the World. The focus on the Maltese culture (becoming a Maltese citizen – aware of who we are) developing respect for diversity and valuing difference are essential.
	C+	Strongly agree with the development of voluntary work schemes – these are already implemented on our curriculum.
	S	Many people in Malta do not accept multiculturalism and do not tolerate minority groups – there needs to be more work in this respect.
Special Needs	S	Students with Special Needs need particularly to be helped in schools. Independent schools are already doing a lot in this respect – however resources are limited..
Social Needs / Issues	S	The financial burdens on the parents are great – it is noted with satisfaction that there is an increase in State aid in this respect for students attending independent schools
Parental Involvement	S	The home school link is vital for any learning to take place. Schools have a responsibility to contribute to the life long learning of parents.
Local Community	S	Links between the schools and the community, NGOs and partnerships with the business sector are beneficial for all.

	15A	St Michael Foundation
Involvement		
Management of Change	C+	The Consultation Process of the NCF involving all stakeholders is commended. One would auger that the final draft and especially the implementation of the NCF would have all stakeholders on board with active participation of representatives of state, Church and Independent schools.
	C+	The fact that the consultation document had an executive summary was extremely useful for quick reference. It also gave a clear overview of the NCF.

04. San Andrea School (and the Archbishop's Seminary)

	1	San Andrea School (and Archbishop's Seminary)	2	San Andrea School (and Archbishop's Seminary)	3	Archbishop Seminary (and Archbishop's Seminary)
		Group 1: Senior Management Team		Group 2: Primary B		Group 3: Maths Group 4: Science Group 5: English / Maltese Group 6: PSHE / Religion / etc Group 7: Foreign Languages
Principles					I	Proposals are a bit utopian.
Early Years and Primary Education					I	The NCF mirrors the teachers' best intention but not their best practice. Lack of information to implement the NCF.
					I	There is a concern due to the fact that students coming from the Primary might not have the necessary ground work for digital literacy as proposed by the NCF started in the Secondary years.
Teacher Support	R	Teachers meetings should be concerned with sharing good practices rather than just reporting problems.	S	In Primary the NCF mirrors the main aims we personally have when teaching the subject, namely: - Develop a positive and resilient approach to life - Healthy lifestyle - Basic understanding of personal and social responsibility and how one's choices and actions may positively or negatively influence ourselves, other, communities and the environment.	I	Fear of teachers becoming babysitters in the future by lengthening school day.
Autonomy	S	Changes should bring with it more distributed leadership – however the heads have too much legal responsibility. Each practitioner (teachers included) should also have their own legal responsibility				
	R	This is the only profession that retains incompetent teacher. Administration has no power at this point to remove incompetent teacher. School				

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

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

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

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

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		Group 1: Senior Management Team		Group 2: Primary B		Group 3: Maths Group 4: Science Group 5: English / Maltese Group 6: PSHE / Religion / etc Group 7: Foreign Languages
				view to enabling pupils. This is a learner centred teaching style in which we try to provide learners with learning options that may give them a new way of understanding not only the tasks assigned but how to learn).		
Citizenship Education					I	Will they still be considered as options – Geography / History / Social Studies.
					S	Geography – new syllabus in Form 1 will be implemented.
					S	Environmental Studies – Cross curricular activities to link with other subjects.
					S	After it is implemented in state schools – citizenship.
Religious Education					I	Major overhaul in the syllabus – students might not choose it.
					I	Ethics education programme – how is it going to be implemented?
					I	How is the choice going to be implemented?
					I	Religion vs Ethics – will assessment be based on 'O' Levels? Does this cater for diversity / multiculturalism?
					I	Will Religion and Ethics be offered on the same level?
					R	Teaching of values does not necessarily have to be assessed through exams.
					S	More variety in subjects as options – for more opportunities.
					I	Do schools criteria play a role? i.e. different religions / cultures – schools might have different criteria for students admissions.
Science Education	S	Early years – Science taught through				

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

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

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

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

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						in their children.
						More focus on parents' skills.
Management of Change Comments						

