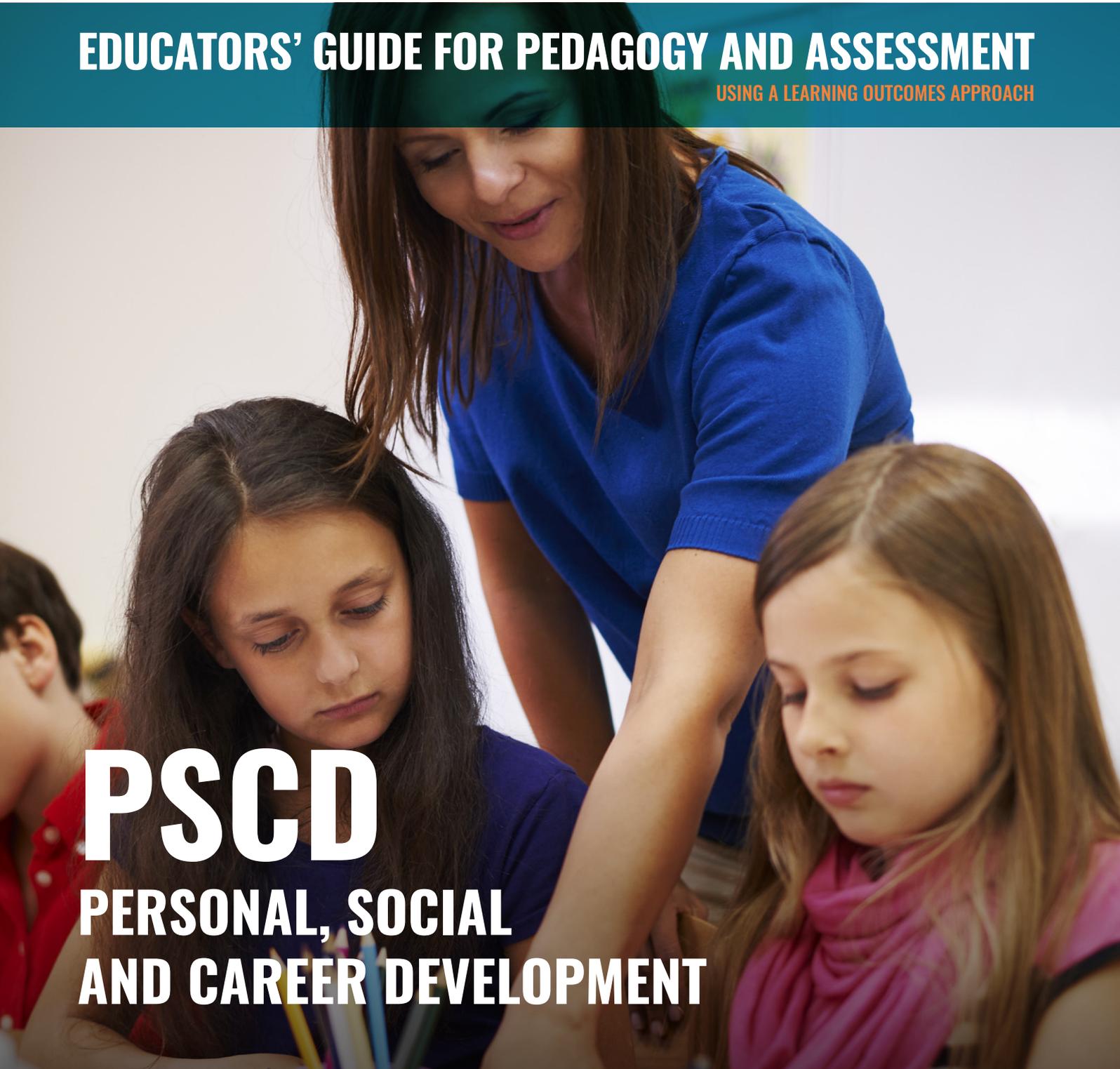


EDUCATORS' GUIDE FOR PEDAGOGY AND ASSESSMENT

USING A LEARNING OUTCOMES APPROACH



PSCD

PERSONAL, SOCIAL AND CAREER DEVELOPMENT

LEVELS **5** **6** **7** **8** **9**



Learning
Outcomes
Framework



Learning Outcomes Framework

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Introduction

Following the endorsement of the National Curriculum Framework (NCF) in 2012, an ambitious plan was launched with the aim of putting theory into practice. Built upon the National Minimum Curriculum (2000), it addressed the gaps in Malta's learning processes where emphasis shifted from teaching the subject to teaching the learner.

The National Minimum Curriculum framework took important policy-related documents issued by the European Commission into consideration. These included the *Key Competences for Lifelong learning – A European Reference Framework* (included in the annex of the Recommendations; 2006/962/EC); the *Strategic Framework for European Cooperation in Education and Training* (ET 2020; 2009) and *Europe 2020 – A Strategy for Smart Sustainable and Inclusive Growth* (COM (2010) 2020) which is the follow up to the *Lisbon Strategy for Growth and Jobs* (Memo 06/478/12 Dec 2006).

Against the background of Malta's historical development and on the basis of the curriculum and EU documentation the NCF seeks to provide strategic direction by rationalising the necessary changes and their implications for area/subject content, pedagogies and assessment. The NCF was presented within a lifelong learning perspective and celebrates diversity by catering for all learners at each stage of their education. It aims to introduce more equity and decentralisation in the national system. The NCF seeks to present a seamless curriculum which reflects smooth transitions, building and extending on the firm foundations in early childhood education. In essence, the NCF aims to provide a quality education for all learners, reducing the percentage of early school leavers and encouraging their enrolment in further and higher education.

The NCF proposed a Learning Outcomes Framework (LOF) as the keystone for learning and assessment throughout the years of compulsory schooling. The aim of the Learning Outcomes Framework is to free schools and learners from centrally-imposed knowledge-centric syllabi and to give them the freedom to develop programmes that fulfil the framework of knowledge, attitudes and skills-based outcomes that are considered national education entitlement of all learners in Malta. The LOF is thus intended to eventually lead to more curricular autonomy of colleges and schools so as to better address the learning needs of their learners.

A number of other local policy documents published in recent months have also contributed to the need of a learning outcomes-based approach in today's educational structures. In particular, the *Framework for the Education Strategy for Malta 2014 – 2024* (2014), *A National Literacy Strategy for All in Malta and Gozo 2014 – 2019* (2014), *A Strategic Plan for Early School Leaving in Malta 2014* (2014), *Education for All: Special Needs and Inclusive Education in Malta* (2014), *Malta National Lifelong Learning Strategy 2020* (2015) and *Respect for All Framework* (2015) all point toward the need to provide equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key competences in literacy, numeracy, science and technology.

The ESF 1.228 Project – *Design of Learning Outcomes Framework, Associated Learning and Assessment Programmes and Related Training* is intended to deliver this Learning Outcomes Framework approach to the educators and all relevant stakeholders within compulsory schooling. It addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning which aims to ensure that all children have the opportunity to obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status.

The LOF will allow for flexibility in teaching and learning programmes in order to address specific needs and to build upon strengths within the context of the learning communities in different colleges and schools. This concept of flexibility is promoted throughout the entire framework. While acknowledging that out-of-school factors such as poverty and social exclusion affect learner achievement, the LOF seeks to improve learners' learning experiences by encouraging creativity, critical literacy, entrepreneurship and innovation at all levels. This will allow learners to reach their potential by connecting what they have learnt to their individual contexts. Consequently, this will help learners develop a positive attitude towards learning and a greater appreciation of its usefulness.

The move from a prescriptive content-based curriculum towards a learning outcomes approach will impact all programmes in schools and all external examinations and assessment at the end of compulsory education in Malta.

The LOF was also designed to meet the four broad education goals outlined in the *Education Strategy for Malta 2014 – 2024* (Ministry for Education and Employment, 2014), namely to:

- reduce the gaps in educational outcomes between boys and girls and between students attending different schools, decrease the number of low achievers, raise the bar in literacy, numeracy and science and technology competence and increase student achievement.
- support educational achievement of children at-risk-of-poverty and from low socio-economic status and reduce the relatively high incidence of early school-leavers.
- increase participation in lifelong learning and adult learning.
- raise levels of learner retainment and attainment in further, vocational and tertiary education and training.

The Learning and Assessment Programmes (LAPs) which were drawn up for each subject will ensure that the focus is on the learner. As such, learning activities will be geared to stimulate creativity and imagination; enable learners to make correct value judgements when editing/correcting their own work; develop learners' investigative and constructive skills by making use of different media and promote receptive skills (listening and reading) which lead to productive skills (speaking and writing). LAPs are also intended to create an atmosphere where learners develop their own problem solving skills and their ability to think and reason logically; reflect on outcomes and consequences and explore possible alternatives and apply interesting and realistic contexts that are personally meaningful to them.

With the use of LAPs, teachers will be encouraged to create situations and resources which are intrinsically interesting, culturally embedded and cognitively engaging and enable learners to connect the various types of information that they have acquired.

THE LEARNING AND ASSESSMENT PROGRAMME FOR PSCD

This document, which is aimed at policy makers, educators and teachers in the classroom, presents the Learning and Assessment Programme (LAP) for PSCD.

The LAP comprises:

- **The Learning Outcomes Framework (LOF)** - this encompasses a set of subject learning outcomes (SLOs) that set out what a learner is expected to know, understand or be able to do as a result of a process of learning. These learning outcomes are designed to be used in a range of delivery contexts and taught using different methods. They state the end result rather than describe the learning process or the learning activities.
- **Notes on Pedagogy and Assessment** - the learning outcomes are written in a way that informs pedagogy and, in conjunction with the assessment strategies related to each outcome, set a clear assessment expectation. This document sets down good practice teaching and assessment guidelines which educators may wish to take on board and adapt to meet the needs of their learners.

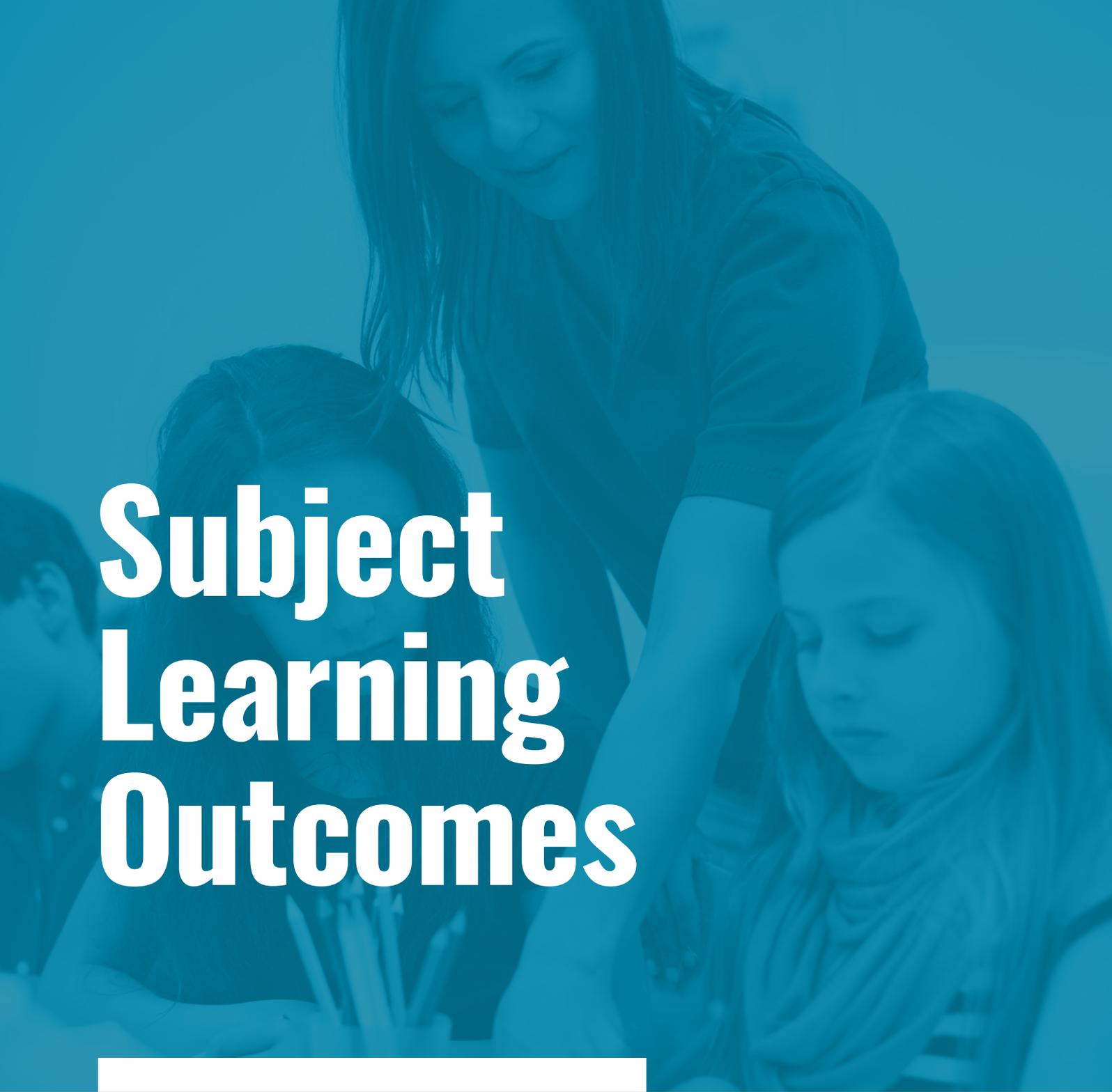
This document has been collaboratively developed by the Outlook Coop Learning Outcomes Framework Joint Venture comprising Outlook Coop as the lead partner, East Coast Education Ltd. and the University College London Institute of Education together with the Directorate for Quality and Standards in Education (DQSE). Mr Barry Smith (Joint Venture Technical Director), Mr Godfrey Kenely (Joint Venture Contract Director), Dr Michelle Attard Tonna (Head of Project) and Mr Gaetano Bugeja (Project Leader) directed the project experts.

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Subject Learning Outcomes

PSCD

PERSONAL, SOCIAL
AND CAREER DEVELOPMENT

LEVELS 5 6 7 8 9

The Subject Learning Outcomes (SLOs) for PSCD span from Attainment Level 5 to Attainment Level 9

It should be noted that each Attainment Level can be extended further and suggestions for this will be included in the Pedagogy and Assessment section of the document.

LEVEL 5

Subject Focus: Developing my personal identity and intrapersonal awareness

1. I can express positive things about myself and others.
 PERSONAL
2. I am aware of how learners possess different abilities, qualities, characteristics and talents *e.g. friendliness, sensitivity, communication skills, humour, artistic qualities, sportive qualities, talented in the performing arts, talented in academia.*
 SOCIAL CHANGE
3. I can recognise ideas about what is good and bad, right and wrong, just and unjust.
4. I can recognise what I am good at, from what others tell me *e.g. feedback from parents, teachers and peers.*
 COMMUNICATING FOR DIVERSITY
5. I know of some things I am good at and can express positive qualities about myself.
6. I can recognise the importance of learning about and being involved in different events and situations.
 PERSONAL LEARNING
7. I can recognise the importance of learning about my local context, my national context and the global context *e.g. different cultures, religions, hobbies, occupations.*
 LEARNING TO KNOW
8. I am starting to value the importance and joy of learning.
 PERSONAL LEARNING
9. I can recognise what I am good at from what others tell me *e.g. the importance of receiving feedback from others and being able to distinguish between positive feedback and harmful feedback.*
 PERSONAL LEARNING
10. I am starting to recognise some of my weaknesses and how to cope with them.
 CREATIVE LEARNING
11. I am developing an understanding of the different responsibilities and boundaries of different roles *e.g. different types of responsibilities of parents, teachers, head of school, the police, nurse, doctor.*
12. I know about my responsibility as a student, sibling, daughter/son.
13. I know that it is acceptable to make mistakes.
 CREATIVE LEARNING
14. I can set targets for myself.
 PERSONAL LEARNING
15. I can use core vocabulary to express myself and my personal goals and targets.
 SOCIAL LEARNING
16. I recognise the importance of and belief in fairness and equity for all.
 SELF AWARENESS

Subject Focus: Developing healthy and respectful relationships

1. I can introduce myself to other children.
 COMMUNICATING FOR DIVERSITY
2. I know the name of the teacher and of other children in the class and some of the things they value.
 COMMUNICATING FOR DIVERSITY
3. I can wait for my turn to talk when I am in a group.
 COMMUNICATING FOR DIVERSITY
4. I can listen to what others in the group are saying and respond effectively.
 COMMUNICATING FOR DIVERSITY
5. I know and can talk about some rules of team work.
 COMMUNICATING FOR DIVERSITY
6. I can demonstrate what to do if someone breaks the rules.
7. I can recognise the value of working together.
 SELF AWARENESS
8. I can voice my opinion sensitively and courteously *e.g. say sorry, please and thank you.*
 INTERPERSONAL
9. I can explain that people have things in common but that every individual is unique.
 COMMUNICATING FOR DIVERSITY
10. I can recognise the importance of and respect others' needs, feelings and opinions.
 SELF AWARENESS
11. I can recognise ways in which my own choices and behaviour affect others *e.g. the things I do or say could hurt other people.*
 LEARNING TO BE
12. I can show the importance of respect by listening to what other people say.
 COMMUNICATING FOR DIVERSITY
13. I can evaluate the importance of caring for others.
 SELF AWARENESS
14. I can discuss the importance of taking care of other people's possessions.
 LEARNING TO DO
15. I can show the importance of giving and receiving compliments to/from my teachers, parents/carers and friends.
 PERSONAL
16. I know the value of being a friend and having friends.
17. I can make new friends; I am learning ways to cope with losing friends.
18. I can recognise worth in others and say why someone is special to me.
19. I know that different types of family have common features and functions.
 SELF AWARENESS
20. I am starting to understand the nature of conflict and conflicting/complex situations.
 COGNITIVE
21. I am learning how to deal with conflict, positively and respectfully.
 COGNITIVE
22. I can explain what is meant by bullying and what to do if I experience or see bullying.
23. I can explain that there is a difference between accidental and purposeful hurting.
24. I can communicate an opinion as to why bullying is unacceptable.
25. I can describe similarities and differences between people *e.g. gender, appearance, abilities, families, cultural backgrounds.*
 SOCIAL CHANGE

Subject Focus: Understanding myself as I am growing up

1. I can recognise and name different feelings.
2. I can recognise and name different feelings, including those associated with change *e.g. new family member, new friend, losing a friend.*
3. I can start to manage my feelings positively and effectively.
4. I can recognise and respond to a variety of emotions in myself and others *e.g. jealousy, anger, excitement.*
5. I can tell others about things that are important to me.
6. I can point to and name a range of parts of my body.
7. I can discuss expectations of how girls and boys are to behave and can challenge these expectations.
-  SOCIAL CHANGE
8. I can talk about the life cycle of animals and plants.
9. I can let others know what I like and dislike about the way people treat me.
-  COMMUNICATING FOR DIVERSITY
10. I know that I can decide who has access to my body.
11. I can demonstrate how to wash one's hands.
12. I understand the need for and can maintain personal hygiene *e.g. washing, teeth cleaning, toilet routines.*

Subject Focus: Health, safety and wellbeing

1. I can make simple choices which affect my health and wellbeing *e.g. between food, activities, free time.*
2. I know what is meant by a healthy diet.
3. I can describe the types of food that make up a healthy meal.
4. I know the food preferences and diets of children in different cultures/countries.
-  SOCIAL CHANGE
5. I can show others what I do to keep myself physically healthy.
-  COMMUNICATION FOR DIVERSITY
6. I want to be healthy and clean *e.g. I know why it is important to take care of myself and be safe in what I do.*
7. I can describe how using simple and safe routines can reduce the transmission of illnesses.
8. I can understand how being asked to do tasks can create anxiety and/or help me acquire self worth *e.g. facilitated (which enhances ones self-esteem) or debilitating (which provokes anxiety and weakens ones self-esteem) stress.*
9. I can ask for help from adults.
10. I know which teacher I need to go to if I have problems.
11. I know the importance of time management and have basic skills on how to use my time appropriately.
-  PERSONAL LEARNING
12. I know who to go to if I am hurt physically or emotionally.
13. I know the people who look after me, and their different roles and responsibilities.
14. I understand what is meant by the term 'risk' and can describe a risky situation.
15. I can describe how someone might feel if they have a problem.
-  SOCIAL CHANGE
16. I can say 'no' when subjected to pressure.
-  PERSONAL
17. I can say 'no' when something feels wrong.
18. I know that all medicines are drugs but not all drugs are medicines.
19. I am aware of the dangers that I might encounter when going on unknown and unfamiliar websites.
-  MANAGING INTERNET USE
20. I know about the risks of sharing personal information online *e.g. communicating whilst playing games.*
-  MANAGING INTERNET USE
21. I know how to limit my time when making use of various devices.
-  COLLABORATION
22. I can follow simple safety rules and instructions.

