

EDUCATORS' GUIDE FOR PEDAGOGY AND ASSESSMENT

USING A LEARNING OUTCOMES APPROACH



FRENCH

LEVELS **7** **8** **9** **10**



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 FRENCH

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

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.

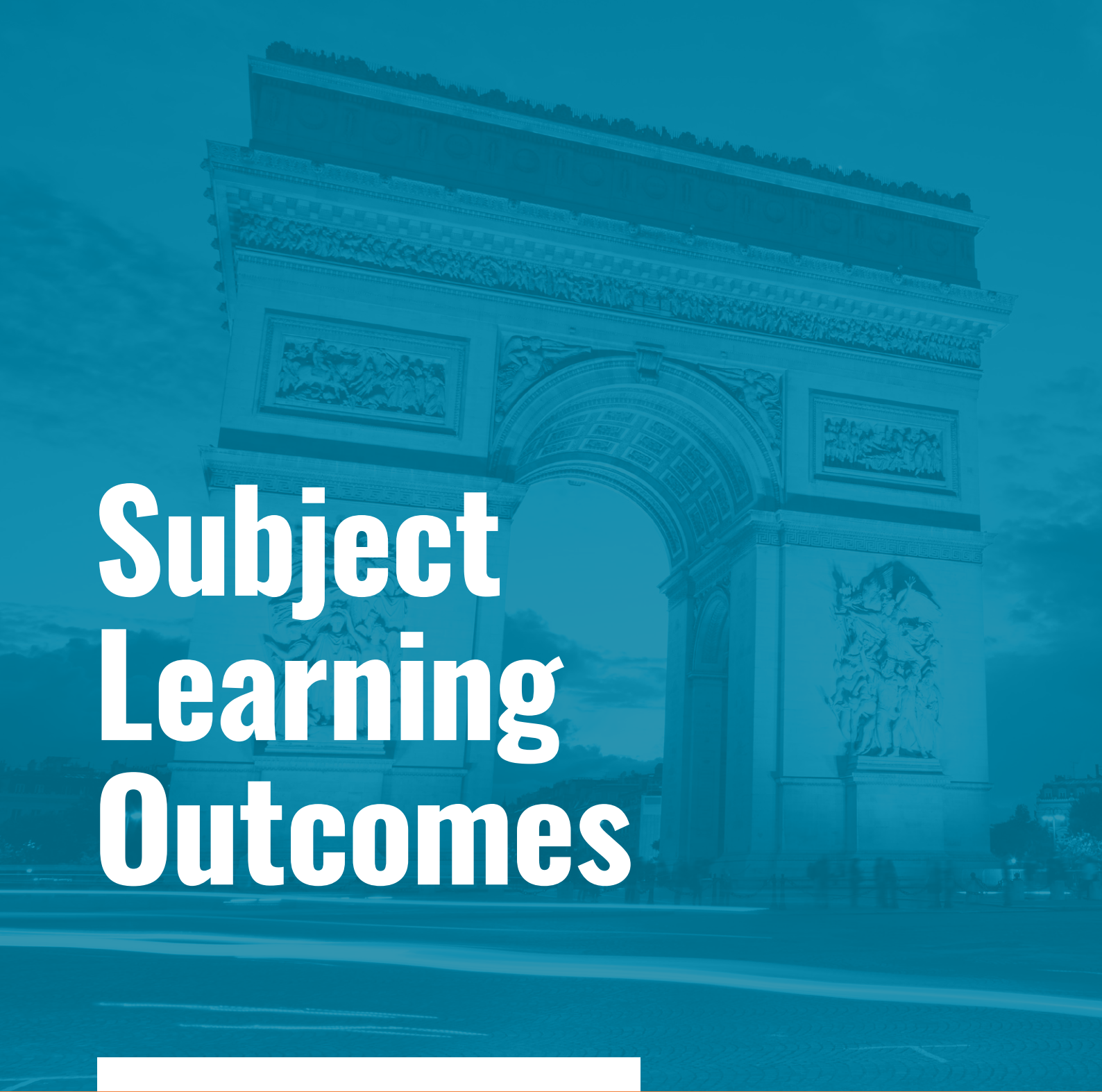
This document has been collaboratively developed by the Outlook Coop Learning Outcomes Framework Joint Venture comprising Outlook Coop as the lead partner, East Coast Education Ltd. and the University College London Institute of Education together with the Directorate for Quality and Standards in Education (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