	18	San Andrea School (Archbishop's Seminary)
		NCF seminar
Early Years and Primary Education	I	Primary teachers are not specialized to teach PE – on what grounds was it decided to appoint specialised teachers for Art but not PE?
	C+	In primary, the NCF mirrors the main aims of these schools namely develop a positive and resilient approach to life, healthy lifestyle and basic understanding of personal and social responsibility and how one's choices and actions may positively and negatively influence ourselves, others, communities and the environment
	I	Emphasis in these schools is on social, communicative and intellectual competencies as well learning dispositions
	I	Positive learning attitudes and creativity are required in early years
	I	Review done values work of early years teachers – more work needs to be done as early years are still seen as play years but this is not the case
	I	We need to keep in mind learner-centred approach/self-reflection of practice, student in the centre of education
	C-	NCF is too theoretical – Primary teacher to also teach PE is unheard of!
	I	Is there enough financial support for implementation of NCF?
	S	Peer mentoring should be officially part of teacher's load
	S	New teachers should be offered mentoring during their first years of teaching
	S	Finances should be distributed amongst all departments according to needs with minimum budget for all departments
Teacher Roles and Responsibilities	I	If LSAs are to be appointed to the teacher, who is going to pay for it?
	I	Teachers' meetings should be concerned with sharing good practices rather than just reporting problems
	S	Independent schools have to be given the services given to other schools – Financial Support (LSAs and further professional development)
	S	Human and material resources and support need to be increased in order to cater for the new NCF ideals
	I	We will prioritise teaching skills (such as critical and inquisitive thinking) as opposed not covering all syllabus or not covered in detail
	I	We need to insist on getting specialised training on the subject content in line with the new Science subjects
	S	Other teachers can be invited to mentor them during the lesson to get constructive feedback – a subject based LSA would also help
	I	Liaising of teacher and LSA is quite difficult as the available slots of LSA do not always coincide with those of teachers
	R	LSA should be employee of the school

	18	San Andrea School (Archbishop's Seminary)
		NCF seminar
	R	Team teaching helps to make the NCF more effective and sustainable
Differentiated Teaching	I	Differentiated teaching takes more time
	I	Differentiated learning already taking place
Quality Assurance	S	Schools should have inbuilt mechanisms in self-evaluation
	R	Appraisals (teacher/grade) should be more regular
	I	External review – a learning experience for the auditors – it is too much of a snapshot situation – erroneous opinions may be formed
	I	Eos are not present in independent schools
Syllabus	S	Syllabi have to be revised and content diminished gradually to be able to implement a holistic approach in teaching as proposed by the NCF
	S	SEC syllabus should be restructured in line with NCF
Children in Class	S	For NCF to work, smaller classrooms are required
Timetable		
90m Curriculum Development	C+	NCF mirrors best practice because it is based on pedagogies founded on Social Constructivist Approach, differentiated teaching, cooperative and collaborated learning, promotes Critical Thinking and Problem Solving Skills, Higher Order thinking, scaffolding and understanding and application of knowledge.
	C+	Children in the NCF are seen as becoming life-long learners through a learner-centred teaching style
	I	Factual and practical ideas for coping with mixed ability are lacking
	I	While catering for lower abilities, we are risking losing the top ability students
	I	Parents should be properly informed and involved
	C+	NCF focuses on learners, on skills although in a less holistic approach when it comes to performing arts, cultural awareness and respect, teaching of religion every day, life skills to empower children and encouragement of children to feel safe in learning environment
	C-	Time constraints are concern, timetables are not very appropriate, lot of syllabus content, number of children in class and benchmarking exams are also a concern because they go against NCF proposals
Peripatetic and Assistant Teachers		
Language as a Medium for Teaching		
Learning	I	Remove single subjects will bring with it resistance such as removal of history and geography. Learning areas needs to be integrated in other subjects
	I	Learning areas and cross-curricular themes will surely impact classroom practice as more collaboration between teachers needs to take place
	I	Most Seminary students at Form 1 are new to inquiry-based teaching and have to be trained in the skill
Subjects	Q	Business studies or Accounts and Economics?
	I	There is much overlap in Home Economics, Media studies, Health education
Citizenship Education	S	Environmental studies – cross-curricular activities required to link with other subjects