23. I can describe different sorts of 'risks' at home, at school and outside.
24. I know basic emergency procedure and where to get help in different situations *e.g. support line: 179, emergency: 112.*

Subject Focus: Citizenship

1. I can listen to the teacher and to a friend and I can hold the attention of a listener.
2. I can agree on a set of rules for the group/classroom.
3. I can recognise and make safe choices based on right and wrong/good or bad.
4. I know and can describe the choices open to me and I can talk about some basic skill of appropriate decision making *e.g. in food, games, activities, free time, home work.*
5. I can talk about what children's rights are and what they can help children do *e.g. the right for protection and care, which includes: the basic needs for food, education and health care; equal protection of the child's civil rights; and freedom from discrimination on the basis of the child's race, gender, sexual orientation, gender identity, national origin, religion, disability, colour, ethnicity and other characteristics.*
6. I can clearly explain what is meant by abusive behaviour and can differentiate between abuse and discipline *e.g. identifying signs of physical, emotional and sexual abuse as opposed to positive discipline.*
7. I can describe a few things that people have in common and a few ways in which they are different.
 SOCIAL CHANGE
8. I can talk about and empathise with people who have unmet needs.
9. I can describe things I like and dislike about my local community.
10. I can name people in charge in school and what they do.
11. I can mention things that can be done when someone breaks the rules.
12. I can explain how I can contribute to my local community.
13. I can illustrate how I can work together with a group/class on a project about a social or environmental issue.
 LEARNING TO DO
14. I can observe my surroundings and can give suggestions on how I might help to improve them *e.g. I can identify what actions can be taken at school, at home.*
15. I can recognise the impact of my actions on others and the environment and I can identify things that people do which can harm as well as help the environment.
 LEARNING TO KNOW
16. I value natural resources and can discuss why they are limited.
 LEARNING TO DO
17. I can explain the meaning of the term 'media' and can give examples of different types of media.
18. I can illustrate how media is an integral part of our daily life.
19. I can recognise the influence of media on our daily life.
20. I can start to recognise, analyse and interpret media messages.
21. I can mention some basic ways of how I can manage my pocket money effectively.
 CREATIVE LEARNING
22. I can talk about the basic ways of saving money.
23. I can describe what I spend and save each week or month.
24. I can help to care for pets and plants.
 LEARNING TO BE
25. I can talk about how to take care of different pets and animals.
26. I can talk about the different groups and subgroups to which I belong *e.g. from global to national and local to family, friends, different activities, school, classroom.*
 COMMUNICATING FOR DIVERSITY

Subject Focus: Career Planning and Exploration

1. I can explain how my contribution in the home is important for the family.
2. I can name the different jobs found in my community.
3. I can discuss and explain the importance of the different jobs found in my community.
4. I can demonstrate the meaning of the terms 'rights', 'duties' and 'responsibilities'.
5. I can discuss stereotypical and non stereotypical roles within the family.

Subject Focus: Closure

1. I can talk about issues and topics that I enjoyed and found useful in PSCD and can discuss why they were of value to me.
 PERSONAL LEARNING
2. I can talk about what I would like to cover next year in PSCD and share this with others.
 SOCIAL LEARNING
3. I can discuss and describe ways in which I can help myself to do my best and help others do their best too.
 COGNITIVE LEARNING

LEVEL 6

Subject Focus: Developing my personal identity and intrapersonal awareness

1. I know what is special about myself: abilities, talents, interests, strengths and weaknesses *e.g. developing confidence when expressing opinions about things that matter, identifying weaknesses with the knowledge that these can be effectively tackled and improved.*
 PERSONAL
2. I can talk about the challenges and difficulties in the transition process to the secondary sector and feel confident that the transition will be smooth and manageable.
3. I can recognise my uniqueness, feel good about myself and be proud of my achievements *e.g. celebrating achievements so far, wanting to do well and making the most of my opportunities and talents.*
 PERSONAL
4. I can respond with increasing confidence to new people and situations.
5. I can ask questions and talk confidently with adults and peers about my thoughts and feelings.
 INTERPERSONAL
6. I can identify my personal likes and dislikes.
 PERSONAL LEARNING
7. I can describe different techniques I use to study.
 COGNITIVE LEARNING
8. I can describe the skills necessary to set personal goals, and use them accordingly.
 PRACTICAL
9. I can describe how anxiety affects my studies and am aware of the necessary skills and techniques needed to deal with it appropriately.
 COGNITIVE LEARNING
10. I can appreciate and act on the importance of taking responsibility for myself and my behaviour.
11. I understand that mistakes can be learning experiences.
 PERSONAL LEARNING
12. I am able to set targets within my reach.
 PERSONAL LEARNING
13. I am able to enjoy life at school, communicate and behave appropriately.
 LISTENING AND SPEAKING

Subject Focus: Developing healthy and respectful relationships

1. I can introduce myself to my teacher and to my co-students and share with them some of my interests, likes and dislikes.
 COMMUNICATING FOR DIVERSITY
2. I can describe similarities and differences between verbal and nonverbal communication.
3. I can recognise and use tone of voice when communicating.
4. I can contribute to a set of ground rules for working with others in class.
 COMMUNICATING FOR DIVERSITY
5. I can discuss and agree on appropriate sanctions if ground rules are broken.
6. I can explain how working in teams helps me develop certain skills.
 COMMUNICATING FOR DIVERSITY
7. I can identify the importance of working as a team to get better results *e.g. the whole is greater than the sum of its parts.*
8. I can describe ways of supporting others to learn *e.g. sharing of ideas, websites, books, discussing different learning strategies, treating my classmates not as competitors but as cooperative learners.*
 SOCIAL LEARNING

9. I can recognise my own and other people's feelings.
 SELF AWARENESS
10. I perceive the importance of being proud of who I am and understand that difference does not mean better or worse.
 PERSONAL
11. I can recognise the importance of and respect for other people's feelings, decisions, rights and bodies.
 COMMUNICATION FOR DIVERSITY
12. I can determine that I have an effect on what other people do, think and feel and other people affect what I do, think and feel.
 INTERPERSONAL
13. I can recognise and demonstrate that actions have consequences for myself and others *e.g. taking responsibility for my own actions and understanding the consequence of my choices when I am with friends, when I am online, when doing my work at school and at home.*
 PERSONAL
14. I can name different types of relationships in my life.
 SOCIAL CHANGE
15. I can talk with and listen to peers and adults courteously.
 INTERPERSONAL
16. I can demonstrate the skills that are needed for developing good relationships *e.g. listening, empathy, support, encouragement, kindness, showing care.*
 SOCIAL LEARNING
17. I can appraise the importance of and can make positive statements to friends and family members.
 PERSONAL
18. I understand how to be a friend and that friendships can change.
19. I can initiate different types of friendships, know their value and can cope when losing a friend.
 SELF AWARENESS
20. I can show what we do that makes each other happy, sad and angry and what helps and hinders friendships.
 SOCIAL CHANGE
21. I can identify the differences that might exist amongst friends and I know how to deal with friendship problems.
 SOCIAL CHANGE
22. I know the importance of showing care for others and for myself.
 SOCIAL CHANGE
23. I can discuss what families are and what members expect of each other.
24. I can talk about the roles and feelings of parents/carers.
25. I can negotiate within relationships and know what to do when faced with disagreement and/or conflicting ideas/situations *e.g. with friends, parents/carers.*
 COGNITIVE
26. I know about bullying, why it happens, its effects on people, how to deal with it and how to stop it happening.
27. I can react assertively to teasing and bullying.
 PERSONAL
28. I can talk about how people live their lives in different ways and that different cultures may have different life patterns.
 SOCIAL CHANGE
29. I can talk about the effect of unfairness and preferential treatment in my daily life.
 SOCIAL CHANGE

Subject Focus: Understanding myself as I am growing up

1. I am able to express feelings in different ways and recognise their impact on others.
 SELF AWARENESS
2. I can identify and express my emotions so that others understand what I mean.
3. I know the difference between positive and negative emotions and the importance of dealing with emotions effectively *e.g. worry, anger, disappointment, jealousy, hurt, happiness, joy, empathy, excitement.*
4. I can recognise and manage strong feelings in different situations, including loss and change.
5. I understand how people can change in terms of what they feel, think and do.
 SOCIAL CHANGE
6. I can name some body parts used for sexual reproduction and how the body parts help with sexual reproduction *e.g. I can describe the contribution of female and male bodies to sexual reproduction.*
7. I understand the physical, cognitive and emotional similarities and differences among and between boys and girls as they grow older.
 SOCIAL CHANGE
8. I know that puberty brings about changes physically, cognitively and emotionally and am learning how to recognise and understand these changes.
9. I understand and can explain why some people might feel embarrassed in talking about sexual reproduction.
10. I can identify my private and/or intimate parts and can discuss who can or cannot have appropriate access to them and give informed consent *e.g. doctor, caregivers.*
11. I understand that there are similarities and differences between people. I can express my personal opinions freely and respectfully.
 COMMUNICATING FOR DIVERSITY
12. I know that I have full rights over my own body.
13. I can describe how personal hygiene routines can change as I grow older.
14. I can manage hygiene procedures *e.g. food safety, personal hygiene, menstruation.*

Subject Focus: Health, safety and wellbeing

1. I know some of the options open to me in developing a healthy lifestyle now and in the future.
2. I consider the value of keeping healthy and can talk about different attitudes towards health and illnesses.
3. I can choose healthy options in relation to my health *e.g. food, drinks, physical exercise, sleep, rest, effective use of my free time.*
4. I can identify with others which leisure activities help us to be well and stay well.
5. I can talk about different cultural practices in health and hygiene.
 COMMUNICATION FOR DIVERSITY
6. I can talk with others about our feelings related to exams.
7. I can describe some positive and less positive aspects of change.
8. I can gain access to help in and out of school.
9. I know of places that are safe, where to get help and the people in my community who can help me.
10. I know when to keep a secret and when to tell.
11. I can talk about the importance of planning in managing my time *e.g. homework habits, recreational time on the internet, extracurricular activities, time with friends, fun and leisure.*
 PERSONAL
12. I can identify problems and suggest what to do to help reduce those problems.
13. I can recognise the need to ask for support when such need arises.

14. I understand what respecting my own and others' bodies means.
 SELF AWARENESS
15. I can recognise potential risks to my safety and that of others from people, situations and in the environment.
 SOCIAL CHANGE
16. I can identify problems and suggest what to do to help reduce those problems.
17. I can exercise some basic techniques for resisting negative peer pressure.
 PERSONAL
18. I can be assertive when faced with pressure to do wrong.
 PERSONAL
19. I know that some people need drugs to live a normal life and that some drugs can prevent the development of diseases *e.g. immunisation*.
 SELF AWARENESS
20. I know about a range of legal drugs encountered in everyday life including over-the-counter drugs *such as aspirin*, drugs prescribed as medicines, as well as tea, coffee, tobacco and alcohol and have some understanding of their effects and their associated risks.
21. I know that some substances are illegal and have some understanding of their effects and their associated risks.
22. I can talk about the benefits of drugs on society as well as the cost to society of drug misuse.
 SOCIAL CHANGE
23. I can discuss the possible benefits and risks of sharing information online.
 MANAGING INTERNET USE
24. I know how to set privacy settings when communicating online.
 MANAGING INTERNET USE
25. I know the importance of and am able to limit my time whilst making use of technology.
 MANAGING LEARNING
26. I can identify hazards to health and safety at home, at school and in the environment.
27. I can recognise risk in different situations and make judgements about behaviour and decisions about personal safety.
 COGNITIVE
28. I know that discarded syringes and needles can be dangerous.

Subject Focus: Citizenship

1. I can explain the factors that help and hinder people working in teams.
 COMMUNICATION FOR DIVERSITY
2. I know and can show how to behave in different situations *e.g. in class, in the school playground, during school visits, at home, in church*.
3. I can show and know the value of responsibility for self and others in and out of school *e.g. classroom, playground, school visits*.
4. I know and can discuss the school and classroom rules and why they are necessary.
5. I can contribute to decision-making in a small group and know the skills of appropriate decision-making.
6. I can take part in discussions about matters relating to my life *e.g. the school environment, bullying, unfair treatment by adults*.
7. I can recognise and appreciate the notion of human rights.
 SOCIAL CHANGE
8. I can recognise that all people have the same basic needs and I know the difference between needs and wants.
9. I can explain the difference between rights and obligations/duties.
 SOCIAL CHANGE
10. I can recognise that with rights come responsibilities. I know about my responsibilities towards my friends, class and family.
 SOCIAL CHANGE

11. I can explain what is meant by ‘putting oneself in someone else’s shoes’ *e.g. people who are less fortunate than me, people who are suffering, people who are going through difficulties in their lives.*
 SOCIAL CHANGE
12. I can talk about my responsibilities towards my friends, class mates and family.
13. I can explain a number of other different religions, how they are different, as well as what they have in common.
 SOCIAL CHANGE
14. I can describe rules and laws which shape how people do things in my local community.
15. I can describe what happens when people break laws and rules.
16. I can describe what is meant by the term ‘leadership’ and why choosing a leader is at times necessary; I can describe what characteristics I would value in a leader.
17. I can talk about the different services, shops and adverts and their effect on the community *e.g. know about amenities: library, local council office, parish church, parish centres, leisure centres and museums.*
18. I can recognise and appreciate home, school and community values *e.g. appreciate and want to care for my home, classroom, school grounds, local areas.*
 SELF AWARENESS
19. I can identify ways in which we can all make a positive contribution to individuals and the local community.
20. I can make decisions about use of scarce resources.
 LEARNING TO DO
21. I can identify and describe the meaning of sustainable development.
 LEARNING TO DO
22. I can identify what actions can be taken at school, at home and in the local community to contribute to sustainable development.
23. I can make use of local environmentally-sustaining facilities.
 LEARNING TO BE
24. I can describe what is meant by and know the importance of the 4Rs and give examples of how they can be put into practice *e.g. different types of recycling, how one can reduce consumption and how one can reuse or recover material for alternative use.*
 LEARNING TO DO
25. I can recognise when choices are affected by media and other influences.
26. I can discuss how boys and girls can both do the same tasks and enjoy the same things even though different media dictate/encourage stereotypes.
27. I can argue how different values influence how people spend their own money *e.g. salary, pocket money.*
 SELF AWARENESS
28. I can evaluate why saving money is important; I can think of ways money can be spent other than on myself.
29. I can recognise and describe what influences me to spend money on myself and on others.
30. I can describe what is meant by being financially responsible and provide examples of someone being financially irresponsible.
31. I can demonstrate how my spending decisions affect me personally, the local economy, the environment and people in other parts of the world.
32. I know the importance of and can demonstrate how to treat animals with care and sensitivity.
 SELF AWARENESS
33. I can recognise that other people, pets and plants have needs.
 SELF AWARENESS
34. I can describe how human beings and the environment can affect animals in my own country and in other countries in the world.
 LEARNING TO DO
35. I can discuss how different groups have different views *e.g. peers, parents, teachers and people of different faiths and cultures.*
 COMMUNICATING FOR DIVERSITY

Subject Focus: Career Planning and Exploration

1. I can discuss how I contribute to my community through the activities in which I participate.
2. I can describe the different jobs and work roles held by the people around me *e.g. parents, uncle*.
3. I can talk about my future aspirations.
4. I can explain the interdependence between different jobs and work roles.
5. I can discuss the rights, duties and responsibilities of the employer and employee.
6. I can demonstrate that my attitude towards school can affect my future aspirations.
7. I can discuss jobs and career stereotypes.
8. I can identify how the media can influence my perceptions of different job roles.

Subject Focus: Closure

1. I can identify issues and topics that I particularly valued in PSCD and summarise why they were of value to me.
 PERSONAL LEARNING
2. I can talk about what I would like to cover next year in PSCD and share this with others.
 SOCIAL LEARNING
3. I can discuss and describe ways in which I can help myself to do my best and help others do their best too.
 COGNITIVE LEARNING

LEVEL 7

Subject Focus: Developing my personal identity and intrapersonal awareness

1. I can confidently talk about the transition from the primary sector and the challenges I am facing in the secondary sector *e.g. review achievements so far, reflect and discuss school life at primary level (closure) and school life at secondary level.*
2. I can identify my emotions and what makes me feel good and bad.
3. I can recognise that the way I see and value myself affects self-confidence, self-esteem, self-worth and behaviour.
4. I can identify and discuss effective and appropriate decision-making processes.
 INTERPERSONAL
5. I can express and communicate verbal and non-verbal opinions about things that matter to me.
 INTERPERSONAL
6. I can distinguish between assertive, aggressive and submissive behaviour.
7. I am able to persevere and overcome difficulties positively.
 COGNITIVE
8. I can make informed choices and know how to get accurate and reliable information.
 PERSONAL LEARNING
9. I can distinguish between the different roles I can have in different social contexts *e.g. student, daughter/son.*
10. I can talk about study skills, habits and my preferred ways of learning.
 SOCIAL LEARNING
11. I am able to follow my own interests as this helps me to reflect on who I am and the subject options I need to make in school.
 PRACTICAL
12. I am able to listen and talk to others about learning.
 SOCIAL LEARNING
13. I can work effectively both on my own and in a team, depending on the necessity of the situation.
 SOCIAL LEARNING
14. I know that learning involves different processes.
 COGNITIVE LEARNING
15. I can recognise that I can learn from my failures.
 PERSONAL LEARNING
16. I am aware that my dreams and aspirations are important to me and that they may change over time and that they affect my choices and informed decisions *e.g. choice of subject and career, non- formal education.*
17. I can show resilience in finishing tasks.
 PERSONAL LEARNING
18. I can consider whether my personal values and attitudes have to be the same as other people's.
 SOCIAL CHANGE
19. I understand the importance of and can explain how to make use of appropriate opportunities and experiences in and out of school for learning *e.g. involving myself in non-formal education, voluntary work.*
 PRACTICAL

Subject Focus: Developing healthy and respectful relationships

1. I can introduce myself to my co-students and teacher and share with them some of my interests, likes and dislikes; I can recall information about their interests and concerns.
 COMMUNICATING FOR DIVERSITY
2. I can identify emotions through non-verbal communication.
3. I understand why some people work well in teams and others less so.
4. I can contribute to the development of ground rules and can discuss appropriate consequences when ground rules are broken *e.g. consequences which are related to the offense, are respectful and reasonable and which help us learn and grow.*
 COMMUNICATING FOR DIVERSITY
5. I can describe how best to work in groups and can explain how people can take different roles within a group *e.g. leader, listener, joker, follower, observer, some can be controlling/submissive/talkative.*
 COMMUNICATING FOR DIVERSITY
6. I can perceive and recognise other's opinions and emotions and give and receive feedback *e.g. parents/carers, friends, teachers.*
 COMMUNICATING FOR DIVERSITY
7. I can explain that individuals have their strengths and weaknesses.
 COMMUNICATING FOR DIVERSITY
8. I can recognise the value of other people's achievements and accept everyone as an individual.
9. I can give and receive constructive feedback.
 PERSONAL LEARNING
10. I can identify the consequences of my own and other's actions on those around me.
 LEARNING TO BE
11. I can discuss how different types of relationships are important in my life and the lives of others.
 SOCIAL CHANGE
12. I can describe how I can positively contribute to the development of interpersonal relationships.
13. I can appraise why honesty, loyalty, respect and understanding are important attributes in relationships.
14. I understand what trust and reliability mean.
 INTERPERSONAL
15. I can describe different types of loving relationships.
16. I can describe how people can demonstrate their love to another person.
17. I can show that there are different types of relationships and know that there are many different patterns of friendship.
 COMMUNICATING FOR DIVERSITY
18. I can describe different types of secrets and know which secrets to withhold and which secrets should not be shared.
19. I value my friends and can express this feeling to them.
 SELF AWARENESS
20. I can recognise when others need help and can support them.
 SELF AWARENESS
21. I can determine my own and others' achievements.
 SELF AWARENESS
22. I can illustrate and value different types of families.
 SOCIAL CHANGE
23. I respect the fact that parents have feelings and concerns about their children.
24. I can describe different ways of living in a family.
 SOCIAL CHANGE
25. I can identify possible alternatives when faced with conflicts or disagreement.
 COGNITIVE
26. I can discuss the necessary skills to deal appropriately with conflict.
 COGNITIVE LEARNING

27. I know why it is wrong for children to be bullied or abused by other children or adults.
28. I can talk about the different forms of bullying: how it feels, why people do it, the school's code of practice and what is expected of individuals.
 COMMUNICATING FOR DIVERSITY
29. I can perceive that people's responses to ideas and events may be determined by age, religion, culture.
 SOCIAL CHANGE
30. I value and can talk about diversity of lifestyles and the choices made within them.
 SOCIAL CHANGE
31. I can describe what stereotypes and prejudice mean.
 SELF AWARENESS
32. I can recognise and provide examples of ways in which girls/young women and boys/young men are influenced to act in specific ways.
 SOCIAL CHANGE

Subject Focus: Understanding myself as I am growing up

1. I can manage feelings positively and effectively.
2. I know different ways of coping with difficult emotions *e.g. anger, fear, worry, jealousy, hurt, disappointment*.
3. I can explain why feelings and emotions are important and that a feeling can never be wrong *e.g. sadness helps us to connect, guilt helps us to rectify our behaviour*.
4. I can ask others what they like and dislike about different people, places and values.
 SOCIAL CHANGE
5. I can recognise and describe the importance of the different aspects of sexual health.
6. I can describe how people change from being babies to children to adults to senior citizens.
 SOCIAL CHANGE
7. I can explain the changes that occur during puberty *e.g. physical, emotional, cognitive and sexual changes*.
8. I am starting to consider different issues from a moral perspective.
 SOCIAL LEARNING
9. I know that human sexuality is expressed in different ways, understand what it means and have some words to describe it.
 SOCIAL CHANGE
10. I can define and identify values that are important to me and to others around me and know that my values affect my behaviour and attitude towards life.
 LEARNING TO BE
11. I can look after my body, especially personal hygiene and know the importance of personal hygiene as I grow older.

