

## GUIDELINES FOR REOPENING OF SCHOOLS IN SEPTEMBER 2021

### PSCD

Guidance document for PSCD Teachers in Primary, Middle and Secondary Schools, valid for all scenarios.

Whatever the situation will be at the start of the next scholastic year, keeping in mind all scenarios, and possibly changing scenarios during the scholastic year, teachers of PSCD are to:

1. First and foremost, consider the needs of their pupils and tackle any immediacy issues, giving these priorities over the syllabus, as has always been the case.
2. Keep in mind that certain topics may have been left out or not covered in the depth a school classroom setting can offer and that there may be unanswered questions too. A number of students may have had no, limited or a reduced number of PSCD lessons last scholastic year. Thus, each PSCD teacher is encouraged to adapt the scheme of work for each class according to the needs of each group of students. If teachers feel it will be necessary to allocate additional lessons for certain topics at the expense of tackling other topics in a quicker and less in-depth way, as the professional in the class they are encouraged to do so.
3. Remember that the imparting of knowledge is just part of the PSCD lesson. Teachers must also aim to help students develop their skills and attitudes. PSCD methodology has strong democratic roots, humanistic values, and embraces empowerment at every stage of learning. The adoption of the Experiential Learning Cycle and the use of Processing after each activity allows educators to constantly assess whether learners are understanding and learning. There may be various scenarios during the school year which either hinder or make this interaction process of action and reflection very difficult to achieve. PSCD teachers are encouraged to engage the pupils in the learning process as much as possible, as this is necessary for the development of skills and attitudes. Students are to be thus motivated through exercises that help them to reflect, analyse, air their views, debate and challenge different points of view, both in the classroom, arranged in a circle or a horse-shoe formation, such that each participant can view each other and the PSCD professional can address and attend to individual needs, or in a virtual setting where teachers and students can communicate through online means.
4. PSCD teachers are to keep in mind that, due to health and safety measures, they are to avoid using flashcards, exercises which necessitate physical contact and activities that

could help spread COVID 19.

5. Circle formation – one student and two empty chairs and then another student, so ask for classes that are spacious and well ventilated.

6. No Cushions, carpets and talking object should be used.

7. Every equipment should be sanitized after each lesson especially if the room is shared between different teachers.

## PRIMARY

### Year 3

- Which aspects of the learning outcomes of the scholastic year 2020-2021 need to be revised during the next scholastic year? Are there any learning outcomes of scholastic year 2020-2021 which teachers will not have time to cover during this scholastic year and thus should be shifted to the following scholastic year?

PSCD starts in Year 3 so students currently in Year 2 have not missed out on any PSCD lessons.

### Year 4

- Which aspects of the syllabus/learning outcomes of the scholastic year 2020-2021 need to be revised during the next scholastic year?

PSCD topics are covered in greater depth each year, however, teachers need to

be aware that certain students may have had little or no PSCD lessons last scholastic year, so this needs to be kept in mind when presenting and tackling each topic.

- Are there any learning outcomes of scholastic year 2020-2021 which teachers will not have time to cover during this scholastic year and thus will not be examined in the Annual exam in June 2022, with the possibility of moving these outcomes to the following year? N/A

### Year 5

- Which aspects of the syllabus/learning outcomes of the scholastic year 2020-2021 need to be revised during the next scholastic year?

PSCD topics are covered in greater depth each year, however, teachers need to

be aware that certain students may have had little or no PSCD lessons last scholastic year, so this needs to be kept in mind when presenting and tackling each topic .

Are there any learning outcomes of scholastic year 2020-2021 which teachers will not have time to cover during this scholastic year and thus will not be examined in the Annual exam in June 2022, with the possibility of moving these outcomes to the following year? N/A

Year 6

- Which aspects of the syllabus/learning outcomes of the scholastic year 2020-2021 need to be revised during the next scholastic year?

PSCD topics are covered in greater depth each year, however, teachers need to

be aware that certain students may have had little or no PSCD lessons last scholastic year, so this needs to be kept in mind when presenting and tackling each topic.

Are there any learning outcomes of scholastic year 2020-2021 which teachers will not have time to cover during this scholastic year and thus will not be examined in the Annual exam in June 2022, with the possibility of moving these outcomes to the following year? N/A