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

	18	San Andrea School (Archbishop's Seminary)
		NCF seminar
	I	BTEC is an alternative to the MATSEC exams
PE and 30m / Day Allotment		
Examinations and Assessments	Q	Benchmarking will have an impact on Years 6 teaching – will the benchmarking assessment embrace the global vision of the NCF?
	Q	How will Digital Literacy across the Curriculum be assessed? By subject teacher?
	S	Maltese/English SEC exams are to be revised
	S	For NCF to work, assessment systems have to change – review of MATSEC and syllabi required
	S	Orals should be considered as an alternative assessment method
	S	Students need to be provided with reasonable qualifications to have a good chance in the labour market
	S	Different level descriptors are proposed for different subjects – taking out six students from the class and assessing in general to assess and follow the developmental areas of each one
	I	Formative assessment is very time consuming
Facilities and equipment Financing	S	Independent schools have to be given the services given to other schools – Financial Support (IT resources and books)
Resourcing of Church / Independent Schools		
e-Learning	I	Teachers need proper training and support to become confident when using new technological devices as required by the e-learning strategies
	I	Independent schools do not have the funds to implement e-learning strategies
Books		
School Grounds		
School Outings and Extra-curriculum Activities	I	Teachers fear that by time they would become babysitters by lengthening school day, they would not have time for their own family needs
Multi-, inter-, culturalism	I	Religion vs Ethics – will assessment be based on O'Levels? Does this cater for diversity/multiculturalism?
School Management	I	Change should bring with it more distributed leadership but the Heads have too much legal responsibility
	S	Each practitioner (teachers included) should also have their own legal responsibility
	S	It is suggested that the SMT are allotted time for planning, especially in the case of HoS of Independent Schools who are faced with investing time with prospective parents as this is the sustainability and a source of revenue for the schools
	I	Quality time on critical engagement for teaching and learning is essential
	S	It is suggested that adequate monetary compensation/remuneration is to be given if a higher quality leadership is expected
	R	It is recommended that a Heads Union is formed to guide and oversee the interests of school leaders

	18	San Andrea School (Archbishop's Seminary)
		NCF seminar
	S	SMT should be very close with the classes and have to value students' needs and in sync with staff members – working in a team can be very healthy
Mainstreaming		
Special Needs	I	Students with special learning difficulties are at times frustrated as they can never reach the level of their peers
	S	Specialised training for LSAs is required to handle particular needs of disabilities
Social Needs / Issues	S	In certain situations, such as social problems, the heads of schools including private schools should also have the authority to get help from state
Discipline		
School to Parents Relationship	I	There is huge parental pressure to finish the syllabus
	I	Numerous students leave school at Form 5 with literacy difficulties – the lack parental support since state is pressuring them to go to work
	S	More focus on parents is required in the education process of their children
	S	Communicating with parents by email
	S	Parents to be helped to make best use of online communication system
	S	Frequent meetings with parents are important
	S	Parent's involvement in PTA meetings/outings is important
Involvement and Local Community	S	Students should be given the opportunity to take part in community work
	S	Students should not be encouraged to give importance to certain areas only but to all areas of study
Management of Change	I	The change that is being proposed incurs financial constraints and brings with it certain amount of resistance
Comments	S	Funds, resources and technology education should be available for all schools
	I	To meet requirements of NCF, independent schools would need Government financial help
	S	Trade schools – hands-on-experience – need to be introduced, e.g. photography

05. Chiswick House School and St Martin's College (Joint Feedback)

Chiswick House School and St Martin's College		
Document F		
Early Years and Primary Education	C+	In the Primary, the 6 areas of learning are seen to dovetail well with the EY and map onto the subject based Curriculum at Secondary.
	S	In the Primary, direct teaching of essential of core areas of learning is vital but not sufficient: subjects offer one way, though again not the only way, of translating what is to be learned and taught into a curriculum which is manageable on a day to day basis.
	C+	Move towards learning areas should certainly help teachers guide children towards interconnections between subjects and areas, something which Chiswick / St Martin have always sought to achieve.
	R	While it is important for the Primary to think of Maltese, English and Maths as core areas of Learning, it is crucial that the Benchmarking exercise which was introduced at Primary 6 in June 2011 should not lead to the marginalisation of the other areas of Learning.
	I	Continuous support should be given to Primary school teachers in the teaching of those areas in which they are non specialist, such as Science, History and Geography.
Teacher Support	I	Teachers feel that they need to take initiatives to engage in professional development programmes and become LLL and for schools to be transformed into Professional Learning organisations and they expect the school to provide the right opportunities and support.
	R	Immediate preparation of teachers to teach the Core Science option.
Autonomy	C+	Appreciated that the NCF allows individual schools a certain autonomy when it comes to decisions which be relevant only to their particular situation.
Cross Curricular Concept	C+	Argued that it also makes sense to marshal content from different subjects into a well planned cross-curricular study programme: which would not only help students better understand such important complex matters as citizenship, sustainable development, health, financial capability, well being, etc but also because it provides opportunities across the curriculum for them to use and apply what they have learned in the different subjects.
	C+	Many teachers agree that the Learning Areas are set out to ensure a broad based and well balanced curriculum.
	C+	Key competencies need to be seen as encompassing more than skills, attitudes and learning to learn: specifically they need to be embedded into each learning area in ways that change the learning that already happens there.
	R	Clarification about the unique role that each Learning Area plays in the overall curriculum - as well as examples of how the recommendation of blending core areas with other learning Ares can work without compromising the integrity of either component.
	R	Further exploration of how the integration of the key competencies into each Learning Aware works to create a dynamic synthesis of knowledge, skills, attitude, and values that support participatory learning.
	R	The inclusion of vocational subjects / communication studies / media studies at Secondary Learning areas.
	C+	Most teachers agreed strongly with the cross curricular themes as proposed: help in broadening further the curriculum and thus students can be better prepared for the work place.
	R	Should be further exploration of how the cross curricular themes are embedded in the Learn Areas.
	R	There should be more development of the cross curricular themes especially, Sustainable Development, Entrepreneurism, Creativity and Innovation.
Syllabus	I	Amount of content will impact Principles 1 and 4.
Children in Class	I	Class size is an issue in implementing Principle 2.