Subject Focus: Health, safety and wellbeing

1. I can explain the similarities and differences between an energy drink and a sports drink.
2. I can explain the value of choosing beverages that help me to be well and stay well.
3. I can assess and explain the impact of energy drinks on my own and other people's physical and mental well being.
4. I know what makes me feel happy and positive about life and can discuss the influence of exercise, leisure and relationships on mental health.
5. I can provide examples of emotional, physical and social health/problems.
6. I can recognise signs of personal stress and use strategies to manage it.
7. I can explain how stress and stressful situations can have an impact on my own health and that of others.
8. I can understand what is meant by mental illness and I am aware that some people have persistent mental states that prevent them from doing what they want to do.
 SOCIAL CHANGE
9. I know and can explain the value of making decisions that help me and others to be well and stay well.
 LEARNING TO BE

10. I can consider the benefits of accepting guidance from others and know who I should talk to in different situations *e.g. subject teachers, guidance teacher, career advisor, counsellor, head of school.*
 SOCIAL CHANGE
11. I know how to ask for support and the people to ask in and outside school.
12. I can consider the benefits of accepting advice from others.
13. I appreciate the importance of developing a positive approach and self-motivation towards personal safety and risk-taking.
14. I know that pressure to take harmful or illegal substances may come from people I know *such as friends, relatives and neighbours.*
15. I know what is safe to put into/onto the body.
16. I know that all substances can be harmful if not used properly.
17. I can resist pressure from others to behave in a way which would make me or others feel uncomfortable.
 COMMUNICATING FOR DIVERSITY
18. I can recognise risk in different situations and make judgements about behaviour and decisions about personal safety *e.g. recognise unwanted influence and pressure from friends particularly in relation to bullying, aggressive behaviour, smoking, drugs and alcohol, internet use and misuse and sexual activity.*
 PERSONAL
19. I can describe the impact of the use of drugs on people's physical, emotional, social and financial well-being.
20. I can discuss and explore attitudes and beliefs about different drugs and the people who may use or misuse them *e.g. be able to recognise stereotypes.*
21. I am aware of and can recognise that some role models for young people take drugs *e.g. in sports* and can speak about and explore feelings about them.
22. I am aware that technology can be very engaging and this can result in procrastination and/or addiction.
 COMMUNICATION
23. I can discuss and describe types of online interactions and place them on a continuum from positive to negative.
 DIGITAL MEDIA
24. I can explain the meaning of 'sexting'.
25. I can analyse and describe the positive as well as negative features and consequences associated with internet use.
 MANAGING INTERNET USE
26. I can describe different types of communication technologies and their uses, benefits and potential drawbacks.
 INFORMATION MANAGEMENT
27. I can describe how geographical and communities of interest might benefit from communication technologies.
28. I can make safe choices *e.g. on the roads, in the water, with fireworks and with my friends.*
 COGNITIVE
29. I know school and safety rules relating to medicines, alcohol, tobacco, solvents and illegal drugs.

Subject Focus: Citizenship

1. I am aware of my right to decide and know how to strike a balance between my rights and those of others.
 SELF AWARENESS
2. I can explain the value of conducting research to help me and others make informed decisions.
 COGNITIVE LEARNING
3. I want to participate and make a difference by involving myself and others in real-world issues to bring about a positive difference.
 LEARNING TO LIVE TOGETHER
4. I can contribute to decision-making in a small group *e.g. setting rules for the class and the school, school projects, school performances.*
5. I can explain the value of making decisions that help me and others to be well and stay well.
 SOCIAL CHANGE
6. I can take part in discussions about different matters relating to my life *e.g. school environment, bullying.*

7. I can consider why a sense of fair play is necessary in my dealings with my peers and others in the community.
 SELF AWARENESS
8. I can discuss how rights bring responsibilities at home, at school and in the community *e.g. I have a right to education but I have a duty to learn, I have a right to be protected by my parents/carers but I have a duty to cooperate and respect the rules.*
 SELF AWARENESS
9. I can discuss how 'human rights' can be used to help people in my own and other countries; I know that rights bring responsibilities at home, at school and in the community *e.g. I have a right to education but I have a duty to learn, I have a right to be protected by my parents/carers but I have a duty to cooperate and respect the rules.*
 COMMUNICATING FOR DIVERSITY
10. I am willing to explore the relationship between wealth, poverty and participation in society.
 LEARNING TO BE
11. I can recognise the importance of different national, religious and ethnic groups and which of them are reflected in my school community.
 SOCIAL CHANGE
12. I can discuss the importance of being a committed active member of the school community, the local community and the national community.
13. I can hold a debate about what improves and harms my local environment and how I can look after it *e.g. by showing interest in the local community and showing a wider sense of social responsibility.*
14. I can describe the importance of leadership in given circumstances *e.g. when a leader is necessary and/or unnecessary, what makes a good leader.*
15. I can recognise the importance of school rules and the consequences of breaking them *e.g. relating this to knowledge about the law and understanding that rules and laws are designed to protect.*
16. I can discuss the basic principles of democratic processes and how they can be applied in school, in organisations and at government level *e.g. ground rules in class, student councils, policies in schools, decisions in organisations and policies at government level; an understanding that democracy means that everybody is free to have their say but not necessarily their way.*
 COMMUNICATING FOR DIVERSITY
17. I can describe what characteristics I would value in a leader and I am able to take the lead if the need arises.
18. I know and can talk about different leadership styles and their effect on individuals and society *e.g. democratic, autocratic and permissive leadership styles.*
19. I can use different ways to communicate and express personal and group views about social and environmental issues.
 COMMUNICATING FOR DIVERSITY
20. I can evaluate information about priorities for spending: personal, community-based, environmental.
21. I can demonstrate how my decisions and those of others can cause changes both for better or for worse in my environment *e.g. my immediate surroundings and in the wider community.*
 LEARNING TO LIVE TOGETHER
22. I can identify and describe how everyday consumption has a direct and indirect effect on the environment.
23. I can demonstrate how different demands on the environment have an impact on sustainable development.
24. I can describe why it is important to value the contribution of every individual to sustainable development.
25. I can identify and demonstrate how myself and others in my school, home and local community can contribute to a more sustainable environment.
 LEARNING TO LIVE TOGETHER
26. I can recognise bias and misrepresentation in the media and advertising.
 COGNITIVE LEARNING
27. I can recognise and challenge stereotypes.
 SOCIAL CHANGE
28. I can talk about the importance of money and can mention some ways which help me plan my spending carefully.

29. I can explain the relationship between financial income and expenditure.
30. I can make informed decisions on how to allocate fundraising money.
31. I can describe what being financially responsible means to me and how I would manage my own finances.
32. I can discuss the importance of having respect for the environment and other living things *e.g. respecting evidence in relation to social and environmental issues.*
 LEARNING TO LIVE TOGETHER
33. I can mention the different groups and communities I belong to and can discuss the interdependence of individuals, groups and communities *e.g. friends, family, school, local, national, European and worldwide.*
 COMMUNICATING FOR DIVERSITY

Subject Focus: Career Planning and Exploration

1. I can interview adults to find out about job roles or tasks.
2. I can record information about current interests and choices I will have to make in the future.
3. I can describe both commonalities and differences between a job and a career.
4. I can talk about the range of jobs and work roles carried out by people I know and what they like/dislike about their jobs.
5. I can find out about and describe a number of different work environments that exist for different jobs or careers.
6. I can give reasons why it is important to respect other people's work and career choices *e.g. I know that everybody's contribution is useful and necessary for the wellbeing of society.*
 SELF AWARENESS
7. I can explain why most jobs/careers entail working with different people.
 COMMUNICATING FOR DIVERSITY
8. I can identify my strengths and areas for development with regard to future career options.
9. I can describe different types of 'work' *such as paid employment, voluntary work, informal caring.*
10. I can gather information on the rights and duties of an employee and employer.
 SOCIAL LEARNING
11. I can describe how my own and others' values and attitudes might influence one's future job or career.
 SELF AWARENESS
12. I can present myself effectively to groups.
13. I can demonstrate that I have the competencies to enable me to take informed decisions related to subject options.

Subject Focus: Closure

1. I can identify issues and topics that I particularly valued in PSCD and summarise why they were of value to me.
 PERSONAL LEARNING
2. I can identify what I have learned in relation to PSCD over the last year and what has helped me to learn.
 SOCIAL LEARNING
3. I can reflect on the issues and topics covered during PSCD and identify challenges and responsibilities in relation to a number of these issues and topics.
 COGNITIVE LEARNING
4. I can identify what other issues and topics I would value learning more about in PSCD.
 COGNITIVE LEARNING
5. I can discuss and describe ways in which I can help myself to do my best and help others do their best too.
 PERSONAL LEARNING

LEVEL 8

Subject Focus: Developing my personal identity and intrapersonal awareness

1. I can recognise the importance of resilience, perseverance and determination *e.g. the importance of perseverance in overcoming difficulties and challenges in life.*
 PERSONAL
2. I can confidently demonstrate the importance of achievement on self-esteem and how one's perception of self can influence one's life choices.
 PRACTICAL
3. I am able to think imaginatively and laterally to solve problems on my own and in collaboration with others.
 COGNITIVE
4. I can communicate my ideas and present my opinions effectively *e.g. through informed discussions, appropriate knowledge and information and decision-making processes.*
 INTERPERSONAL
5. I can enjoy public recognition of my achievement and I am pleased when I succeed at new, different and difficult tasks.
 PERSONAL
6. I can present myself confidently on different occasions *e.g. responding with increasing confidence to new situations and different people.*
 PERSONAL
7. I can manage time and learning effectively *e.g. appreciating the need for proper time management, assessing present time management skills and developing ways of managing time better.*
 COGNITIVE LEARNING
8. I can recognise the importance of learning and am motivated to develop and improve.
 COGNITIVE LEARNING
9. I am able to apply my knowledge and understanding in different contexts.
 COGNITIVE LEARNING
10. I can gain access to information independently and use my value judgement in assessing information appropriately.
 CREATIVE LEARNING
11. I can discuss various topics and/or themes in a group.
 COMMUNICATING FOR DIVERSITY
12. I understand the value of and feel competent in managing my own learning.
 COGNITIVE LEARNING
13. I am aware of my preferred way of learning and can use this to plan my own learning.
 PERSONAL LEARNING
14. I can evaluate and act on my new learning experiences in relation to my choice of subject and my dreams and aspirations.
 PERSONAL LEARNING
15. I can recognise and manage positive and negative feedback *e.g. knowing the difference between constructive and destructive feedback and being able to manage negative feedback appropriately.*
 PERSONAL LEARNING

16. I can assess personal strengths and set realistic targets.
 PERSONAL LEARNING
17. I can recognise the importance of managing goals and time efficiently.
 PERSONAL LEARNING
18. I can describe and make use of the necessary skills to manage a task through to completion in the required time frame.
 PERSONAL LEARNING
19. I want to get the best out of school life and can explain how this is possible *e.g. I know different ways of how school life can be interesting, fun and challenging.*

Subject Focus: Developing healthy and respectful relationships

1. I can introduce myself to my co-students and teachers and share with them some of my values, interests, likes and dislikes; I can recall information about their interests and concerns.
 COMMUNICATING FOR DIVERSITY
2. I can describe different ways of effectively communicating with others.
 COMMUNICATING FOR DIVERSITY
3. I can explain why respect is important in social situations and provide examples of respectful communication.
 SELF AWARENESS
4. I can appreciate the importance of ground rules for effective group functioning and can contribute to a set of ground rules for the group *e.g. to listen attentively and respectfully when a group member is talking, not to interrupt, being non-judgemental, accepting each other's values and points of view.*
 COMMUNICATING FOR DIVERSITY
5. I can discuss how to build on the strengths of others and can provide examples of this.
 COMMUNICATING FOR DIVERSITY
6. I can explain how my actions can have an effect on what other people do, think and feel and that other people affect what I do, think and feel.
 COMMUNICATING FOR DIVERSITY
7. I can follow the ideas of others and comment on their views.
 SOCIAL LEARNING
8. I can negotiate and contribute to making decisions as part of a productive group.
 INTERPERSONAL
9. I can follow group discussions and collaboration and summarise what is being said or done.
 SOCIAL LEARNING
10. I can apply personal strengths to group and individual tasks.
 INTERPERSONAL
11. I can show concern for and defend others by challenging prejudice and discrimination.
 SOCIAL CHANGE
12. I can perceive myself through other people's eyes.
 SOCIAL CHANGE
13. I can recognise the value of differences in people's opinions, beliefs, cultures.
 COMMUNICATING FOR DIVERSITY
14. I can give and receive support and am able to seek and be open to guidance and support from peers and adults.
 SOCIAL LEARNING
15. I can ask others what they see as their own strengths and I can ask others what they value about me.
 PERSONAL
16. I can interpret how feeling good about myself affects my relationships.
17. I can explain what is meant by meaningful relationships and discuss their importance to myself and others.
 SELF AWARENESS
18. I can explain how meaningful relationships are built over time and are informed by one's values and expectations.

19. I can describe the features of caring, non-caring and harmful relationships.
20. I can identify strengths and areas for development in a range of different relationships.
21. I can provide examples of how intimate relationships can start and end at different times in people's lives.
22. I can explain what I mean by love and can recall what others mean when they use this term.
23. I can talk to others about the people I love and give reasons why I love them.
24. I can appraise different ways of loving and the importance of love in relationships.
25. I can demonstrate the importance of tolerance and respect for others.
 SOCIAL CHANGE
26. I can explain how having a baby changes one's life and carries with it great responsibility.
27. I can make and keep friends of the same and opposite sexes *e.g. skills needed for maintaining same and opposite sex friendships*.
 SELF AWARENESS
28. I can talk about the pressures that are placed on relationships and the changing nature of relationships with friends and family.
 SOCIAL CHANGE
29. I can show the importance of and can make positive statements to friends and family members.
30. I can evaluate personal feelings about people who are different and can demonstrate how to live in harmony with myself, others and the natural world at a range of levels from the local to the global.
 LEARNING TO LIVE TOGETHER
31. I can talk about the uniqueness of my family and put myself into parents' or guardians' shoes.
32. I can explain how marriage and other stable relationships support children as they grow.
33. I can mention factors which contribute to the quality of family life.
34. I can describe and explore ways in which people could solve conflicts or disagreement without resorting to outbursts or unacceptable actions.
 COMMUNICATION FOR DIVERSITY
35. I can resolve conflicts without anyone losing face *e.g. at home, at school, with friends and with adults*.
 COGNITIVE
36. I can debate and support my argument without being judgemental and whilst still being empathic towards others.
 SOCIAL LEARNING
37. I can discuss the unacceptability of bullying and peer pressure.
 SOCIAL CHANGE
38. I appreciate and recognise that similarities and differences between people are the result of many factors.
 SOCIAL CHANGE
39. I can recognise what prejudice and discrimination mean, and their effects on different cultures, gender, sexualities, disability and age.
 LEARNING TO DO
40. I can identify and talk about injustices and inequalities.
41. I can discuss how stereotypical messages can influence one's perceptions about others.
 SOCIAL CHANGE
42. I can identify and provide examples of overt and covert sexism and can identify ways to challenge it.
 COMMUNICATION FOR DIVERSITY

Subject Focus: Understanding myself as I am growing up

1. I know different ways of coping with difficult emotions, fears and worries.
2. I can describe how anger and other difficult emotions can be expressed in harmful ways *e.g. aggressiveness, drug abuse, hurting others and being abusive*.
3. I can describe appropriate and inappropriate ways of expressing positive emotions *e.g. happiness, joy, excitement*.
4. I can recognise and manage strong feelings in different situations, including loss and change.

5. I can discuss a few ways in which I have changed emotionally, intellectually, physically and socially over the past years.
 PERSONAL LEARNING
6. I can discuss and describe how I feel and what I think about my own and others' sexual orientations.
 SOCIAL CHANGE
7. I can describe what makes me feel safe and recall what others have said about what makes them safe *e.g. I can talk with others about what people consider to be appropriate touching and harmful touching.*
 SELF AWARENESS
8. I can discuss at what age young people may be ready for sexual activity and I can talk about the relationship between sexual activity, respect and responsibility.
9. I can explain why respect and responsibility are important when making decisions about sexual behaviour.
 SELF AWARENESS
10. I can describe what is meant by sexual experimentation, readiness and the risks involved.
11. I can recognise and describe the importance of the different aspects of sexual health.
12. I can explain how my own and others' values can have an impact on how I present and communicate my sexuality.
 COMMUNICATING FOR DIVERSITY
13. I can talk about different ways of being sexual that are responsible and do not harm me or others.
14. I know that there is a range of sexual lifestyles.
 SOCIAL CHANGE
15. I can describe different ways of being sexual and discuss and identify the consequences of different sexual expressions.
16. I know there is no such thing as totally safe sex *e.g. I know that when safer sex is mentioned it implies trying to cut down the risks to the minimum level possible but there is always some risk involved.*
17. I can identify different kinds of STIs and describe how to protect myself and others against STIs *e.g. how to put on a condom.*
18. I can explain the ABCD model.
19. I can define the effectiveness and reliability of each contraceptive with regard to preventing pregnancy and STIs.
20. I can describe where I and/or others could go for help if I/they have concerns about STIs *e.g. I can name agencies or people who can help when I or others need help with sex-related issues - Genitourinary (GU) Clinic at Mater Dei Hospital and at the University of Malta.*
21. I can discuss the importance of personal hygiene and regular physical check-ups to keep myself and others healthy.

Subject Focus: Health, safety and wellbeing

1. I know the possible effects of lifestyle on physical and mental health.
2. I am concerned for friends' and others' wellbeing as well as my own.
3. I can explain what is meant by healthy lifestyle *e.g. what sort of foods can help me be well physically and mentally, what happens to my mind and body when I do physical exercise, how to deal effectively with pressure and stress (alcohol, self-harm).*
4. I know the importance of mental and physical well-being and can discuss different ways of preventing mental and physical illnesses.
5. I can recognise the initial signs and symptoms of stress in myself and others, and have strategies for preventing and reducing it.
6. I can compare different stressful situations and indicate the ones which myself and others might find most stressful.
7. I know how to find information related to health *e.g. leisure facilities, fitness centres, health clinics.*
 SOCIAL LEARNING
8. I know who to go to if I am hurt physically or emotionally.

9. I know how to seek help and support from agencies outside school *e.g. local and national organisations which offer help and support.*
10. I can demonstrate ways of resisting pressure which threatens my safety and can assess potential risks in relation to abusive relationships, alcohol, smoking and illegal drugs, sexual behaviour.
11. I can describe a range of legal and illegal drugs.
12. I understand and can describe why and how a range of legal and illegal drugs are used recreationally.
13. I know the facts and laws about illegal substances and the dangers of misusing prescribed drugs.
14. I can counter and challenge unwanted pressure.
 PERSONAL
15. I can mention both the positive and negative aspects of the internet *e.g. research, news, entertainment, addictions.*
 MANAGING INTERNET USE
16. I can describe what is meant by 'digital footprint' and how personal information on social media can be searched for, copied and passed on.
 MANAGING INTERNET USE
17. I can explain what 'sexting' is and when it is inappropriate and identify alternative forms of communicating personal information.
 MANAGING INTERNET USE
18. I can explain my responsibilities when using digital media to keep myself and others safe from harm.
19. I can follow instructions and administer simple emergency aid procedures.
20. I can talk about harm reduction techniques to reduce the risk of STIs, teen pregnancy and drug related difficulties.
21. I can recognise alternatives and long and short term consequences when making decisions.
 LEARNING TO BE
22. I am aware of how the media influences attitudes towards health and health behaviour.