FRENCH

LEVELS 7 8 9 10

The Subject Learning Outcomes (SLOs) for French span from Attainment Level 7 to Attainment Level 10.

Within the Learning Outcomes Framework, Level 10 is viewed as the 'gifted and talented' level. Outcomes within this level sit at the upper end of the ability spectrum and extend learners further.







The core concept is *better* rather than *more*. At Level 10 learners demonstrate a deeper understanding and wider application of Level 9 content which marks the end of compulsory schooling. Level 10 outcomes may draw on three main areas:

- increased sophistication of understanding of the Level 9 content
- greater learning autonomy in developing understanding and skills
- increased application and problem solving.

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 7

Subject Focus: Greetings/Introductions

1. I can greet people appropriately, ask how they are, tell them how I am and ask how others are.
 LISTENING AND SPEAKING
2. I can use different forms of address to speak to friends, teachers and people I do not know, using formal and informal modes of address and language.
 LISTENING AND SPEAKING
3. I understand when the teacher is speaking to one or more persons in class and understand simple commands, mostly passive, receptive language with some active, productive language and polite language. I can recognise 'tu' and 'vous' forms and help phrases *such as 'Pardon', 's'il vous plaît', 'excusez-moi', 'merci'*.
4. I can react appropriately when the teacher asks me to do something in French and ask for help if I do not understand.
 SOCIAL LEARNING
5. I can introduce myself, state my age, birthday, nationality and where I live and ask others' what their names, ages and nationalities are and where they live.
 LISTENING AND SPEAKING
6. I can introduce people to others, *e.g. "C'est Paul."*
 LISTENING AND SPEAKING
7. I can understand simple texts providing personal details of others.
 READING AND UNDERSTANDING
8. I can write a short introduction about myself, providing personal details and use simple connectors, *such as 'et', 'mais' and 'aussi'*.

Subject Focus: The calendar

1. I can understand and produce numbers up to 1,000.



WRITING

2. I can talk about dates and the weather in Malta and other places and ask others about dates and weather in other places, using weather expressions *such as 'il y a/il fait...'* showing that I can listen to others with attention and respond appropriately. I can talk about the seasons using prepositions *such as 'Au printemps, en été, en automne, en hiver'*. I can talk about the weather using the 'futur proche' (aller + infinitive, *e.g. 'Il va pleuvoir, il va faire chaud...'*). I can use vocabulary/expressions related to the weather to say what the weather is going to be like tomorrow, next week. I can use prepositions related to places, 'être'/ 'avoir' and 'aller'.



LISTENING AND SPEAKING

3. I can compare special dates and anniversaries in the Maltese calendar with special dates and anniversaries in French-speaking countries' calendars, *e.g. 'la fête nationale en France'*, showing I am willing to learn about other cultures and traditions, using vocabulary *such as 'traditionel(le), un jour spécial/important/célébre'*.



COMMUNICATING FOR DIVERSITY

4. In collaboration with others, I can prepare a short presentation using Maltese/English and some French about special days and/or weather conditions in a French-speaking country.