Chiswick House School and St Martin's College		
Document F		
Learning and Learning Environment	C+	Overall viewed as a step in the right direction and while there is an understanding that this will pose a number of challenges, teachers feel that it is relevant for the 21st Century.
	C+	Comfortable that in many respects the changes called for by the NCF are compatible with the ethos and direction of the two schools as outlined in their SDP.
	I	Certain aspects of 'key competences' central to the NCF is of concern to some teachers in particular achieving an education that is truly 'student centred in every way: reference made to the NMC which had held child centred approach as one of its aims, progress in this regard nationally was not as strong as one would have hoped.
	R	This time round 'paradigm shift' should involve 'sustained inquiry over time' both within individual schools and at national level - as part of the ongoing process of curriculum review during the implementation stage.
	C+	Overall agreement about the 6 general principles and Aims - whole approach is seen as positive and comprehensive - with a general feeling that Chiswick, St Martin's College have already put these into practice.
Subjects	I	Some teachers at Secondary argue that the proposal to organise certain subjects into broad areas of learning could lead to the abolition of certain subjects - teachers of Humanities commented that although there are important cross curricular links between History, Geography, Environment and Social Studies they insist that the integrity and autonomy of each area should not be entirely eliminated.
Examinations and Assessments	C+	Most teachers agreed with the proposed changes in assessment proposed in the NCF - which teachers argue that the Assessment for Learning is already happening at Chiswick and St Michaels to some degree and that there needs to be more investigation as to how this can be embedded more deeply as the centrepiece of a truly centred education.
Facilities and Support Structures and Services	I	Availability of resources will impact Principle 1 (entitlement - contemporary learning approaches: including e-Learning).
Financing	R	Education Directorates should provide the resources, financial and otherwise to independent schools to organise professional development programmes for their teachers as well as the resources to implement the Aims and Principles.
Resourcing of Church / Independent Schools	R	Expectation that the DESQ will provide more training opportunities and support for teachers in Independent schools and should draw up a strategic plan for training for teachers across all schools in Malta - irrespective of whether these are State, Church or Independent.
Management of Change	R	International research show that curriculum implementation is typically challenging, especially when the degree of change, is substantial a need for strong and continuing support during transition.
	R	Educational personnel from the Independent sector, through the Independent Schools Association, should form part of any agency or Board set up to draw up the strategic plan for training in implementing in the NCF.
	R	Learning Communities should be set up to explore, within and across school networks, ways of implementing the NCF which would help schools to collaborate and to generate and adapt new ideas and practices as part of the process of developing their school's curriculum and in the formation of professional learning organisations.
	R	Faculty of Education does more to instil, in student teachers, the concept that their pedagogy should be inquiry based and should not be centred on the transmission of content to the children entrusted to them.
	R	Investment in capacity building through the setting up of networks and clusters that bring together people with diverse knowledge and expertise to leverage 'peer learning; and knowledge building and to create innovative resources that can be shared more widely as tools that teachers can think with as they implement the NCF.
	R	A pace of implementation that is measured and deliberate and that allows for deep change.