Subject Focus: Citizenship

1. I can resolve problems/conflicts democratically through discussions, using approaches to decision-making and reaching consensus.
 COMMUNICATION FOR DIVERSITY
2. I can empathise with and express opinions that are not my own.
 SELF AWARENESS
3. I am able to listen to, summarise and add to an argument during class or group discussion.
 SOCIAL LEARNING
4. I am able to detect bias and omission in others' arguments.
5. I can perceive what independence, interdependence, rights and responsibilities mean and what value they have to me.
 SOCIAL CHANGE
6. I can discuss and explain the difference between my own wants and needs, as well as those of others living in different contexts.
7. I can discuss the main laws which affect my family and I and understand the consequences of breaking the law *e.g. the impact it has on myself and the community at large.*
8. I am informed about and can discuss the different aspects of the law which effect my age group *e.g. part-time jobs, misuse of the internet, alcohol abuse, drugs, sexual abuse.*
9. I know the importance of and can mention different voluntary and community groups both in my town and on a national level; I know what they do and their impact on society; I also know about the physical and mental benefits of voluntary work.
 SELF AWARENESS
10. I can participate in group activities for the local environment or community and I can argue constructively about the concept of fairness and justice through the school rules and sanctions.
 SOCIAL CHANGE

11. I can argue about the different aspects of democracy and can relate it to how decisions are made in school and in government.
 SOCIAL CHANGE
12. I can differentiate between local councils and central government, what they do and how they are linked to each other.
13. I know that every individual in the community has a right and a duty to vote in elections *e.g. voting enables individuals to take part in decision-making both during elections, at local and national level, and in organisations i.e. the importance of willingly playing a full role as a citizen in the electoral process.*
14. I can discuss how I can make decisions about use of scarce resources; evaluate information about priorities for spending: personal, community-based, environmental.
 LEARNING TO BE
15. I can express rational arguments after having researched social, moral and environmental issues.
16. I am able to assess my own lifestyle and my contribution to sustainability.
 LEARNING TO DO
17. I can illustrate why we have a duty to contribute to sustaining the environment locally and on a global level.
 LEARNING TO BE
18. I can demonstrate the implications of unsustainable development on the local and global environment and on future generations.
 LEARNING TO LIVE TOGETHER
19. I can recognise when choices are affected by the media and other influences.
 COGNITIVE LEARNING
20. I can consider and provide examples of products that are advertised to appeal to different people.
 COGNITIVE LEARNING
21. I can illustrate and give examples of how media messages affect attitudes and can cause inequality of opportunity.
 LEARNING TO BE
22. I can discuss how advertising influences supply and demand.
23. I am aware of and can explain the values which guide me in my spending decisions.
24. I can describe what I spend and save each week or month, when buying products.
25. I can recognise and describe what influences me to spend money on myself and on others.
26. I can describe what is meant by being financially responsible and provide examples of someone being financially irresponsible *e.g. the paying or otherwise of taxes.*
27. I know the positive impact human activity has on plants, animals and the environment and I can value the aesthetic qualities of my surroundings.
 LEARNING TO BE
28. I can discuss the role of the EU, the Commonwealth and the UN and their relevance to my life *e.g. the UN's 'Rights of the Child'.*

Subject Focus: Career Planning and Exploration

1. I can recognise and describe my own preconceptions about who does certain jobs.
2. I can talk about the range of knowledge, skills and personal qualities required for the different types of jobs/professions.
3. I can research information independently, especially in relation to career plans.
 PERSONAL LEARNING
4. I can talk about the broad job categories, aptitudes and basic qualifications needed for different career paths.
5. I can provide examples of workplace challenges and discuss how these might be addressed ethically.
6. I can describe how jobs and work patterns change and know some of the factors which affect this.
 LEARNING TO KNOW
7. I can find out and report on how one's biases and prejudices can reduce job/career opportunities both for oneself and for other people.
 SOCIAL LEARNING

8. I can critically evaluate and report on ways to challenge stereotypical thinking with regard to what jobs people do as well as their progression within jobs.
 SOCIAL CHANGE
9. I can discuss and explain my likes, dislikes and aspirations.
 SELF AWARENESS
10. I can demonstrate that I am prepared for career exposure experiences or work place visits.
 COMMUNICATING FOR DIVERSITY
11. I can reflect on and critically evaluate and analyse my work place experiences.
12. I can demonstrate that I am aware of different modes of study *e.g. full time, part time, on the job training, study leave.*
13. I can identify what I need to do for an audience to consider my presentation as effective.
 INTERPERSONAL
14. I can explain the importance of presenting my capabilities to different audiences by use of CVs and letters.
15. I can describe how a covering letter and CV might be tailored to inform others.
16. I can prepare a CV and covering letter that enables classmates to summarise my capabilities to others.
17. I can identify what is expected from me when attending an interview.
18. I can demonstrate to others how not to and how best to conduct oneself during an interview.

Subject Focus: Closure

1. I can identify issues and topics that I particularly valued in PSCD and summarise why they were of value to me.
 PERSONAL LEARNING
2. I can discuss and identify my own strengths and areas for development with regards to PSCD.
 SOCIAL LEARNING
3. I can reflect on the issues and topics covered during PSCD and identify challenges and responsibilities in relation to a number of these issues and topics.
 COGNITIVE LEARNING
4. I can identify what I have learned in relation to PSCD over the last year and I can identify what I would like to cover next year in PSCD and share this with others.
 COGNITIVE LEARNING
5. I can discuss and describe ways in which I can help myself to do my best and help others do their best too.
 PERSONAL LEARNING

LEVEL 9

Subject Focus: Developing my personal identity and intrapersonal awareness

1. I can explain how doing my utmost in different areas of life can enhance my self-esteem *e.g. understanding that self-esteem can be related to different areas of one's life.*
 PERSONAL
2. I recognise the importance of self-image, self-esteem and self-confidence.
 PERSONAL
3. I can perceive the importance of identifying problems or challenges and reflecting critically and creatively on various options.
 COGNITIVE LEARNING
4. I can identify priorities in the different areas of life and evaluate potential consequences of different decisions and actions.
 PRACTICAL
5. I can identify the skills needed for post-secondary education and/or work transition.
 LEARNING TO LIVE TOGETHER
6. I can recognise the importance of social skills learnt through participation in formal and non-formal activities.
 LEARNING TO LIVE TOGETHER
7. I understand the need and can explain the importance of being able to adapt to different situations.
 LEARNING TO LIVE TOGETHER
8. I am positive about my personal achievements and can assess these objectively.
 PRACTICAL
9. I can describe my preferred learning strategies and use them for further studies.
 COGNITIVE LEARNING
10. I can value learning for its own sake and feel competent in managing my own learning.
 COGNITIVE LEARNING
11. I am able to assess myself as this helps me to understand what I know and who I am and what I want to do in the future.
 PRACTICAL
12. I am able to analyse information that I come across critically and constructively.
 COGNITIVE
13. I am able to link new information to my existing knowledge and assess myself, to analyse and further develop my ideas.
 PRACTICAL
14. I can identify the support and resources I need to learn, grow and develop emotionally, socially and physically.
 PERSONAL LEARNING
15. I can argue about the importance of life-long learning in today's society.
 LEARNING TO LIVE TOGETHER
16. I use different learning experiences and competencies to address new challenges, take informed decisions and evaluate consequences.
 LEARNING TO BE
17. I can transform my creative ideas into action.
 PRACTICAL
18. I can think critically and creatively in different situations.
 COGNITIVE
19. I can address setbacks and challenges and learn from them *e.g. focusing on effort and learning rather than blaming.*
 PERSONAL LEARNING

20. I can organise my work and meet deadlines in coursework and revision.
 PERSONAL LEARNING
21. I can set future personal goals by reflecting on the results of past decisions.
 LEARNING TO KNOW
22. I can negotiate with adults about post-secondary options and make realistic informed choices.
 LEARNING TO LIVE TOGETHER
23. I can recognise and manage positive influences and negative pressures *e.g. support from teachers and stress caused by examinations.*
 LEARNING TO DO
24. I know how important it is to have a sense of purpose in life.
 LEARNING TO LIVE TOGETHER

Subject Focus: Developing healthy and respectful relationships

1. I can introduce myself to my co-students and teachers and share with them some of my values, interests, likes and dislikes; I can recall information about their interests and concerns.
 COMMUNICATING FOR DIVERSITY
2. I can work with a range of people different to me.
 COMMUNICATING FOR DIVERSITY
3. I work well with peers and other adults both in school and in the community *e.g. work experience and community and voluntary work.*
 COMMUNICATING FOR DIVERSITY
4. I can interpret and explain tone of voice and react appropriately to different types of tone.
5. I can discuss how rules guide written communication and can provide examples of how to write respectful emails, posts, messages and tweets and when to use formal and informal language.
 LEARNING TO NOW
6. I can contribute and agree to a set of ground rules that emphasise the importance of group collaboration and cooperation *e.g. skills needed to work as a team, such as patience, tolerance, understanding and acceptance.*
 COMMUNICATING FOR DIVERSITY
7. I can discuss how my values influence my thinking and ways of working with others.
 COMMUNICATING FOR DIVERSITY
8. I can analyse and summarise different types of self-disclosure and identify which ones may be potentially harmful to me or other people *e.g. the importance of striking a balance between being open and genuine and keeping one's privacy.*
 PERSONAL
9. I can reflect on learning from experience, individually and as a group.
 CREATIVE LEARNING
10. I can listen to, summarise and be able to contribute to an argument during class or group discussions.
 SOCIAL LEARNING
11. I can collaborate with other pupils and adults as part of my learning.
 SOCIAL LEARNING
12. I can recognise and address when others are taking advantage of me.
13. I perceive the relevance of living and working alongside people different to me.
 COMMUNICATING FOR DIVERSITY
14. I can perceive the importance of and show respect towards different cultures, ways of life, beliefs and opinions.
 SELF AWARENESS
15. I can identify the importance of respect for the feelings of diverse people *e.g. people of different cultures, genders, sexual orientations, ethnicities, nationalities, ideologies, political and religious beliefs.*
 SELF AWARENESS
16. I can illustrate and address offending or unfair behaviour, unfairness, injustice and preferential treatment in daily life situations.
 SOCIAL CHANGE

17. I can debate effectively about injustices and inequalities *e.g. locally and in different cultures around the world: poverty, starvation, gender inequality, racism, abuse, sex trafficking, elderly, orphans, animal mistreatment, disrespecting the environment.*
 COMMUNICATING FOR DIVERSITY
18. I can assess how far I can and should, be responsible for others.
19. I can identify a number of characteristics of meaningful relationships and I can explain how meaningful relationships are built on people's values.
20. I can recognise and understand why positive attributes *such as love, support, respect, responsibility and care* are important in relationships.
 SOCIAL CHANGE
21. I am able to consider the benefits and costs of trusting other people.
22. I can describe types of relationships and discuss the type of emotions experienced through them.
23. I can perceive and respect the fact that people have different needs in relationships.
 SOCIAL CHANGE
24. I can show how to manage changing relationships by using a range of strategies.
 INTERPERSONAL
25. I can reflect on how the conduct and the communication within a relationship can vary according to feelings of commitment and intimacy.
26. I can explore my own and others' views about what is acceptable and unacceptable in an intimate relationship.
 SOCIAL CHANGE
27. I can perceive emotional nuances, from tone of voice and body language.
28. I can discuss and identify what might be meant by an 'emotionally difficult' relationship and how this might affect those in the relationship.
29. I can recognise when others are taking advantage of me and can resist it.
 COGNITIVE
30. I can identify and describe signs of an abusive relationship.
31. I can identify some consequences of non-caring, aggressive and abusive relationships and how to act in such circumstances.
32. I can state which places/services and/or which people can be approached for help if I am in, or witness an abusive relationship.
33. I can discuss how having a baby carries with it a lot of responsibility and how it affects relationships.
34. I can appraise that there are a number of ways that girls/young women and boys/young men can enjoy a close relationship together.
35. I can articulate what exploitation in relationships means *e.g. dominance, possessiveness, intimacy, abuse.*
36. I can talk about relationships, including sexual relationships, with a parent/friend.
37. I understand what exploitation in relationships means *e.g. amongst friends and abusive romantic relationships.*
38. I can discuss personal assumptions about people who are different and am able to demonstrate collaboration with people having different perspectives, dilemmas, issues, tensions and conflicts from different disciplines, places, cultures and generations.
 LEARNING TO DO
39. I can appreciate the responsibilities of parenthood and the value of family life.
40. I can appreciate the responsibilities of parents, step-parents and grandparents and the roles they can play in nurturing children.
41. I can analyse the impact of separation, divorce, annulment and bereavement on families.
42. I can discuss the benefits and costs on a stable marriage or partnership in bringing up children.
43. I can compare the costs and benefits of being independent of parents.
44. I can explain how to resolve disagreements peacefully.
 LEARNING TO LIVE TOGETHER
45. I can approach differences of opinion and conflicts of interest through dialogue and consensus; where this fails, I am willing and able to use mediation.
 COMMUNICATION FOR DIVERSITY

46. I can help others clarify diverse worldviews through dialogue and recognise that alternative frameworks exist.
 COMMUNICATION FOR DIVERSITY
47. I can negotiate positively and effectively with parents to gain increasing independence.
48. I can illustrate the different types of explicit and implicit bullying *eg. homophobia, racial, religious* and know the effect of bullying on the mental and physical health of individuals *e.g. anxiety, depression, physical ailments*.
 SOCIAL CHANGE
49. I respect, recognise and value diversity and challenge social injustice.
 LEARNING TO KNOW
50. I can talk about the benefits of and am willing to engage actively, with different groups across generations, cultures, places and disciplines.
 LEARNING TO DO
51. I know and can explain diversity in different ethnic groups.
 SOCIAL CHANGE
52. I understand and can discuss the power dynamics and effects of prejudice.
 LEARNING TO DO
53. I can explain how a person might be treated differently because of her or his religious beliefs, cultural identity, sexual identity, ethnicity or disability.
 LEARNING TO KNOW
54. I can recognise unfairness, injustice and preferential treatment in daily life situations including racist, sexist and homophobic language and behaviour.
 LEARNING TO LIVE TOGETHER
55. I can politely and firmly challenge expressions of prejudice and intolerance towards minorities, *such as racist, sexist and homophobic names, anecdotes and comments*.
 SOCIAL CHANGE
56. I can explain that different communities have their own codes of behaviour.
 SOCIAL CHANGE
57. I can talk about the diversity of sexual orientation.
 COMMUNICATING FOR DIVERSITY

Subject Focus: Understanding myself as I am growing up

1. I can describe different emotions experienced in different types of relationships.
2. I am positive about the control I have over my emotions and behaviour.
3. I know the stages of emotions associated with loss and change caused by death, divorce and separation and new family members.
4. I can recognise and respond to a variety of emotions in myself and others, *such as jealousy, anger, excitement*.
5. I can ask questions and talk confidently with adults and peers about their thoughts and feelings.
6. I can describe the commonalities and differences among people with different sexual orientations.
 SOCIAL CHANGE
7. I can discuss and explain how forms of sexual discrimination *such as homophobia and heterosexism* affect myself and others.
 COMMUNICATION FOR DIVERSITY
8. I understand the changes that take place in human life over the life span: pregnancy, childhood, adolescence, adulthood, parenthood, bereavement, forming relationships; and the challenges/successes related to the various stages.
 SOCIAL CHANGE
9. I can discuss and describe how personal values might influence my own and others' decisions to be sexual and I can understand the importance of respecting each other's point of view *e.g. some people are not ready to engage in sexual activity*.
 LEARNING TO KNOW
10. I can discuss how certain sexual practices might be harmful and can identify ways to reduce these harms *e.g. abstaining from sex, being monogamous, making use of condoms and not doing drugs*.

11. I can identify the different types of contraceptives *e.g. I can describe how to use a male or female condom effectively, the pill, safe sex, different levels of sexual activity, abstinence.*
12. I can discuss and describe different types of pornography and identify their effect on a person's wellbeing *e.g. identifying a number of ways that pornography can cause harm to myself and others, affect people in a relationship, its effect on ones mental and physical health.*
13. I can discuss how people might feel about an unplanned pregnancy and how it might affect their lives *e.g. I understand the changes that occur when a woman is pregnant, the responsibilities faced by both partners, the effect it has on the relationship, the possibility of becoming a single parent.*
14. I can find out about and summarise the support available to parents-to-be *e.g. I can discuss and find out about agencies that offer support/advice to single parents/young parents, options available.*
15. I can describe what a baby may need and how these needs might best be met.
16. I can recognise that abortion is illegal in Malta and am able to discuss alternatives to it.
17. I know the importance of looking after my body and can understand the interaction between body and mind.

Subject Focus: Health, safety and wellbeing

1. I can describe the commonalities and differences between healthy and unhealthy lifestyles *e.g. awareness of the influence of media on health-related issues, eating disorders.*
2. I can recognise and manage positive influences and negative pressures *e.g. support from teachers, parents, friends and stress caused by examinations, friends, events, situations.*
 PERSONAL
3. I can distinguish and talk about the difference between positive and negative peer pressure and how such pressures persist throughout one's lifespan.
 COMMUNICATION FOR DIVERSITY
4. I recognise that mental illness can have an effect on communication and relationships.
 COGNITIVE LEARNING
5. I can talk about the signs and causes of depression and know where to get help and support.
6. I know the links between eating disorders, unhealthy eating and low self-image.
 COGNITIVE LEARNING
7. I can describe how people can make use of different strategies to handle stressful situations.
 COMMUNICATING FOR DIVERSITY
8. I can reflect about my personal attitudes to mental illness.
 LEARNING TO KNOW
9. I know the voluntary and non-voluntary organisations and setups which offer support in mental health and human relationship issues.
10. I can talk about the importance of maintaining balance in my life *e.g. adhering to deadlines and doing my duties, effective use of my free time, having fun.*
 PERSONAL
11. I know how a balance of work and leisure and positive relationships can promote mental health.
12. I can consider the benefits of leisure for health and work.
13. I know the importance of feeling positive about entering adulthood.
14. I can discuss and describe how my values and skills help me decide about my behaviour in different situations *e.g. engaging in sexual activity under the effect of alcohol and illegal drugs, negative peer pressure.*
 INTERPERSONAL
15. I can discuss and describe ways of acting in a sexual relationship that I perceive as supportive.
16. I can discuss and describe ways of acting in a sexual relationship that might be perceived as harmful.
17. I can discuss and describe how alcohol might lead to a sexual relationship or encounter that is harmful to me or another person and describe what these harms might be.
18. I can describe why and how my own and other societies prohibit the use of certain drugs.
 SOCIAL CHANGE
19. I can discuss how drugs can have anticipated consequences.

20. I can describe how legal and illegal drugs can be harmful to me and to others personally, socially and economically.
21. I can identify how to help myself and others stay safe or be safer in relation to drug use in different contexts and settings.
22. I can discuss and identify alternatives to illegal drugs and risky behaviour.
23. I can recognise and describe the importance of context in posting or viewing online images.
 MANAGING INTERNET USE
24. I can give examples of how to protect my own and others' privacy online.
 MANAGING INTERNET USE
25. I can describe when an online interaction might be potentially harmful to myself or others.
 MANAGING INTERNET USE
26. I can describe what I would do or who I would go to, if I was involved in or witnessed a potentially harmful online interaction.
 MANAGING INTERNET USE
27. I can assess risk in an informed and measured way.
 COGNITIVE
28. I know the school rules and procedures for drug-related incidents.
29. I am able to discuss the benefits and costs of using recreational drugs.
30. I am able to discuss the cost of early sexual activity.
31. I know about human reproduction, contraception, safe sexual practices and the risks of early sexual activity.
32. I know about the safe levels for sunbathing.
33. I can talk about the personal costs of risk-taking, including the effects on other people's lives.
34. I know about the consequences of ignoring the law.

Subject Focus: Citizenship

1. I can identify ways in which myself and others can make a positive contribution to individuals and the local community.
2. I can consult people about their views and wishes.
 COMMUNICATION FOR DIVERSITY
3. I can recognise and perceive that growing up involves both freedom and responsibility.
4. I can present opinions, values and beliefs confidently, clearly and concisely.
5. I can present ideas to a variety of audiences and can argue a case around moral and ethical issues confidently.
6. I can discuss how human rights can be enforced and what can happen in contexts when they are not enforced *e.g. what human rights mean in relation to action in a global context.*
 SOCIAL CHANGE
7. I can empathise with and express how it might feel, to be a person living in an economically developing country, or in a country where human rights are threatened or absent.
 SOCIAL CHANGE
8. I can explain the benefits of blood and organ donation and I can describe how to become a blood and/or organ donor.
 SELF AWARENESS
9. I can discuss and describe how and why the basic needs of a large part of the world's population go unmet.
10. I can discuss the legal rights in relation to my age group.
11. I can discuss the therapeutic facilities available *e.g. Young Offenders Unit Rehabilitation Services (Y.O.U.R.S.), the Corradino Correctional Facility (CCF), The Substance Abuse Therapeutic Unit, the Valletta Lock-Up and the Forensic Unit (Mount Carmel Hospital).*
12. I am aware of the legislation and rights in relation to employment *e.g. equal opportunities legislation, policy on bullying and sexual harassment in the workplace.*
13. I can critique and reflect on what the media presents.
 COGNITIVE LEARNING

14. I can discuss what is meant by censorship and outline the forms in which this can take place.
15. I can discuss some of the consequences for democracy, of limiting free speech.
-  COMMUNICATING FOR DIVERSITY
16. I can hold a debate about the importance of having a free press and its power to inform national opinion.
-  COMMUNICATING FOR DIVERSITY
17. I am aware of and recognise the responsibility involved in being an elected member in committees, organisations and parliament.
18. I can perceive how my spending decisions affect me personally, the local economy, the environment and people in other parts of the world.
-  LEARNING TO BE
19. I can form balanced and reasoned arguments about social and environmental issues for class debates; I can find out about and discuss types and purposes of the Millennium Development Goals and Sustainable Development Goals (MDGs, SDGs).
-  LEARNING TO DO
20. I can mention the interrelationships that exist between the community, the economy and the environment.
21. I can explain the concept of 'Fair Trade'; I know ways in which individuals and organisations can contribute to sustainable development locally and globally and I know about Agenda 21.
-  LEARNING TO LIVE TOGETHER
22. I can explain what is meant by low, middle and high-income countries.
23. I can argue effectively about the different types of aid given to low and middle-income countries and discuss some advantages and disadvantages of international aid.
24. I can argue why consumer rights are important.
-  SELF AWARENESS
25. I can argue effectively how media has a great influence on public opinion *e.g. promoting different lifestyles, sexualisation, materialism, needs, wants.*
26. I can illustrate how to budget for different events *e.g. going on holiday, buying a laptop, buying clothes, money for entertainment, living independently.*
27. I can mention different ways of saving *e.g. manage money sensibly through saving accounts* and know how to use cash dispensers and banks.
28. I can debate effectively on what constitutes value for money and the effects of wasting money.
-  LEARNING TO BE
29. I can describe how business and financial organisations affect my daily life.
30. I can recognise and describe what influences me to spend money on myself and on others.
31. I understand and can explain the relationship between financial income and outgoings.
32. I can describe what being financially responsible means to me and how I would manage my own finances.
33. I can explain the value of conducting research to help myself and others make informed decisions when buying products.
-  COGNITIVE LEARNING
34. I can explain legal and moral consequences of not paying taxes.
35. I can explain how taxes contribute to the development of governance and public services.
36. I can consider the ethical and social dilemmas arising from the scientific and experimental use of animals *e.g. a range of ethical issues about the use of animal testing.*
-  LEARNING TO LIVE TOGETHER
37. I know that being part of the EU provides opportunities and brings responsibilities.
-  SOCIAL CHANGE

Subject Focus: Career Planning and Exploration

1. I can discuss where to access information about different jobs, professions and continuing professional education.
2. I can illustrate my knowledge of where to find agencies and/or centres that provide career services and further education information *e.g. E.T.C., local councils, student services, unions*.
3. I can plan and discuss possible career options and paths.
4. I can explain why people take up employment.
5. I can argue effectively about the expectations put on people in the workplace.
6. I have an in-depth understanding of and can explain areas of occupational interest which could lead to a future career.
7. I can identify a range of jobs and careers and discuss my own and others' job and career interests.
8. I can explain what is meant by a professional approach to work.
9. I can critically reflect on how to change negative values and attitudes towards employment and describe ways to help people get employed.

COGNITIVE

10. I can find out about and summarise the rights and responsibilities of employees and employers.
11. I can discuss and demonstrate what actions might be taken to address work-related problems.
12. I can find out about a range of trade unions, describe their purpose and explain their functions.
13. I can discuss my work-related interests and values and how these might affect my career options.
14. I can identify specific values, knowledge and skills that employers might value and explain why these might be of value to them.
15. I can discuss how my own and others' skills can be adapted to different work-related contexts.
16. I can discuss and explain how my own values as well as organisational codes of conduct can help me make ethical decisions in the workplace.
17. I am aware of my post-secondary options and can make realistic choices *e.g. higher education, vocational training and employment*.

18. I can audit my own skills and interests in order to consider future academic and vocational career choices.

PRACTICAL

19. I can recognise the importance of integrity and ethical values.
20. I can work on and present to my classmates a presentation and make use of their feedback to identify my strengths and areas for development.

PERSONAL LEARNING

21. I can provide constructive feedback to classmates on their presentations.
22. I understand the importance of and can discuss what use prospective employers might make of a well-developed career portfolio.

Subject Focus: Closure

1. I can identify issues and topics that I particularly valued in PSCD and summarise why they were of value to me.

PERSONAL LEARNING

2. I can discuss and describe a range of issues and topics that I learned about through PSCD and explain what helped me learn about these issues and topics.

SOCIAL LEARNING

3. I can reflect on the issues and topics covered during PSCD and identify challenges and responsibilities in relation to a number of these issues and topics.

COGNITIVE LEARNING

4. I can discuss and describe ways in which I can help myself to do my best and help others do their best too.

PERSONAL LEARNING



Pedagogy

A. PEDAGOGY AND GOOD PRACTICE LEARNING

Educators need to keep up-to-date with the latest pedagogical strategies and concepts in order to be able to better understand and respond to learners' needs. Europe's *Education and Training 2020* strategy puts special emphasis on the teachers' role in the lives of their learners. Teachers play a crucial role in guiding their learners towards their goals and shaping their perceptions (European Commission, 2015).

Personal, Social and Career Development (PSCD) is a subject that enables learners to become healthy, independent and responsible members of society. PSCD embraces learners' empowerment at every stage of learning, thus helping learners to experience the process of democracy, becoming a responsible citizen, and appreciating quality of life within the community. PSCD also encourages learners to play an active role in the school council, in the school's activities, and to help enhance its environment since the school's environment is a reflection of what goes on in the wider community.

Personal, Social and Career Development has the following aims:

- To provide a safe and supportive learning environment where learners can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions, and put what they have learned into practice in their own lives.
- To encourage learners to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
- To enable learners to cope confidently with change and become independent and responsible members within the school and the community, by providing opportunities for sharing and working together.
- To help learners understand their identity, their rights and their social responsibilities within the local and international community.
- To provide learners with opportunities to develop good communication skills, build healthy relationships and reflect on choices and decisions they have to make in relation to their health and sexuality, drugs, and the environment.
- To provide learners with the opportunity to explore knowledge, discuss and clarify values and attitudes on various topics and themes.
- To enable learners to improve their motivation, raise their aspirations and develop the skills, knowledge and attitudes to plan and make informed decisions about education, training and career choices.
- To prepare learners for the opportunities, responsibilities and experiences of life through the development of skills related to problem solving, critical and reflective analysis and conflict resolution.

PSCD has three strands of continuous learning which embrace the National Curriculum Framework (NCF) principles 1, 2 and 3:

Strand 1. Personal Identity and Relationships: Personal Identity and Relationships focus on the social and emotional aspects of effective learning such as self-awareness, self-esteem, managing feelings, empathy and social skills – including communication, assertiveness, collaboration and dialogue – in various contexts.

Strand 2. Healthy Lifestyle and Social Responsibility: Healthy Lifestyle and Social Responsibility focus on the ability to stay healthy by making informed and responsible choices which ultimately are of benefit to both self and others. Education for health is concerned with the social and emotional aspects of learning, and relates to issues that are real and relevant to many young people, including sexuality and relationships, body image, internet use, substance use – including alcohol and tobacco – and other addictions.

Strand 3. Career exploration and Management: Career Exploration and Management focus on the development of skills, knowledge and the right attitudes that help learners manage their learning and career paths at and beyond school.

The three strands are broken down into the Subject Foci as seen in the Learning Outcomes Framework, and itemised within the Subject Learning Outcomes (SLOs).

The importance of PSCD

PSCD is essential to provide opportunities for learners to learn, achieve and develop emotional literacy, self-confidence, self-worth and self-esteem. PSCD also offers learners the opportunity to develop the necessary skills to be able to manage their learning, their lives and their career paths at and beyond school. PSCD equips learners with knowledge, understanding, skills and attitudes so that they can live healthy, safe, productive, and responsible lives. PSCD education also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. Self-development, career exploration and career management help learners to develop their interests and competences, so that they can make informed decisions and become engaged and active citizens.

The subject embraces the latest policy documents of the state namely:

- A career guidance policy and strategy for compulsory schooling in Malta (Ministry of Education, Youth and Employment, 2007).
- Guidelines for Sexuality and Relationships Education in Maltese Schools (Ministry for Education and Employment, 2013).
- National Employment Policy (Ministry for Education and Employment, 2014f).
- A Strategic plan for the prevention for early school leaving in Malta (Ministry for Education and Employment, 2014c).
- Respect for All Framework (Ministry for Education and Employment, 2014a).
- Addressing Attendance in School Policy (Ministry for Education and Employment, 2014e).
- Substance abuse prevention and interventions in state schools (Ministry for Education and Employment, n.d).
- National Sexual Health Strategy (Ministry for Health, Elderly and Community Care, 2011).

Dos and Don'ts for this Subject: Approach to teaching and learning for PSCD

PSCD methodology has strong democratic roots, humanistic values, and embraces empowerment at every stage of learning. In the local context, it is based on two pillars: The Experiential Learning Cycle (ELC) and Processing.

ELC is learning which takes place through an active process and involvement of the whole person. In PSCD sessions, the educators try to bring the world to the learners and, at least at that point in time, learners are glimpsing a natural way of learning. The interactive process of action, reflection and planning is at the heart of all PSCD lessons.

PSCD must, because of its very nature, assume that attitudes and skills are acquired through ELC. These are skills we use every day to survive better in a healthy democratic community. Sessions are held in groups of not more than 16 learners to ensure that learners are given the environment to truly learn experientially. The classroom is 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.

PSCD falls under two main Learning Areas (Health and Physical Education and Education for Democracy). The learning experiences that take place during sexuality and relationship education and drug education lessons equip learners with the necessary knowledge and skills so that they are able to make healthy informed choices. Reflection on their values and attitudes also help learners to understand how their actions impact on self and others. On the other hand, the learning experiences that take place within different units that incorporate in them aspects of citizenship education help learners acquire positive attitudes towards the environment, acceptance of others and respect for human rights. The aim is to encourage learners to become active citizens.

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. This interaction process of action and reflection implies that there is a lot of work taking place within the classroom community because learners are constantly and directly being engaged in the learning process.

Educators must therefore be able to use their 'performing skills'; *e.g. thinking skills, communication skills, leadership skills, discussion-provoking skills, questioning techniques, helping skills*, to probe, paraphrase and provoke dialogue to assess whether learning is taking place. Through this process, learners would be empowering themselves through the development of communication skills, thinking skills and negotiation skills which lead to an increased sense of competence, self-confidence, self-esteem, and being constantly challenged to review their attitudes.

Learning to Learn Strategies

The following are examples of the strategies which form part of the 'learning to learn process', one of the eight competencies featured in the document *European Reference Framework Key Competencies for Lifelong Learning* (European Commission, 2007):

- Pedagogical discussions between learners where, on a voluntary basis, learners explain how they carried out a specific task and how they managed to overcome the difficulties encountered, resulting in an exchange of strategies and techniques in a cooperative environment.
- Teaching learners to make use of punctuation marks, pictures, additional information outside the text, such as accompanying explanation of difficult keywords and identification of keywords during reading/comprehension tasks.
- Teaching and guiding on the different stages of essay writing and the different tools and methods which could be adopted during each stage.

The Subject Learning Outcomes (SLOs) have been written in a way which helps educators to adopt engaging, enterprising and active learning approaches in a variety of contexts to promote and enable learner-centric teaching and learning strategies. Curriculum planners at all stages should regularly consider the opportunities presented by the SLOs to develop active learning throughout the levels in the Learning Outcomes Framework. Planning should be responsive to, as well as encourage participation by, the learner who can and should influence and contribute to the process.

To support curriculum planning and to ensure that all learners have access to an active, enterprising learning environment, a coherent approach to planning learning, teaching and assessment and to sharing information about progress and achievements is needed. In undertaking this type of curriculum planning, it is important not to see the SLOs as limiting factors containing the learning potential of learners and preventing any deviation of learning beyond that contained within the SLOs. This view fails to take into account the scope and flexibility provided by the learning outcomes approach. How, where and when the outcomes are taught and learned is at the discretion of the educator. The SLOs are there to demystify the assessment process by setting out straightforward learning expectations. In doing so, assessment is bound to evidencing the meeting of these same expectations.

Once the learning expectations are set educators can begin to introduce the flexibility in curriculum design and delivery that has been difficult to do up to this point. The learning outcomes approach allows educators to lean towards learner-centric teaching and learning strategies. This will mean knowing the many ways in which learners are different from one another, which of the many ways of learning are significant to the learning at hand and how to deal with this variance in ways that are supportive of the individual learners and allow them to progress. Section C: Reaching different learners within each level offers guidance on how this can be done.

B. EMBEDDING THE DELIVERY OF THE CROSS CURRICULAR THEMES

Across Europe there has been a shift from an exclusively subject-based approach to a more cross curricular, thematic, inter-disciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another. Through a cross curricular approach, many curricular areas have been given a higher profile and a number of transversal competences have enhanced their status (European Commission, 2012). The CCTs connect the subjects by highlighting common learning objectives which are also reflected at in the school ethos (Ministry for Education and Employment, 2012: 31, 39).

The Cross Curricular Themes (CCTs) have been introduced in the LOF to ensure that all learners, as they progress through the levels, come into continual contact with the types of knowledge, skills and understanding needed to participate actively, prosper and contribute to Maltese society.

The embedding of the CCTs in the Subject Learning Outcomes offers access to a new learning identity that goes beyond the subject; learners will value the CCT learning when they see that it is an integral part of the Learning Outcomes Framework and that it is vital in helping them become holistic learners.

Each CCT is presented as a set of additional learning outcomes that young people need to encounter and develop a knowledge and understanding of as they progress through the Learning Outcomes Framework.

The Cross Curricular Themes are:

Digital Literacy



Education for Diversity



Education for Entrepreneurship, Creativity and Innovation



Education for Sustainable Development



Learning to Learn and Cooperative Learning



Literacy



The Cross Curricular Themes can be found in the Appendix and online at <http://www.schoolslearningoutcomes.edu.mt/en/category/cross-curricular-themes>

The CCTs need to be embedded within the learner's learning journey and experiences, the main point being that the CCT knowledge and understanding needs to be learned, consolidated and secured within a context. The context is important in order to add meaning and purpose and to reinforce the usefulness of the CCT. There is no one effective way of organising the embedded learning of the CCTs. However, directly linking a CCT outcome to an appropriate practical task within an SLO and then ensuring that there is an opportunity for CCT support at the time the practical task is undertaken is a particularly effective way of embedding a CCT.

Embedding is not just about interlinking different curricula. Mapping where the CCT content might fit in with SLOs or Subject Foci is only a starting point. The educator needs to establish how the CCT content adds value to the SLOs being taught and how something greater than just the sum of the different parts can be achieved. In essence, the CCT learning adds value in the establishment of key transferable knowledge, skills and understanding by starting with meaningful 'situated' engagements with the learning.

Embedding as a process

There are three main ways to approach the delivery of the knowledge, skills and understanding addressed in the CCTs in the learning process. These are:

- through delivery of and the learning associated with the SLOs
- by choosing particular teaching methods and strategies over others to deliver the SLOs.
- undertaking specifically constructed cross curricular or whole school activities.

This process implies an important shift in the way teachers approach the teaching of the subject content in the classroom. Integrating the cross curricular learning outcomes in the teaching of separate subjects requires teachers to step outside their traditional boundaries and work in close collaboration with one another to develop their approach to the CCTs and to exchange information about the learning development of specific learners in relation to the CCTs (European Commission, 2012:25).

Delivering CCTs through the SLOs

The first approach to the delivery of CCT content is by integrating the CCT learning with that of particular SLOs. The framework provides guidance on the best opportunities to do this. Where a particular SLO presents a good opportunity to address learning related to a Cross Curricular Theme a CCT icon appears after the SLO. This indicates that the SLO:

- creates a naturally occurring opportunity to begin to look at learning and skills development associated with a particular aspect of a CCT.
- can be enhanced or enriched by introducing a particular aspect of one of the CCTs.

To guide the educator to the specific learning outcomes of the CCT that are most relevant, the CCT icon which is attached to the SLO in question also includes a heading to identify which particular aspect of the CCT is the 'best fit', i.e. the part of the CCT content that is most closely linked to the knowledge, understanding and/or skills addressed within the SLO.

Although only one CCT has been identified this does not necessarily mean that other CCTs are not relevant. The identification of a particular theme merely suggests that the educator may find the one identified to be the most relevant, most appropriate or easiest to embed at that particular point, allowing the educator to teach the subject and the CCT in an integrated way.

Examples of this type of embedding in PSCD include:

- I can introduce myself to my teacher and to my co-students, and share with them some of my interests, likes and dislikes.

 COMMUNICATING FOR DIVERSITY

Taken from Level 6, Subject Focus: Developing healthy and respectful relationships.

- *I can define and identify values that are important to me and to others around me, and know that my values affect my behaviour and attitude towards life.*

 LEARNING TO BE

Taken from Level 7, Subject Focus: Understanding myself as I am growing up.

- I can manage time and learning effectively, *e.g. appreciating the need for proper time management, assessing present time management skills and developing ways of managing time better.*

 COGNITIVE LEARNING

Taken from Level 8, Subject Focus: Developing my personal identity and intrapersonal awareness.

Example: Finding opportunities to address CCT learning in PSCD SLOs

- I can communicate my ideas and present my opinions effectively, e.g. through informed discussions, appropriate knowledge and information and decision-making processes.



INTERPERSONAL

Taken from Level 8, Subject Focus: Developing my personal identity and intrapersonal awareness.

The embedding opportunity for the CCT here is such that if the ECI: Interpersonal knowledge and skills are developed prior to and rehearsed and further developed and refined during the learning of this SLO, the result will be a much improved learning experience for the learner, and enhanced performance in demonstrating the achievement of the SLO. The following ECI CCT outcomes are particularly appropriate:

- I know how to communicate my proposed strategies to others effectively.
- I am able to contribute to a team.
- I am able to take the lead.

Addressing CCTs through use of particular teaching methods and strategies

CCTs can be used to inform the creation of departmental policies and strategies; for example, by deliberately structuring learning to maximise the use of digital technologies. At the departmental level, the following CCTs may be particularly suitable to help inform the pedagogy choices and delivery styles selected to maximise the flexibility introduced by the LOF:



Learning to Learn and Cooperative Learning



Digital Literacy



Education for Diversity

Educators may find that the following CCTs have a role to play in the choice of topics to stimulate interest and debate:



Education for Sustainable Development



Education for Entrepreneurship, Creativity and Innovation.

It will become evident that some of the CCTs are naturally suited to particular learning and teaching styles. Section *C Reaching different learners within each level* provides guidance on how particular CCTs can equip learners to thrive in particular learning environments. Deliberately choosing particular teaching strategies involving active and/or experiential learning and problem solving approaches where a certain degree of learner autonomy as well as team work is required will help frame learning in ways conducive to the introduction of the Digital Literacy and Learning to Learn and Cooperative Learning CCTs.

For example, the Learning to Learn and Cooperative Learning CCT comprises a category of learning outcomes on Personal Learning and, by addressing the learning related to this category of the CCT, learners will be developing the learning skills to bring to any task where a degree of autonomy and self-management is required. Similarly, the Social Learning category within the same CCT can help learners develop a framework of skills, attitudes and behaviours that will help them make the most of group or team work and other social learning strategies.