06. San Anton School

	15	San Anton School
Early Years and Primary Education	C+	In the Early Years sector, the NCF mirrors the best practice of the school in a number of areas such as nurturing positive dispositions towards learning, enhancing curricular links, respect of learners cognitive maturity and activities to stimulate the curiosity among children
	R	Others include instilling interest for learning and creativity, fostering environments which promote communication and interactive styles of learning, seeking students' active involvement and experimental learning and involving parents in the children's learning process
	C+	NCF continues the strengthening and confirming the school's practice of personalized learning and teaching and of creating an environment where children of this age can develop and grow in the five competences identified for the Early Years
	S	In the Primary Years sector, the school is in sync with the NCF proposals, in other words viewing learning as an on-going continuum, presenting a seamless transition from the Early Years stage first and onto the Secondary Years at the end of Year 6
Teacher Support	S	Teachers' input is obtained in order to plan forthcoming classes in coordination with Sectorial leadership while teachers meet for 1.5 hours weekly for this and other purposes
	S	Primary School teachers are responsible for the learning and teaching of Maltese, English, Maths, Science, Religion and Humanities while subject specialists teach IT, Art, Music, Gym, Drama, Personal Social and Health Education
	S	Regular PD days are held during the year for teacher development while teachers also attend in-service courses outside school
	S	Handover meetings are held for teachers to familiarize themselves with students coming from primary into secondary
	S	Importance is given to professional training with 3 professional development days per scholastic year inserted in the school calendar
	S	Teacher time is wholly dedicated to actual teaching or related professional duties while supervision time is paid for over and above teacher contact time
	S	Ongoing professional development is considered crucial for the proposals of the NCF to be effectively implemented
	S	Specialized teachers have a wealth of knowledge and training in methodology which will result in a better educational experience
	S	A social-constructivist approach to leadership helps to adapt to changing needs of the student population, encourages initiative while trust in teachers helps them feel respected as professionals
	I	Re student services, there is a concern about lack of human resources to provide support for all students
	I	LSA training in Independent Schools must start from scratch due to the conditions available to date for these employees
	I	Financial constraints limit the variety and extent of services one can offer or the availability of teaching tools necessary to implement what is assimilated in the ongoing professional development
	I	There is limited time for teachers to train other teachers or to expose themselves to desired ongoing formation, the latter also due to financial constraints
	R	Teacher training and CPD opportunities must truly be provided on a national level and must be open to all three Sectors of Education nationally – state, church and independent
Differentiated Teaching	C+	The development of the Teaching Objectives Framework and related Learning Outcomes Framework as well as the ten levels of achievement are an important development and will be instrumental in allowing differentiated learning and teaching to occur
Cross Curricular Concept	S	Thematic approach is used in Years 1 and 2 in Maltese, Science, English and Humanities while lessons are adapted to address all children's needs i.e. mixed ability exigencies
	S	We use an approach to encourage children to become confident learners with a positive self-image and high self-esteem
Quality Assurance	C+	The idea of schools becoming learning communities engaged in genuine self-evaluation through Mentoring and Performance Appraisal Programmes is welcomed

	15	San Anton School
	C+	The External Reviews carried out by the Quality Assurance Department within the Directorate for Quality and Standards in Education are an important external verification for high standards within all schools
	I	Internal Performance Appraisal Programmes, though fundamental, are time consuming
	I	Internal Performance Appraisal Programmes have sadly traditionally been seen as being threatening by teaching staff
	S	Internal Performance Appraisal Programmes as well as External Reviews carried out by the Quality Assurance Department within the Directorate for Quality and Standards in Education must be formative in their approach in order to increase capacity in schools and among teaching staff
Syllabus	I	The NCF proposals presuppose the revision of Matsec syllabi so as to allow for more investigative and student-centred learning which would be more engaging for all learners
	C+	Curriculum is well thought and provides for the holistic development of all students
	I	Syllabi content should not be so vast that it hinders students from properly assimilating and enjoying learning
	I	MATSEC syllabi must reflect the requested flexibility and allow for diversity and creativity
	C+	NCF recommendation of the eight learning area as the entitlement for each student and of the five cross-curricular themes is positive
	C+	Suggested competence-based curriculum will benefit teachers and learner alike and engender a breed of learners who are substantially better equipped to achieve the aims of education as proposed
	R	Curriculum guidelines must truly be clear and unambiguous effectively allowing colleges, schools and teachers the flexibility and choice necessary to them to suit the mixed interests and capabilities of learners
Timetable	S	The hours assigned to each learning area/subject is in line with the proposed distribution of weekly hours
Learning and Learning Environment	S	Learning and teaching is student-centred through student involvement in discussions, creative work and presentations while they also participate in national programmes such as EKO Skola and Young Reporters for the Environment
	S	Students are equipped with problem-solving techniques,
	S	Accounts is offered as an Option Subject in the Senior Secondary cycle
Religious Education	C+	NCF highlights the importance of religious mentoring/religious counsellor – this is very positive in view of the importance for students as developing individuals to develop a deeper spiritual relationship with God based on a true understanding of the unique love God has for every individual
	I	Religious/Spiritual mentoring is lacking at present
Science Education	S	The NCF proposals reflect the school's current practice in Science of integrating the three sciences – it also uses the inquiry-based approach proposed in the NCF
	I	Regarding Secondary Years and Science, one will have to see if Core Science offered in the Senior Secondary Cycle will be a continuation of Integrated Science in Primary.
	C-	The viability of the possibility of a single science subject being chosen in lieu of the Core Science is questionable and will almost certainly adversely affect the uptake of Core Science by students in Secondary
	I	In Science, at all levels, all lessons need to be conducted in labs in order to fully implement an inquiry-based approach
Languages	C+	The language policy proposed is laudable – a clear direction on the language of instruction and assessment, updated periodically as the linguistic needs of the nation evolve, is considered to be positive
	I	Mere exposure to a second language as is mentioned by the NCF is vague and open to interpretation
	R	For students' full linguistic development, teachers should have high bilingual oral and written language competence in both English and Maltese

	15	San Anton School
	R	The national approach should be unequivocally bilingual and should begin as early as possible in the scholastic experience of our students – possibly from kindergarten
	R	We need to focus on the four skills (speaking, reading, writing and listening) in all languages taught in order to truly train our students to be multilingual
	C+	Mastery of the English language is key to our students sustaining their chances in the working world
	C+	The introduction of a foreign language/languages in Primary is an important step towards the achievement of truly multilingual future society
Examinations and Assessments	S	Uses school-based continuous assessment that is formal and informal throughout the Primary years
	S	This school has voluntarily participated in the end-of-primary benchmark in Mathematics, Maltese and English with excellent results and plan to do so again this year
	S	Assessment for learning and assessment of learning exist and operate alongside each other
	C+	The proposal of the integration of assessment and assessment of learning is welcome and will finally provide a more all-encompassing view of the student
	C+	The use of both assessment for learning and assessment of learning and the possible integration of the same is seen as the right way ahead
	S	Assessment cannot be a mere reporting of facts as they arise but must enable all stakeholders to look at the long term picture to ensure the best possible educational experience for all students
	S	Continuous ongoing online assessment through the use by all teachers of eLearning platforms enabling parents to continuously follow their children's progress – the same platform must be used throughout all scholastic years
	R	There should be possibility of access to all stakeholders of previous comments
	S	Input regarding students to be given not only by teachers reporting on the academic progress of the child but also by other teachers and members of administration who feel need to report on student's progress in non-formal or informal education
	S	Assessment accumulated over the scholastic year is to be used for the child's benefit to help address the educational needs of the individual child
	S	One suggestion by parents – B.Ed course should provide training in differentiation within the currency of the course
Facilities and Support Structures and Services	I	NCF presupposes the increase of ICT resources available in class to encompass the full range of resources available on the market, among which a laptop for every teacher and interactive whiteboards
School Outings and Extra-curriculum Activities	C+	A cross-curricular approach is used whenever possible while learning goes beyond the classroom environment
School Management	C +	The adoption of a leadership model that promotes distributed leadership is welcomed as a means of involving all staff
	C+	Welcome the statement that quality schools are the product of Senior Management Team that are able to work together and critically reflect upon issues concerning learning and teaching in order to enhance the quality of education provided
Local Community Involvement	C+	Schools becoming a focus for lifelong learning within the community is positive
	C+	The establishment of ties or partnerships with community organisations and different sectors of the economy is beneficial for students to achieve the aims of the NCF
Management of Change	S	School leaders should seek to be transformational leaders in order that the spirit of the changes proposed by the NCF should seep

	15	San Anton School
		through the fabric of schools and permeate the behaviours of as many teachers as possible within schools
	S	HoD should clearly be middle managers and not merely senior teachers, fulfilling the crucial role of go-between the grass roots of the school and senior leadership