The Digital Learning CCT will help learners develop the competencies related to managing learning, sourcing, manipulating, communicating and presenting information. Having these types of learning skills embedded in the learning before they are most heavily used or required will help the learner approach the tasks with greater confidence in both the process of learning about SLOs and in demonstrating achievement of the outcomes themselves.

Addressing CCTs through cross curricular or whole-school activities

All the CCTs can be used as whole-school strategies for creating a high quality learning environment that values all learners and sets high expectations for all. Schools may see the benefit in having whole-school policies on the advancement of:

-  Literacy
-  Digital Literacy
-  Education for Diversity
-  Education for Sustainable Development

These types of CCTs can be used to help inform whole-school policies as well as add real value to the learning within the classroom. However, other CCTs may be used to form the basis of whole Year Group activities, or wider all-learner school initiatives around environmental issues. For example:

- The Education for Sustainable Development CCT could be used to form the basis of whole-school extra-curricular activities related to the Eko-Skola type of initiatives or low energy use initiatives. Fundraising activities to help with a school pursuit of renewable energy sources might bring together learning from this CCT with that of the Education for Entrepreneurship, Creativity and Innovation CCT.
- The Education for Entrepreneurship, Creativity and Innovation CCT could be used to underpin the learning and experiences associated with activities ranging from a 'learner-owned' tuck shop to a school event or whole-school initiatives about the world of work.

C. REACHING DIFFERENT LEARNERS WITHIN EACH LEVEL

One of the benefits of working within a Learning Outcomes Framework (and at the same time one of the challenges) is the ability to allow learners to progress at their own speed and to be able to adapt the teaching methodology and curriculum to meet their learning needs. The SLOs clearly show where the learning ‘finish line’ is at each level for each learner but educators need to acknowledge and plan for those learners who will reach this point quicker than some and also for those who may need more time and more scaffolding to be able to get to the standard required.

The Subject Foci are not rigid or restrictive and do not have to be delivered in a particular sequence or as discrete content areas taken in isolation. Subject Foci can be overlapped and blended into larger (or smaller) learning programmes. Educators may prefer to approach the learning contexts in a different order depending on the situation, or to deliver aspects of the learning through preferred topics.

Diversity of learners

The NCF embraces diversity and requires that this be promoted through an inclusive environment.

The NCF addresses the needs of:

- gifted and talented learners for whom the process of learning needs to be sufficiently challenging to engage and motivate them to develop their talents.
- learners with special educational needs for whom the curriculum should be written in a way that allows the teachers to appreciate how every student can access the same curriculum in every learning area and allows for the assessment of a continuum of ability.
- learners with severe disabilities for whom the curriculum should offer an education based on a continuum of abilities expressed in terms of developmental phases.
- learners from disadvantaged social backgrounds for whom the school, in collaboration with key local and institutional stakeholders in the community, needs to up-skill and support families and the local community to provide an environment that is educationally rich and stable.
- learners from diverse social, cultural and linguistic backgrounds including children of refugees and asylum seekers for whom the curriculum should include access to an educational programme which is embedded within an emotionally and psychologically supportive environment that respects their individual circumstances.

A National Curriculum Framework for All, Ministry for Education and Employment (2012:41)

All classrooms, even where setting is used, will comprise a range of abilities. This is because learners will have different strengths and limitations and will develop at different rates. To define a ‘mixed ability’ class simply as a group of learners with a range of abilities is overly simplistic. What about the range of learning styles and preferences, interest levels and home backgrounds, which all impact on the learning experience? Each learner will show strengths at different times depending on the topic being studied and the learning style being used. When they are outside their learning comfort zone they will perform less well. It is unrealistic to expect any group of learners, whatever their ability, to progress through a body of work at exactly the same pace. Two thirds of learners in a classroom will be working outside their learning style unless the task is varied.

One of the most effective ways to ensure that different learners are reached within each level and throughout the LOF is to teach learners to think for themselves. Some of the CCTs provide the toolkit of knowledge and skills for learners to be able to become more effective, resilient, resourceful and autonomous learners.

Progression and differentiation in learning

The principles of diversity and inclusion which underpin the NCF imply that at all stages learners of all aptitudes and competences should experience success, challenge, and the necessary support to sustain their effort. They need flexible learning programmes providing diverse learning experiences that cater for a wide spectrum of learners and allow for different rates of progression as children and young people work through their school years. Different approaches are needed to address different learning needs. With the focus increasingly on the learner, and with more mixed-ability classes in schools, differentiated approaches are becoming more important and teachers need to adopt strategies that build on children's and young people's previous learning and help them progress.

A National Curriculum Framework for All, Ministry for Education and Employment (2012:40)

Strategies for teaching a mixed ability class

The teacher in the classroom must start by making a connection with each learner in their classes on a personal level by knowing and using their names and getting to know what interests them. Incorporating areas of interest into the learning can be a good way to engage learners. Similarly, using this type of knowledge when setting homework or individual class work can be a useful motivator and may help keep learners engaged.

Personal Learning:

- I can identify the support and resources I need to learn.
- I am aware of my preferred way to learn and can use this to plan my own learning.
- I manage goals and time efficiently in learning.
- I feel competent in managing my own learning.
- I am open to feedback from others and am able to consider it.
- I reorganise myself by explicitly changing my assumptions over time.
- I am able to follow my own interests as this helps me to reflect on 'who I am'.
- I am pleased when I succeed at difficult tasks.

Taken from the Learning to Learn and Cooperative Learning CCT

Ways to empower learners and make them more able to thrive within the LOF

Create a dynamic learning environment by:

- managing the classroom and creating opportunities for learners to work individually, in pairs and in groups.
- changing the layout of the classroom to match the learning taking place.
- providing a choice of differentiated activities, allowing learners to select their level of engagement and challenge. This will help with the 'ownership' suggestion listed further down.
- using carefully selected and differentiated resource banks.
- presenting different ways to learn the same thing.

Engage learners by:

- creating a sense of learner ownership of the learning process by, for example, allowing learners to choose their own project.
- allowing learners to demonstrate their understanding in different ways, for example through self-selected means, be it a visual representation, an oral presentation or physical demonstration.
- building in the higher order thinking skills using Bloom's taxonomy (at all levels) and working with the SLOs to

keep learning tasks interesting, providing useful stretch and challenges as SLOs are given added dimensions or are approached from different directions. This can be done by giving learners problem-solving tasks with the opportunity to transfer and apply their knowledge to a new context.

Turn learners into resilient learners by:

- at an early stage introducing the learners to the key learning strategies encompassed by the Learning to Learn and Cooperative Learning CCT.
- discussing the learning objective in each lesson with learners, making them aware of what they are expected to achieve by the end of the lesson. The SLOs (written in the first person) are directed at the learner.
- making learners aware of different learning styles; teaching learners techniques for learning new content using visual, auditory and kinaesthetic modes of learning and varying teaching strategies to cater for visual, auditory and kinaesthetic learners.
- teaching learners how to be less dependent on the teacher. For example, how do they get themselves 'unstuck' if they are stuck?

Use group work to:

- allow for reinforcement and extension (by using flexible groups).
- encourage learners to engage in Social Learning and to appreciate diverse viewpoints and personalities; build confidence in discussing their views with others; collaborate with other learners as part of their learning; seek out guidance and support from other learners; talk with others about learning; listen to others talk about learning and discuss various subjects and learning strategies with peers (by using mixed ability groups).

An inclusive approach to teaching and curriculum planning needs to be ensured. While the school will want to create an ethos of achievement for all learners, valuing a broad range of talents, abilities and achievements, the teacher will need to work out what that means in their classroom. At a basic level this starts with promoting success and self-esteem by taking action to remove barriers to learning, thus making sure that all learners in all groups thrive in the classroom. Teachers can overtly promote understanding and a positive appreciation of the diversity of individuals in their class and use the Diversity CCT as a catalyst for this approach extending it to include the learner directly.

Values- based education

Education is as much about building character as it is about equipping students with specific skills. The way forward for the implementation of the framework is through values-based education. Values-based education refers to any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values and which develops the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community. It ensures that those leaving school should have qualities of self confidence, high self esteem, optimism and commitment to personal fulfilment as a foundation for their potential life roles as family, community and employees. Furthermore they should have the capacity to exercise judgement and responsibility in matters of ethical and social judgements.

Adapted from *Respect for All Framework*, Ministry for Education and Employment (2014:10)

Schools should have a vibrant and progressive culture, promoting well-being and respect, with ambition and achievement for all learners as its focus. This type of approach needs to be taken in each classroom. A great school is a caring school that supports every single person, irrespective of background or learning need. Such schools work in an atmosphere of unconditional positive regard. They work tirelessly to promote healthy and productive attitudes to learning, to life and to work. Developing an ethos of achievement and ambition defines the aspirational nature of successful schools, making the connection between expectation and success - success which covers all aspects of developing skills for life, for work and for learning - a hallmark of excellence.

From the perspective of the classroom, an inclusive approach addresses learners' needs through a variety of approaches including: early intervention strategies and a curriculum and approaches to learning and teaching which are designed to match the needs of all learners. Educators should have high expectations of their learners because they need to be encouraged to have high aspirations and goals for themselves. It is imperative that educators ensure that their learners know where they are in relation to their learning and how they can improve. Learners should be praised regularly, selectively and effectively to keep motivated.

As learners progress within the levels and between levels they should be encouraged to reflect on, take increasing ownership of and assume more responsibility for their own learning. Educators should start to introduce techniques to allow learners to make increasingly greater use of self-assessment to identify their strengths and development needs from the evidence of their efforts and act on feedback given from peers as well as teachers in order to plan their next steps.

The educator can gather evidence of progress as part of day-to-day learning during individual and collaborative activities, for example when processing occurs after an activity that has taken place. Other methods of assessment to gather evidence of learning and progress include self and group presentation, written reflections, and using ICT as appropriate. Specific assessment tasks will also be valuable in assessing progress. Approaches to assessment should identify the extent to which learners can apply these skills in their learning and their daily lives, and in preparing for the world of work.

Junior PSCD activity

This activity works well if there are tensions between learners in a class. The teacher begins by discussing what qualities we look for in friends, such as kindness and sharing. Then the teacher sets up an Acts of Random Kindness board, explaining that each time a learner is seen performing an act of kindness the learners must report this so the teacher will write the learner's name on the board.

Next, the teacher requests a learner to sit in the centre of a circle and explains that everyone has positive qualities. Each learner must then say one thing they like or admire about the learner in the centre of the circle. Then repeat the exercise until everyone has had a turn to sit in the centre. The learners gradually, will learn that the teacher is interested in hearing the positive, not the negative, qualities and that this will help the learner to appreciate each other more.

Adapted from *Can I describe the impact of kindness?* Jenkins (2015)

D. TEACHING DIFFERENT LEVELS WITHIN ONE YEAR GROUP

There will be learners within each class that need more time to be able to achieve the learning needed to demonstrate achievement of the SLOs. As learners progress through their learning journey they may move to a new year and start a new level but still have areas of unsecured learning from the previous level. The first important factor here is clarity of information on progress following this learner that makes it clear to their new teacher what support or additional work they may need to ensure that they can progress on to the new level.

Section C *Reaching different learners within each level* referred to the use of a range of strategies designed to respond to the different learning preferences of each learner. Where learners are entering the class in need of support to secure some aspects of the previous level it is important that:

- there is clear information about where the areas in need of support are.
- it is clear how these areas relate to progression and achievement in the new level.
- there are a range of strategies and learning devices available to match the learning style to the learner preference to assist with early progression.
- conversation with the learner about areas in need of support or reinforcement remains positive, learner-affirming and constructive.

One of the benefits of the LOF structure is that Levels 7 and 8 are delivered across two-year curriculum windows allowing time to develop learning programmes and deploy a range of learning methods to help learners progress and achieve.

There are a few models to consider when looking at introducing a measure of stretch for learners able to achieve SLOs well within the delivery time associated with the level. Educators may want to consider:

- exploring the SLOs in a broader and/or deeper way, perhaps looking to transfer or apply learning associated with the SLOs in new contexts.
- using more exacting or challenging texts.
- adding stretch by setting more challenging or complex tasks which exposes the learner to more challenging texts and vocabulary or introduces new Subject Foci or new areas of existing Subject Foci, remembering that the SLOs do not set a ceiling on the learning.
- looking at opportunities offered by the CCTs as sources of inspiration for introducing new areas of content to provide additional curriculum content that both enhances the subject learning experience and looks at CCT content in perhaps different or more challenging ways.

One other key source of material related to provision of additional challenge or stretch is the Subject Foci and SLOs from the level above. While it may not always be appropriate to begin to address these directly, educators may want to look at the contextual learning or preparation work that serves as a good introduction to learning at the next level. The focus here is on looking at the bridges between the learning in each level and how the learner can begin to access this learning. In this type of approach, as with the other areas of extension work, it will be important to keep a proper record of achievement to be able to inform teaching staff working with the learners when they move formally to the next level.

Although the above suggestions will help educators address the challenges of differentiation, it is nevertheless acknowledged that it is hard to implement differentiated instruction in a heterogeneous classroom, especially if educators are not supported or they do not know what they are differentiating – the curriculum or the instructional methods used to deliver it. It is hence important to give teachers clear guidance and support on what they need to do to differentiate instruction and be responsive to the needs of each learner by taking into account what they are teaching and who they are teaching. Time should also be factored in for teachers to assess their learners' needs, interest and readiness levels and to plan and design appropriate activities for each learner. These concerns can be addressed through effective professional development that strongly encourages teachers to apply their skills and which provides coaching throughout the process of using differentiation as a teaching approach.

E. TEACHING ONE LEVEL ACROSS TWO YEAR GROUPS

Within the LOF, Levels 7 and 8 have an added additional layer of challenge in curriculum planning and design in that both levels run across two different years. For example, Level 8 SLOs sit across Years 9 and 10. This means that educators need to consider how they might want to structure the delivery programmes needed to achieve the SLOs that will allow learning to take place in a meaningful and coherent way across two years that capitalises on any progression opportunities within the level. However, this wider window to reach the standard of a level also helps deal with some of the challenges discussed in the previous chapter.

When looking at the content shaped by the SLOs within a level, educators may be able to identify SLOs that are considered to be prerequisites for others in the same level and structure the curriculum accordingly. Some Subject Foci may naturally be delivered before others or educators may look to design and implement a curriculum that has more of a spiral curriculum progression feel to it. Educators may even feel that there are different ways to work with the Subject Foci, wrapping them up and addressing the SLOs by creating new subject areas incorporating the Subject Foci.

Ideally, educators will follow the sequence of the Learning Outcomes Framework, except when there is an immediacy issue to tackle and any ongoing projects that PSCD educators might be involved in; such as Theatre in Education related to Drug Education in Level 8, Year 9; or the career exposure experience (one week job shadowing) in Level 8, Year 10, where the PSCD educators are expected to prepare students for the experience and conduct follow-up sessions.

There are at least three obvious potential approaches that educators may wish to consider:

- Developing a period of ground work or preparation style learning before proceeding on to the curriculum directly associated with the SLOs.
- Developing a developmental approach across the existing SLOs where some suitable Subject Foci and corresponding SLOs are addressed before others with these supporting the learning of the SLOs to be covered in the second year.
- Developing a curriculum and learning programme approach that exhibits a mixture of the above two approaches.

There are also the more ambitious approaches where the Subject Foci and SLOs are absorbed into a more locally designed approach that may meet the strengths and interests of the staff and learners in a better way. Educators have the freedom to decide if there is a more integrated way to deliver and learn the subject. The LOF allows educators this measure of control and innovation to the benefit of their learners. Whichever the method selected, curriculum planning, resource selection and the selection of teaching strategies will all be important.



Assessment

A. METHODOLOGIES THAT WILL ENSURE FIT FOR PURPOSE ASSESSMENT

PSCD education can be devalued because it is not formally assessed like the other academic subjects. The purpose of assessment is that of providing feedback for learners and educators on the teaching and learning taking place on a day-to-day basis at classroom and school level. This evidence describes what the learner has achieved in terms of learning outcomes, and enables educators to adjust the learning programme accordingly in order to improve the quality of learning.

Assessment tasks and procedures should be consistent with the aims of each strand of the subject and with the activities carried out in class to achieve the aims of each lesson. In this way, assessment will be a vital and integral part of the learning process and programme. Educators need to think of assessment tasks that give evidence of what has been learnt, what needs further prompting, the next step in learning for the learner, as well as self-evaluation and self-monitoring. In fact, *Assessment for Learning* is defined as the process of seeking and interpreting evidence for use by learners and their educators to decide where the learners are in their learning, where they need to go, and how best to get there.

PSCD aims to assess the following three components:

- Knowledge, i.e. the cognitive aims which deal with the acquisition of the correct information.
- Skills, i.e. an ability acquired through practice and effort to carry out complex activities, so as to make and implement a sequence of choices to achieve a desired objective.
- Attitudes, i.e. a way of thinking which has an influence on an individual's behaviour.

The following are some of the assessment tools which may be used to assess PSCD knowledge, skills and attitudes:

Pre-tests

- Brainstorming
- Questioning techniques including open ended questions
- Graphic Organisation of Information (GOIs)
- Evaluation and feedback

Ongoing or interim assessment:

- Recapitulation
- Questioning techniques including open-ended questions
- Diagnostic questionnaires
- Peer assessment
- Educational Games
- Case studies
- Role plays
- Continuum exercise
- Proper use of keywords
- Quiz

- Question and suggestion box
- Fantasy trip
- Processing
- Group work post-test
- Self-reflection
- Career Exposure Experience Reflective Logbook
- Career Designing Portfolio
- Journals
- Written/Printed exercises

Assessment

Assessment is an integral part of the learning and teaching process, providing students and their parents with continuous, timely and qualitative feedback about their children's progress, giving teachers' information about their practice and providing schools and colleges with information about their curriculum planning, learning and teaching.

Assessment *for* learning (assessment for formative purposes) is a process carried out as learning is taking place. Learners and their teachers use the outcomes to find what learners know and are able to do in relation to learning.

Assessment *of* learning (assessment for summative purposes) is carried out at the end of a unit, mid-year or at the end of the year.

Assessment *as* learning (ongoing assessment) is the use of ongoing self-assessment by learners in order to monitor their own learning.

In subjects that are taught as modules, assessment of learning will take place at the end of a module. Information and judgments about learning are pulled together in a summary form for purposes of reporting to parents and sharing information with other teachers in the next class or school. If learners are fully aware of what is expected of them (the learning intentions) and the success criteria against which their learning will be evaluated, they will develop the self-evaluation skills which will help them become self-directed learners.

Well-designed and appropriately implemented, classroom assessment processes can:

- support learners to use self-assessment to gauge their learning, identify their strengths, their learning needs and their next steps.
- encourage learners to support one another's learning through peer assessment.
- help teachers to understand children's learning better, use evidence to monitor learners' progress, reflect on their practice and adapt or match their teaching to their learners' needs.
- help teachers plan for the learning of individuals and groups and ensure that all children receive appropriate attention.
- support parents to share their children's learning experiences, interpret assessment information and follow their children's educational development.
- promote the reporting on individual progress and achievement in an incremental manner.

Colleges and schools are required to develop an assessment policy. The policy should seek to address the quantity and quality of assessment practices as well as reporting to parents and other stakeholders.

Adapted from *A National Curriculum Framework for All*, Ministry for Education and Employment (2012:41-42) and *Assessments as learning*, Lam (2015:1)

Learners and others involved in their learning need timely, accurate feedback about what they have learned and how much and how well they have learned it. This helps to identify what they need to do next and who can help them build up their knowledge, understanding and skills. A learner's progress should be assessed in ways and at times appropriate to their learning needs. Judgements made about this learning should be based on evidence from a broad range of sources, both in and out of school and by reference to a learner's progress over time and across a range of activities.

By planning for ongoing assessment opportunities and periodic testing, particularly where learners use their skills in an integrated way, educators will allow learners to demonstrate, over time, *how much* and *how well* they have learned.

A balance of ongoing and periodic assessment opportunities will require learners to demonstrate a body of learning built up over time and to apply their knowledge and skills in different contexts. Mixing a range of learner controlled formative assessment opportunities will allow the learners themselves gauge how they are progressing against individual or grouped SLOs.

Educators should look to gather a range of quality pieces of evidence to show progression in learning from both ongoing formative assessment opportunities and periodic, summative assessments. Learners should be involved in the selection of evidence. The evidence should show that the learner has understood a significant body of knowledge, has responded consistently well to challenging learning experiences and has been able to apply what he/she has learned in new and unfamiliar contexts.

Learning, teaching and assessment should be designed in ways that reflect how different learners progress in order to motivate and encourage them in their learning. To support this, all learners should be involved in planning and reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning planning. Once learners are given the chance to interact with their peers and receive constant feedback from their educator, they are ultimately guided to make decisions on how to improve their acquisition of the subject content. The learners are thus given the chance to play an active role in self-assessment which encourages them to seek out personal goals for learning. These types of assessments can be planned at particular points, such as the end of a thematic unit, whereby the learners can judge and review their own performance.

Educators will need to have a clear understanding of how their own learners are progressing in relation to others in their school and in other schools in Malta, against the outcomes and experiences at different levels. Regular, planned opportunities for dialogue are to be facilitated by Education Officers to help educators reach a shared and consistent interpretation of meaning as they apply the SLOs.

In each skill, the learner does not have to be secure in every outcome at one level in order to move on to the next. When appropriate, the learner should have the opportunity to engage in learning experiences at the next level. Educators should plan to give learners experience of all the outcomes but should take a holistic view of achievements across the four skill areas. When learners have had a deep learning experience at one level, they should move on to the next.

Educators must ensure that their view of what a learner has achieved is supported by sound evidence. Their evaluation of this evidence must be consistent with the evaluations of colleagues in their own, or another, department or centre. Centres should plan together and use their professional judgement in coming to a shared understanding of what it means to achieve a Level. Emerging national guidance will support this process. Moderation is particularly important at times of transition from one level to the next and in transitions between Middle and Secondary Years.

The delivery of the learning associated with the CCTs and the associated assessment is the responsibility of all educators.

Improving the quality of teaching and learning also implies fostering a culture which ensures the transparency of quality assessment outcomes and having in place approaches, structures and roles played by internal and external school evaluation systems.

Quality assurance in education can be understood as policies, procedures, and practices that are designed to achieve, maintain or enhance quality in specific areas, and that rely on an evaluation process ... [that is] a general process of systematic and critical analysis of a defined subject that includes the collection of relevant data and leads to judgements and/or recommendations for improvement. The evaluation can focus on various subjects: schools, school heads, teachers and other educational staff, programmes, local authorities, or the performance of the whole education system.

Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe,
European Commission (2015a:13)

Schools will need to begin to develop new quality assurance procedures, while enhancing existing ones, to support the introduction of the LOF and to secure its successful implementation in classrooms. This will need to be part of a whole-school implementation and quality strategy that could include opportunities for:

- Senior Management Teams taking an active interest in teacher CPD, monitoring teacher confidence levels and learner progress, e.g. sampling learners' work and leading whole-school self-evaluations.
- Heads of Schools creating shared preparation and planning time to help facilitate collaborative working.
- standards and expectations sharing through displaying learners' work aligned to levels to show progression, for example in work displayed on a 'learning wall'.
- staff engaging children and young people in discussions about progress and target-setting as part of planning to meet their learning needs.
- development of whole-school approaches to learning and assessment of CCTs.
- clear reporting strategies for feedback on progress within the school and outside the school, e.g. parents and guardians.

In PSCD Departments (in addition to the activities listed above), educators will need to be engaged in:

- regular departmental meetings to plan learning, teaching and assessment in a coherent way, with colleagues sharing effective strategies which they see as improving learning and achievement of learners.
- collaborative planning with other teachers, peer review and discussion of standards and expectations when teaching learners at the same level.
- design of assessment materials and feedback strategies, in collaboration with other teachers within the department or with appropriate staff in neighbouring schools.
- adopting strategies to avoid pre-judging outcomes, for example marking learners' work without knowing who the learner is.
- Communities of Practice to share and/or strengthen one's professional practice, focusing on sufficiency in assessment, consistency in interpreting SLOs, reporting progress to learners, parents and guardians, and other teachers.

The Directorate for Quality and Standards in Education (DQSE) will ensure that:

- Education Officers carry out quality assurance visits to validate accuracy of each school's self-evaluation evidence and sample quality and consistency of the learning, teaching and assessment.

- staff members collate and analyse a range of local and national data to be used as the basis of discussion with Heads of Schools, Deputies and Faculty Heads/Principals to inform planning for improvement of learners' achievements.
- where good practice is identified, Education Officers, School Management Teams and other key personnel organise good practice events for staff across schools within the authority to disseminate good practice.

It is here being acknowledged that any feedback coming from schools, including that yielded from assessment, should reflect the wider objectives of education. Moreover, Quality Assurance conclusions will not automatically impact on the performance of schools. Schools need more than information on their performance – they also need guidance on how to improve and support, while attempting such improvement. The ultimate aim of quality assurance procedures should be to provide schools with an appropriate, coherent and comprehensive evaluation strategy which has a positive impact on the school leadership team and on the quality of teaching and learning.

B. INCLUSIVE ASSESSMENT METHODOLOGIES

To help allow vibrant and diverse classrooms to thrive and demonstrate their learning potential educators need to ensure that assessment in the classroom is fair and inclusive, allowing every learner to show what they have achieved and how well they are progressing. Educators can ensure that assessment meets all learners' needs by providing each learner with appropriate support, employing a range of assessment methods and options and, in doing so, affording all learners the best chance of success. This will mean using performance and assessment information from a variety of sources to monitor progress and to inform what needs to happen next in the learning journey.

Educators need to be aware of, and work to, the relevant legislative frameworks that support learners experiencing barriers to learning. Barriers may exist as a result of family circumstances, disability or health needs and social or emotional factors. Where these circumstances occur, learners are entitled to have their additional support needs recognised and supported at the earliest possible stage – by the school, educational authorities and / or the state. Assessment strategies will be effective when educators use a range of assessment approaches flexibly to identify strengths, learning and support needs for vulnerable, disengaged and hard-to-reach learners in their classrooms.

Supporting vulnerable learners

Supporting vulnerable learners may mean using planning tools such as personal learning plans or multi-agency coordinated support plans. Educators need to place the learner at the centre to ensure each learner with additional or diverse learning needs can achieve positive and sustained educational outcomes.

Educators in the classroom create and are responsible for the learning environment where learners will learn their subject. This means actively considering the diverse set of learning needs that will confront them. Educators need to consider whether the repertoire of learning and teaching approaches they use will deliver the aims and purposes of the LOF so they are accessible to all learners.

Inclusion also means to be included in the practice of the classroom. Learning is considered to be a function of participation (Wenger, 1998). Participation is an active process that involves the whole person and combines “doing, talking, thinking, feeling and belonging” (Wenger, 1998, p. 56).

Planning for inclusive teaching and learning entails:

- gathering information on learners for better planning.
- adjusting the learning objectives and practices for learners with learning difficulties.
- planning appropriate activities - the educator would have a repertoire of resources and strategies which respond to the individual needs of the learners.
- teaching strategies that address the diverse needs of learners, thus promoting inclusive teaching and learning.
- incorporating various opportunities to encourage practical activities, application and reasoning to facilitate understanding.
- effective communication, which infers an awareness of thinking and learning style and an awareness of limitations such as language skills, which go beyond the ability to read the words and includes the ability to comprehend the maths meaning, poor short-term memory or slower speeds of working.

Adapted from *The Trouble with Maths: A Practical Guide to Helping Learners with Numeracy Difficulties*, Chinn (2011)

While schools need to consider which approaches will be most effective in helping to remove barriers to learning resulting from social and emotional circumstances including, for example, challenging behaviour, educators need to consider how these whole-school policies translate into action in the classroom.

Assessment planning and the resulting approaches taken (and instruments and methods used) need to ensure that all learners have an equal opportunity to demonstrate what they have learned and what they can do. Educators also need to consider what 'reasonable adjustments' to assessment approaches for disabled learners may look like in assessing ability. This may involve using appropriate assistive technologies. Given that good assessment practice is a key feature of teaching and learning, approaches used to help assess an individual learner's progress need to be as far as possible consistent with those used in the learning itself.

The principle of the **continuum of achievement** should be such that it allows a learner to follow the best pathway that will allow him or her to reach the maximum of his or her potential - irrespective of whether the student is a high flyer, has average abilities, basic abilities and/or has a disability. In this regard the NCF sought to establish a framework that ensures that, as far as possible, no student becomes a casualty of an education system that is unable to identify those learners who require encouragement and guidance. Equally importantly, the NCF allows for the introduction of different pathways that will truly allow a learner to develop his or her abilities in the manner best suited for him or her.

Adapted from A National Curriculum Framework for All, Ministry for Education and Employment (2012:5)

C. RELIABLE AND VALID WAYS OF ASSESSMENT

Assessment will involve planning high quality interactions with learners and will be based on thoughtful and probing questions drawn from the SLOs and designed to ascertain the extent to which the outcomes have been achieved. Learners will be clear about the kind and quality of work required to achieve success in the SLOs. The methods of assessment used need to reflect the nature of what is being assessed.

In the periods between formal assessment interventions individual learners should be encouraged to ask for and should be given timely feedback about the quality of their work that they can understand, reflect on and ask questions about. Educators should strive to encourage the learner's active engagement in discussion about their work and progress, and suggest the steps they can take to improve their performance.

Educators should seek to empower learners to develop the skills to evaluate their own and each other's work against the SLOs, encouraging them to develop an appreciation of their own learning needs, how well they are progressing towards achieving the standard exemplified by the SLOs and the types of action they need to take to improve their progress.

The SLOs have been written in a way that is designed to ensure that the learning expectation is clear. They also act like an anchor for any and all related assessment activity by defining the learning that is in scope for assessment activity and by omission being clear about what is not in scope. This makes the assessment process and assessment expectations more transparent for the learner. At times SLOs involve an additional layer of detail delivered through examples to illustrate the nature of the challenge within the SLO or through a clear statement of what must be included as a minimum in addressing the learning associated with the SLO.

Where there is exemplification, the example given is designed to be indicative of the degree of difficulty or challenge expected to be reached in the SLO. The example adds a further layer of detail and clarity so the educator knows the standard the learner should be looking to achieve.

The following examples are taken from the PSCD SLOs:

- I know what is special about myself: abilities, talents, interests, strengths and weaknesses; *e.g. developing confidence when expressing opinions about things that matter, identifying weaknesses with the knowledge that these can be effectively tackled and improved.*
Taken from Level 6, Subject Focus: Developing my personal identity and intrapersonal awareness.
- I can explain how doing my utmost in different areas of life can enhance my self-esteem, *e.g. understanding that self-esteem can be related to different areas of one's life.*
Taken from Level 9, Subject Focus: Developing my personal identity and intrapersonal awareness.

In both of the above examples, each SLO has additional detail about the type of evidence required. The immediate question to be asked is about sufficiency. How much is enough? How many times do learners have to do this?

What the assessment should really be trying to establish is whether the learners have reached the standard of the SLO. Can they do what the SLO says they can do? Can they demonstrate the ability to do what the SLO claims for them and can they do it routinely, confidently and comfortably? Here the educator's professional judgement and the professional agreement on what constitutes achievement is important.

The assessment standard is not necessarily what is stated in the SLO. The standard is the shared and consistently applied interpretation of what acceptable learner performance in response to the SLO looks like. In order to reach this judgement, educators will need to work within the subject teaching community to agree what achievement looks like at each of the levels (e.g. Level 8), at the level of the Subject Foci within a level and at the level of an SLO where this is not immediately apparent and there is scope for ambiguity or interpretation.

Assessment within the LOFs will need to be subject to robust quality assurance procedures that are designed to instil confidence in teachers' assessment judgements and assure parents, guardians and other stakeholders that all learners will receive appropriate recognition for their achievements in line with the agreed national standards and that learners are making the appropriate progress in line with expectations.

Where assessment is for high stakes qualifications and external certification, particular safeguards are required to guarantee fairness to all young people and to provide assurance to parents and guardians, MCAST, the University of Malta and employers that the system is robust. To that end MATSEC will produce clear assessment plans for Level 9 and 10 assessment, detailing the balance between high-stakes external assessment and internal assessment procedures and quality assurance.

As learners approach points of transition (for example, across Levels) it is important to have rigorous and robust assessment and related quality assurance procedures in place in order to ensure that there is a reliable system for sharing information about progress and achievements. Again, MATSEC and/or DQSE will be responsible for producing the guidance documentation detailing the policy and procedures for any transition assessment arrangements involving high-stakes or external assessment.

D. ASSESSING CROSS CURRICULAR THEMES

The embedded CCTs within the SLOs are for guidance purposes only. As already indicated, the teacher may have better ideas of where, when and how to embed particular aspects of the CCTs.

The CCT icon in embedded SLOs is followed by a sub-heading from the CCT. This indicates the particular area of content that seems most appropriate for embedding within the delivery of the SLO.

The guidance about CCTs also describes how CCTs can be addressed through the choice of pedagogy or delivery style, classroom activity or approach to learning. Some may also be addressed through the introduction of whole-school or year group, curriculum enrichment activities or the adoption of particular sets of behaviours within the school community. The flexibility and freedom to decide upon and select which methods, opportunities and aspects of the CCTs are addressed when, where and how is entirely a subjective one. The aim is to ensure that the learners, through the course of their learning journey through the LOF, come into contact with the key learning associated with all the CCTs in significant and meaningful ways. The role of the CCTs is to yield resilient, adaptable, empowered young people with the robust, transferable skills the country needs to remain caring, inclusive, competitive and productive. This needs to be kept in mind when looking at the overall implementation and embedding of CCTs in the curricula.

This open and flexible approach to where, when and how CCTs are addressed is a challenge when it comes to trying to prescribe assessment approaches. While the lack of uniformity and consistency of when, where and how to embed CCTs in the LOF and in each subject area is attractive from a flexible delivery viewpoint, it represents a challenge in assessment from a standardisation standpoint.

The guidance around assessment of CCTs is simply to ensure that:

- the impact of the embedding strategy adopted at the classroom, departmental and school level is known and understood in terms of what has been learned.
- there is communication between schools, tutors and class teachers about the progress learners have made in coverage and acquisition of the CCT content.
- learners engage with each of the six CCTs with sufficient frequency, meaning and depth to allow them to achieve the key competencies they cover and to benefit from the new learning and skills each CCT introduces.

In each subject, educators may find it most beneficial to work with peers to determine the best-fit CCT opportunities, creating a support community to share development of resources and to help agree a consistent approach to teaching and assessment expectations when it comes to embedding the CCTs. Within this support community one can attempt to:

- agree which teaching approaches lend themselves to particular CCTs.
- share ideas and resource development.
- develop project-based approaches to SLO delivery that are enhanced by CCT inclusion.
- standardise assessment expectations around CCTs.

E. REPORTING PROGRESS

Learner and Parent/Guardian Reporting

Reporting on learning and progress should offer learners, parents, guardians and teachers insight into what learning expectations have been set, how the learner is progressing in relation to these learning expectations and how the learner can do what needs to be done to ensure continued progress and improvement as they go forward with their learning. Reporting should always be constructive, insightful and able to be used to stimulate meaningful discussion between the teacher, learner and their parent or guardian. It should, at the same time, be reflective, looking back at achievement, and forward-looking, focusing on improvement.

The LOF offers local flexibility for schools to decide how best to report information on learner progress, achievements and next steps within a clear set of national expectations. How frequent and what form such reporting takes are also decisions to be taken at the school and college level.

National expectations for reporting

Reporting will provide the learner, their parents or guardians with information on progress and achievement in each subject that includes:

- constructive, insightful and clear feedback throughout the learning experience.
- feedback on the learner's particular strengths, areas for development and completed achievements.
- feedback on the different curriculum areas.
- the particular support the learner is receiving to help them progress.
- attitude of the learner to learning.
- how home can play an active part in supporting the learning process.
- an opportunity to capture the learner's voice.
- an opportunity for parents/guardians to respond directly to the reporting feedback.

It is important that the reporting structure used is manageable for teachers.

Reporting is based upon the assessment of progress and there is a balance to be struck between how often assessment of progress is made and how often this progress is recorded and communicated to the learner and the parent/guardian. The reporting needs of the two groups are different:

- Learners should be receiving feedback on progress on an ongoing basis as a routine part of the learning and assessment process. The use of formative assessment (often called Assessment for Learning) should be a routine part of any assessment strategy. This makes this type of reporting frequent and continual.
- Parents and guardians need to be kept informed of their child's progress at key points in the learning journey where there needs to be feedback given around achievement and a discussion instigated between home and school about how further progress and improvement can be made. This makes this reporting much less frequent but recurring. At the very least, achievement of a level should be reported every time a level is achieved.

Reporting process

It is important to set up a process by which learners can take some ownership of what is reported. Educators should consider working with learners to determine which evidence should be drawn upon to summarise learning and progress for the purposes of reporting. This will invite reflection and dialogue about their learning and will be a useful opportunity to help the learner engage more deeply and meaningfully in discussion about their own learning. This type of dialogue will not restrict or impinge upon educators' professional judgements but will offer them some insight into the learner point of view and may help deepen their understanding of the impact of their own learning strategies.

The LOF offers the ability to report progress within the subject at different levels of detail. Each subject is broken down into levels, containing Subject Foci and each Subject Focus is further broken down into SLOs. With the SLOs making the outcomes of learning explicit, it will be important to establish what the learner, parent/guardian needs to know about progress against the SLOs and what can feasibly be shared, how often and when. Educators will first need to separate out internal reporting needs to chart a learner's progress, so that this can be shared with other teachers as they progress in other subjects, to benchmark progress more widely. Different audiences will need different details about learner progress.

The school and the relevant department need to set the policy on how they intend to report.

Internal Reporting

In order to maximise the opportunities that the LOF brings in terms of flexibility and freedom to help learners progress towards the learning expectations, the teacher will need to have a detailed appreciation of what the learner has already achieved and just how they relate to the learning expectations that the teacher is responsible for teaching. The teacher who comes next will also expect an appraisal of learner performance. It will be important to establish, through discussion with colleagues, how best to manage this internal communication and reporting in order to ensure a balance between what is helpful and insightful in assisting with the transition process and what is unwieldy, onerous and unmanageable.

It is important to remember that the detail that can be created around individual performance does not necessitate or promote an individualised teaching programme for each learner. Instead it is there to be used to facilitate a more responsive approach to curriculum design and more appropriate selection of teaching strategies and resource selection within the class.

As learners progress through the LOF, moving from level to level, year to year and class to class they will progress at different rates. This represents a challenge if learning is to remain fluid and continuous and progression is to be uninterrupted. That said, the Subject Foci and SLOs allow teachers to profile progress and achievement and to communicate that progress in a regular manner, indicating where the learner sits in relation to the overall expectations of a level, even indicating where there is some achievement beyond the level. The school is given the flexibility to decide how best it wants to communicate learner progress within the school and between those responsible for their learning and progression. Within the subject teaching team it will be important to identify an approach that is functional and clear within the subject and will ultimately maximise the Learning Outcome Framework's ability to chart progress in detail and in a personalised, learner-centric way.

A simple Achieved/Not Yet Achieved is clear feedback, yet it does not convey how close or far from being able to demonstrate achievement of the SLO the learner is. Educators may find it useful to come up with a convention that does more than just use a binary method of reporting achievement. Communicating more information about how a learner is relating to a particular level helps instigate discussion of where there may be particular learning challenges or where a learner has only started the learning associated with particular Learning Outcomes.

Evidence informing reporting should be drawn from a range of sources, including formal and informal assessment interventions, and educators should apply their professional judgement to a sufficient and robust body of evidence that allows them to report with confidence about progress made against a significant body of learning. Formal summative assessment interventions need to be subject to collaborative design and development and feature a measure of quality assurance and moderation to ensure what is reported is benchmarked against a wider understanding of the national standard.

How it is done elsewhere

The Scottish *Curriculum for Excellence* frames progression in relation to the learning expectations as developing, consolidating or having secured the learning objectives. These are not rigid categories but signposts indicating where the learner sits in relation to the expectations.

Typically, a learner who has started to engage in the work of a new level or area and starting to make progress in an increasing number of outcomes is at the Developing stage.

Once the learner has achieved a measure of breadth across the Subject Foci; can apply the learning in familiar situations; is beginning to show increased confidence by engaging in more challenging learning; and is starting to transfer their learning to less familiar contexts, they are engaged in a process of Consolidation.

Once significant achievement across the Subject Foci and outcomes has been recorded and there has been consistent success in meeting the level of challenge within the outcomes; learners are engaged in more challenging work; and are confidently transferring their learning and applying it in new and unfamiliar situations, their position in relation to expectations is viewed as Secure.

Adapted from *Building the Curriculum 5, A Framework for Assessment: Reporting*,
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Appendix



Digital Literacy

Digital literacy has become essential for learning and life. Besides cutting across various disciplines it must now be considered as being a discipline of its own such as music, art, science and literature. Digital literacy education seeks to equip learners with the competencies (knowledge, skills and attitudes) in the use of digital technology needed to access learning opportunities, to pursue their chosen careers and leisure interests and to contribute to society as active citizens. It also aims to provide them with knowledge of the principles underpinning these technologies and a critical understanding of the implications of digital technology for individuals and societies.

Digitally literate learners learn to become independent, confident and discerning users of technology. Subsequently they acquire and develop critical and analytical attitudes to appropriately choose the right digital tools according to specific needs.

Digital literacy includes five categories of digital competencies, namely: Information Management, Communication and Collaboration, Digital Media, Using Digital Tools for Learning, Management of the Internet.

The competence in information management enables learners with the means to access, evaluate and analyse and hence make an informed choice from a range of available data and information sources. Competencies relating to Communication and Collaboration empower learners to learn to communicate, collaborate and network with others. Competencies in Digital Media enable learners to analyse messages mediated by digital media and to express themselves creatively across a range of digital media.

Digital literacy also involves competence in using digital tools in various media and in different modes of learning (autonomous, collaborative, exploratory, designing). Digitally literate learners will learn to be responsible and competent in managing the internet, keeping themselves safe and secure online, making informed choices over privacy, taking responsibility for their actions, respecting intellectual property, abiding by the terms and conditions of systems they use and respecting the rights and feelings of others. In teaching digital literacy, teachers should look for authentic, meaningful and socially inclusive learning opportunities which allow learners to apply and develop their skills, knowledge and understanding across the curriculum. Digitally literate learners should be able to undertake challenging creative projects, both individually and collaboratively comprising aspects from different competence categories.

Theme Learning Outcomes:

Information Management

- I am able to identify and articulate my information needs.
- I can find, select, use and combine information from a range of sources.
- I can safely and critically navigate between online sources and select information effectively
- I can navigate between online sources and select information effectively.
- I can create personal information strategies.

Communication

- I can communicate through a variety of digital devices and applications.
- I can adapt my communication modes and strategies according to the people I am communicating with.
- I can use different digital tools to share knowledge, content and resources.
- I can help others to share knowledge, content and resources.
- I know how to quote other people's work and to integrate new information into an existing body of knowledge.
- I can engage with on-line learning communities effectively.
- I can use digital technologies to participate in online citizenship.

Collaboration

- I can use technologies and media to work in teams and collaborate in learning.
- I can collaborate with others and co-construct and co-create resources, knowledge and learning.
- I can function well in digitally mediated Communities of Practice

Use of Digital Media

- I can review, revise and evaluate information presented in a range of digital media.
- I understand both how and why messages in digital media are constructed and for what purposes.
- I can examine how individuals interpret messages in digital media differently.
- I understand how values and points of view are included or excluded and how digital media can influence beliefs and behaviours.
- I understand the ethical / legal issues surrounding the access and use of digital media, including copyright, ownership, licensing and use of proprietary content or software.
- I can work creatively across a range of digital media and multiple systems to present information effectively to a given audience.
- I can edit and improve content that I had already created or that others have created, respecting and acknowledging the rights of the original author.
- I can express myself through digital media and technologies.

Managing Learning

- I can use various tools to manage my own learning.
- I can use various tools and approaches to collaborate with others in learning.
- I can use various tools to explore ideas, theories, relationships and procedures.
- I can use various tools to learn by designing digital objects.
- I can use various tools and approaches to reflect on learning.
- I can use various tools and approaches to evaluate what I have learnt.
- I can build and assess e-portfolios.
- I can work on multiple eLearning management systems and platforms.

Managing Internet Use

- I understand how the internet and the world wide web work and can use them for communication and collaboration.
- I am aware of and abide by the principles of netiquette.
- I know what constitutes plagiarism.
- I can protect my devices from online risks and threats.
- I can protect myself and others from possible online dangers (e.g. cyber bullying) by following appropriate privacy and confidentiality procedures.
- I am able to consider the social, cultural, religious and ethical implications of digital technology and can confidently communicate, share information, access and distribute content without infringing upon other peoples' intellectual property.
- I am aware of cultural diversity online.
- I can develop active strategies to discover inappropriate behaviour.
- I can create, adapt and manage one or multiple digital identities.
- I can protect my e-reputation.
- I can manage the data that I produce through several online accounts and applications to avoid health risks related with the use of technology in terms of threats to physical and psychological well-being.
- I recognise Cloud Computing as a converging technology on which I can work and save my material.



Education for Diversity

The National Curriculum Framework (NCF) acknowledges Malta's cultural diversity and values the history and traditions of its people. It acknowledges and respects individual differences of gender, colour, ethnic and social origin, language, religion or belief, political or any other opinion, membership of a national minority, birth, ableism, age or sexual orientation and geographical location. A curriculum that acknowledges the fact that diversity is a feature of Maltese society, as it is of nations across Europe and the world, that can contribute to national prosperity and social cohesion.

As a member state within the United Nations, Malta is a signatory to international human rights instruments including the Universal Declaration of Human Rights (1948), the European Convention for the Protection of Human Rights and Fundamental Freedoms (1950), the International Covenant on Civil and Political Rights (1966), the International Covenant on Economic, Social and Cultural Rights (1966) and the UN Convention on the Rights of the Child (1989). As a member of the European Union, Malta is legally bound by the EU Charter of Fundamental Rights.

These instruments set out international standards and commit Malta's government and people to democracy and to acknowledging that citizens and other residents have, and should enjoy, human rights without discrimination.

Consequently the NCF aims to help children acknowledge social justice and solidarity as key values in the development of the Maltese society and encourage young people to uphold fundamental democratic values and promote social justice.

Education for Diversity promotes an inclusive educational culture and challenges various educational processes such as decision making within schools, languages of instruction, methodologies used, learner interaction and learning resources. Education for Diversity ensures the inclusion of multiple perspectives and voices within the learning environment, provides spaces for learning about the languages, histories, traditions and cultures of non-dominant groups in a society, encourages team work and cooperative learning in multicultural, multi-ethnic and other diverse contexts, combines traditional and local knowledge and know-how with advanced science and technology and values the practice of multilingualism. In doing so, it encourages an understanding of global issues and the need for living together with different cultures and values.

Theme Learning Outcomes:

Self Awareness

- I am a person committed to democracy and understand that this means ensuring people of different views and cultures have their say and work together for a better society.
- I have a principled and ethical approach to life.
- I am committed to social justice and a democratic and inclusive society.
- I reserve judgement so that it may be made on a fair and rational basis.
- I strive to strike a balance between my rights and duties and those of others.

Social Change

- I uphold fundamental democratic values and work to promote social justice.
- I respect the different religious and humanist convictions, morals and beliefs that inform people's conceptions of right and wrong.
- I recognise unfairness, injustice and preferential treatment in daily life situations including racist, sexist and homophobic language and behaviour.
- I challenge expressions of prejudice and intolerance towards minorities such as racist, sexist and homophobic names, anecdotes and comments.
- I claim my rights and act on my duties knowing that my fellow learners and teachers have equal entitlement to their rights.
- I appreciate that the notion of 'identity' is complex and changing and limited as a concept in capturing who I am and that the idea of 'identities' is a more powerful way of understanding who I am and who others are.
- I attend and respond to my teachers and fellow learners and accept that they may have different points of view.

Communicating for Diversity

- I communicate with, work with and respect all of my fellow learners, teachers and adult helpers.
- I communicate with people who are different to understand how we are the same and to understand myself better.
- I strive to communicate effectively with others in a constructive, supportive and self-determined way.
- I can use effective language to challenge injustices and inequalities.
- I approach differences of opinion and conflicts of interest through dialogue, non-violent communication and consensus; where this fails, I am willing and able to use mediation.



Education for Entrepreneurship, Creativity and Innovation

While entrepreneurship, creativity and innovation can potentially be seen as being discrete attributes, it is perhaps more strategic to consider them as mutually reinforcing features of a more cohesive and singular aim: to ensure that the future citizens of Malta have the wherewithal to contribute to the sustainable prosperity of the nation in an increasingly competitive global economic and social contexts. The goals include the four main competence areas of personal and interpersonal skills, practical and cognitive skills. This more strategic vision reinforces the need for an approach to Entrepreneurship, Innovation and Creativity that permeates all aspects of the curriculum, while being clearly signposted to ensure that learners' entitlements are being met and that learning and teaching in relation to these themes can be quality assured.

The overall goals of entrepreneurship education are to give learners the attitudes, knowledge and capacity to act in an entrepreneurial way and to acquire the skills that will promote their lifelong employability in a rapidly changing commercial, economic and social environment. This includes becoming entrepreneurial citizens in other spheres beyond industry or employability. These goals require the development of the 'soft' generic personal and interpersonal skills fundamental to becoming entrepreneurial, as well as the fostering of the more discrete entrepreneurial knowledge and understanding required to pursue entrepreneurial endeavours and to possess an entrepreneurial mindset which is both creative and innovative.

Creativity is generally recognised as both an innate yet often under-developed quality in young people, as well as a practical skill that helps to unlock an entrepreneurial disposition. It is a skill that can be taught and that everyone can aspire to. It involves opening up young peoples' thinking processes in ways that help them to look at familiar things with a fresh eye, to identify and frame a problem and to generate solutions whilst using their imagination, knowledge and skills to explore new possibilities rather than established approaches.

The ability to be innovative and the confidence to look for innovative responses to opportunities or problems encountered is best nurtured in a safe, supportive environment where this type of approach is encouraged, recognised and rewarded. Such a pedagogy requires allowing learners time to reflect on a situation and tap their resources and imagination to develop plans and solutions. It also requires time for implementation of new processes and the application of new ideas. Teaching and learning for innovation might even include space to 'learn from failure'.

Theme Learning Outcomes:

Personal

- I can work effectively on my own.
- I am resilient and can persevere.
- I understand the importance of nurturing a positive self-image, self-esteem and self confidence.
- I recognise the importance of integrity and ethical values.

Interpersonal

- I know how to communicate my proposed strategies to others effectively.
- I am able to contribute to a team.
- I am able to take the lead.

Cognitive

- I am able to solve problems imaginatively and laterally.
- I am able to think critically.
- I am able to consider different perspectives.
- I can recognise that entrepreneurship and innovation should be underpinned by ethics and values relating to social justice and sustainability.

Practical

- I can turn creative ideas into action.
- I have a basic set of research skills.
- I am able to audit my own skills and interests in order to consider future academic and vocational career choices.
- I appreciate the importance that creativity and entrepreneurship have played in the development and progress of human society.



Education for Sustainable Development

Education for Sustainable Development (ESD) helps learners to develop the necessary competences (knowledge, skills, values, attitudes and behaviour) that enable them to become sustainable citizens. ESD empowers individuals to actively participate in decision making processes which are compatible with living within the environmental limits of our planet in a just, diverse, equitable and peaceful society.

ESD seeks to ensure that learners:

- Develop a sense of identity and belonging to their local, national, regional and global community.
- Are empowered to adopt their roles and responsibilities within a globally interdependent world.
- Understand and are empowered to address the real causes and consequences of unsustainable behaviour within the context of an interdependent and globalised world.
- Develop a future-oriented perspective that highlights the significance of their decisions, choices and actions on the quality of life of present and future generations.
- Are exposed to diverse learning environments using a broad array of educational experiences.
- Develop a holistic concept of the environment involving natural, social, economic, physical and cultural perspectives.
- Value and respect social, cultural and ecological diversity.
- Are committed to action to bring about change.

ESD should be achieved through a whole-school approach that involves the reorientation not only of the curriculum, but also of the school culture, the school campus management, the school community and the wider local community in line with sustainable development.

Learners should experience ESD through transformative pedagogies that facilitate ESD teaching and learning experiences that promote the acquisition of the knowledge, skills, values, attitudes and behaviours necessary to become active global citizens.

ESD should be a lifelong learning process involving a blend of learner-centred processes, such as participatory/ collaborative learning; problem-based learning; inter-disciplinary learning; multi-stakeholder social learning; critical and systemic thinking-based learning; action learning; learning outside the classroom; experiential learning; reflective evaluation and using relevant real-world contexts.

Theme Learning Outcomes:

Learning to Know

- I can explain how the natural, social, cultural and economic systems work and are interrelated.
- I can describe my role as a citizen within the local, national, regional and global context.
- I can recognise the relationship between understanding others and the wellbeing of all in the present and the future.
- I can identify the root causes of inequality and injustice and actions that lead to a better quality of life, equity, solidarity and environmental sustainability.
- I can justify the importance of identifying problems, reflecting critically, thinking creatively and having a wider vision in order to plan for the future and become an effective agent of change.
- I can recognise the importance of lifelong learning and use such learning experiences to approach new challenges and be in a better position to take informed decisions and evaluate their consequences.

Learning to Do

- I can communicate my ideas and present my opinions in thoughtful and informed discussions and decision making processes.
- I can critically assess processes of change in society and envision a more equitable and sustainable world.
- I can identify priorities and evaluate potential consequences of different decisions and actions.
- I am able to collaborate with people having different perspectives on dilemmas, issues, tensions and conflicts from different disciplines/places/cultures/generations.
- I can use the natural, social and built environment that surrounds me, as a context and source of learning.
- I can involve myself and others in real-world issues to bring about a positive difference.

Learning to Be

- I am a critically reflective person and am able to evaluate decisions, choices and actions.
- I am responsible for my actions and capable of anticipating, adapting to and facing change.
- I can reflect upon the consequences of my actions on present and future generations.
- I am sensitive to divergent disciplines and perspectives, cultures and minority groups, including indigenous knowledge and worldviews without prejudices and preconceptions.
- I am motivated to make a positive contribution to other people and their social and natural environment, locally and globally.
- I am able to creatively and innovatively take considered action and challenge assumptions underlying unsustainable practice.

Learning to Live Together

- I can live in harmony with myself, others and the natural world at a range of levels from the local to the global.
- I respect and value diversity and challenge social injustice.
- I have a future-oriented perspective for how I live my life as a citizen of the world.
- I actively engage myself with different groups across generations, cultures, places and disciplines.
- I can actively participate in processes and encourage negotiations for alternative sustainable futures.
- I will help others clarify diverse worldviews through dialogue and recognize that alternative frameworks exist.
- I will challenge unsustainable practices across educational systems, including at the institutional level.



Learning to Learn & Cooperative Learning

The aims of Learning to Learn are for learners to:

- Focus on learning processes as well as final performances.
- Hold a rich conception of learning and based on a personal conviction to manage own learning.
- Acquire a wide range of strategies for learning.
- Develop strategies to plan, monitor and review their own learning.
- Become competent in self-assessment.

Theme Learning Outcomes:

Social Learning

- I can appreciate diverse viewpoints and personalities.
- I am confident in discussing my views with others.
- I can follow the ideas of others and comment on their views.
- I can follow group discussions and collaboration and summarise what is being said or done.
- I collaborate with other learners as part of my learning.
- I learn by designing products with others.
- I seek out and am open for guidance and support from peers and adults.
- I am able to talk with others about learning.
- I listen to others talk about learning.
- I can discuss various subjects and learning strategies with peers.
- I can debate and support my argument without being judgemental while still empathising with others.
- I can learn about my needs to make the right choices.

Personal Learning

- I can identify the support and resources I need to learn.
- I am aware of my preferred way to learn and can use this to plan my own learning.
- I manage goals and time efficiently in learning.
- I feel competent in managing my own learning.
- I am open to feedback from others and am able to consider it for my personal improvement.
- I reorganise myself by explicitly changing my assumptions over time.
- I am able to follow my own interests as this helps me to reflect on 'who I am'.
- I am pleased when I succeed at difficult tasks.
- I believe that effort can lead to success.
- I reflect on my mistakes and learn from them.

Cognitive Learning

- I am able to remember by recalling, recognising and locating information.
- I am able to link new information to my existing knowledge.
- I am able to analyse information that I come across.
- I evaluate knowledge in terms of my learning objectives and my preferred way of learning.
- I am able to solve problems on my own and in collaboration with others.
- I am able to assess myself as this helps me to understand what I know and who I am.
- I assess myself to analyse and further develop my ideas.

- I assess my peers to compare what I know to what others know, gaining knowledge of what mental models others hold of a particular concept and how these mental models can evolve for understanding to happen.
- I am able to focus on the main subject and summarise important points.
- I am able to apply my knowledge and understanding in differing contexts.
- I can manage my own learning to improve important skills including literacy and numeracy skills.
- I understand that learning involves different processes.

Creative Learning

- I take initiative in designing new products.
- I am able to think about new ways of making good use of objects.
- I am able to use my imagination and creativity.
- I prefer to move on to challenging tasks rather than stay on easy ones.
- I am able to face new, challenging experiences and learn from them.
- I learn by exploring events, life experiences and the physical environment.
- I am able to engage in unplanned spontaneous play.
- I am able to engage in planned, purposeful play.
- I understand that I can improve and learn and that if I am stuck I can think upon my difficulties, solve my problems and move forward.



Literacy

One of the most important aspects of literacy in Malta is the implication that a literate person is fluent in both Maltese and English. An essential factor to ensure that Malta remains a bilingual country is making sure that its learners develop equal competences in reading, writing, speaking, listening and comprehending in both official languages from the early years, preferably from kindergarten. Another is ensuring that learners develop the skill to switch easily from Maltese to English (or vice versa) depending on the situational need. Achieving bilingual literacy in our education means that all our young people feel comfortable and confident using both languages.

Literacy development will require a whole-school approach that is clearly reflected in school policies where there is a conscious effort in which a community for literacy is promoted throughout the curriculum. Literacy for learning is an intrinsic part of school life and every subject domain can serve as a context whereby literacy skills development could be enhanced. Furthermore, schools should strive for a literacy rich environment using technology as a platform.

The relevance of reading aloud and presenting ideas to an audience and the opportunities for contextualised language and play acting (drama) should be clearly identified as components of spoken literacy across the curriculum. Stressing the importance of oracy is key to encouraging active learning cultures and communities.

With regard to reading, the fun and interactive aspect of reading is very important; the purpose of reading should initially be for fun/interest and communication. The value of entertainment in reading, which is closely linked to attitude and disposition to language, is crucial especially in the Early and Junior Years. Critical and creative thinking, where the learner increasingly takes control of texts in different domains and gains awareness, will follow.

Theme Learning Outcomes:

Listening and speaking

- I can converse in a range of situations, both formal and informal, matching register and language to the situation and audience.
- I can listen to and understand spoken text well and respond or apply the information appropriately with comments and/or questions.
- I can use language to present my thinking logically and clearly and can talk to engage an audience while analysing and evaluation through an open-ended approach.
- I can use spoken language to share my ideas in a collaborative way, appreciating the social elements of conversation such as waiting for my turn and listening to what others have to say.

Expressive language

- I can use expressive language to develop my own thinking, using words to explore, clarify and confirm ideas.
- I can use expressive language to develop my thinking and the thinking of others by contributing to the explorative talk of my peers and the dialogic talk of my teachers.
- I can use expressive language to organise and rehearse ideas, arguments and language structures in order to synthesise and evaluate before writing and while editing.

Reading and understanding

- I can decode print effectively and successfully establish multisensory linking and phonemic awareness between grapheme and phoneme.
- I can read text in a fluent manner and understand what is written, gain knowledge and enjoy the process.
- I can select real, virtual and multimedia texts to entertain and inform me, constructing meaning from text, using words and visual or audio information to confirm, complement or change what I already know while discarding the superfluous.
- I can approach texts purposefully: I am aware of what I hope to gain from them and am able to use retrieval devices, cross references and links to follow themes or ideas through various means including texts accessed via technology.
- I can select appropriate texts for my purposes, taking account of implied readership and provenance as well as subject matter and format.
- I can identify and follow the different reading conventions of my academic subjects, regarding the place and purpose of reading texts in learning and in questioning or accepting the authority of these texts.

Writing

- I can draw on what I have read, what I have done and what I have felt at home, at school and at play to inform my writing.
- I can convey my thoughts powerfully and eloquently through speech and text.
- I can select the appropriate language, register, genre and medium for the texts I write.
- I can use writing in both manuscript (handwritten form) as well as digital form in order to inform, to persuade and to entertain other people.
- I can use writing to consider ideas and to reflect on and consolidate my own thinking and learning. I can follow the writing conventions of the genres and subjects I am studying.

Accuracy

- I can write accurately using language conventions and rules such as those established by Standard English / Kunsill Nazzjonali tal-Ilsien Malti / I-Akkademja tal-Malti.
- I can use my knowledge of morphology as well as my phonological awareness and visual memory to attempt to spell unfamiliar words and recognise correct spelling.
- I can use a range of punctuation marks to make my meaning clear to a reader.

Planning and reflection

- I can plan my written work and think what I want to communicate before I start to write.
- I can understand the need for drafting; I can edit and proofread my work and allow sufficient time in which to complete a piece of work.
- I can reflect about my writing and think about how I learn best.



Learning Outcomes Framework

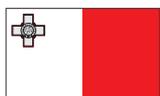
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