COLLABORATION

Subject Focus: Family, pets and friends

1. I can state how many people are in my family and who they are using vocabulary including family members, reinforcement of 's'appeler' in all persons, relative pronouns *such as 'qui'*, *e.g. 'J'ai un chien qui s'appelle Max.'*, possessive adjectives, 'il a ...' and negatives in fixed phrases *such as 'je n'ai pas de frères/soeurs'*.
2. I can ask other people about members of their family, using, *e.g. 'Qui est-ce?/ Combien de personnes...?'*, and understand what they tell me, showing that I am aware that different types of families exist.
3. I can state what my pets are, or that I do not have any pets using the verb 'avoir' and the negatives with fixed phrases, *such as 'je n'ai pas d'animaux'*.
4. I can ask other people if they have pets.
5. I can understand people's description of their own or someone else's family, including any pets, in spoken or written French.
6. I can write a short text saying who is in my family, including any pets, using vocabulary *such as 'avoir, être, habiter, il y a, avec'* and negatives and third person singular and plural, *e.g. 'il/elle n'habite pas avec nous'*.

Subject Focus: Describing others

1. I can state what I, my family, friends and pets are like physically and in character using adjectives of height, size, hair and eye colour, character, adjective agreement and position, 'il/elle est ... il/elle a ...' and comparisons, including 'plus/moins/ aussi ... que, assez, un peu, très, trop', *e.g. 'Il est plus sympa que Jean.'*
2. I can ask others to describe themselves and members of their family, friends and pets using 'Il/elle est comment? Est-ce qu'il/elle est grand(e)?'. I can use the correct form of adjectives and place them in the correct position in a sentence.
3. I can read and listen to simple texts, using mostly familiar language, to find information about people, their families, friends and pets.
4. I can write a short description of my family, friends and pets for others showing my understanding of adjectives, position, agreement, and comparison. I can use forms *such as 'avoir, être, s'appeler'*.

Subject Focus: School

1. I can describe my classroom and what is in it.
2. I can make requests in the classroom and ask for help in French using '*Je peux...?, Excuse(z)-moi, avez-vous/as-tu...? J'ai un problème, Pardon, Répétez/Pouvez-vous répéter, s'il vous plaît, merci, Je voudrais'*.



SOCIAL LEARNING

3. I can describe my classroom orally and in short written texts.
4. I can describe my school and ask others about their school using situational vocabulary, *such as 'en ville, à la campagne, au bord de la mer,' and 'se trouver'.*
5. I can identify different subject areas in my school and other people's schools and state what subjects I study.
6. I can understand short texts about the school subjects of people in a French-speaking country and other countries and their schools.
7. I can talk about my school routine and ask others about their routines possibly making reference to the different lifestyles based on sustainable choices including language related to time and frequency *e.g. 'x fois par semaine/ jour'; 'à' with time phrases.*



LEARNING TO KNOW

8. I can describe the subjects I am taking and ask others what they think of particular subjects.
9. I can state when different classes are held and ask others about the times their classes are held showing that I can use simple expressions of time, *e.g. 'A quelle heure commence le cours d'anglais?'*
10. I can collaborate with others, using ICT and bi-lingual dictionaries to research schools and the school day in a French-speaking country and take part in a presentation of our findings in Maltese/English and French.



COLLABORATION

Subject Focus: Opinions

1. I can state that I like, dislike or prefer certain animals, people in my family, school subjects and use adjectives to state why, *e.g. 'J'aime l'anglais et le français. Je déteste les maths parce que c'est difficile!'*
2. I can ask others about their likes and dislikes, showing that I appreciate diverse viewpoints and personalities and using vocabulary *such as 'Qu'est-ce que tu penses de...Tu aimes? Qu'est-ce que tu préfères', 'Quel est ton ... favori/préfééré?'*



SOCIAL LEARNING

3. I can understand short texts, using a bi-lingual dictionary/glossary, in mostly familiar language about other people's likes and dislikes.



READING AND UNDERSTANDING

4. I can write a short text, using a bi-lingual dictionary/glossary, to inform others of my likes and dislikes and provide reasons.



WRITING

Subject Focus: Home and home environment

1. I can talk about where I live and situate it in a wider context. I can use situational vocabulary related to geographical locations *such as 'au nord, au sud', 'habiter, se trouver, ... est situé(e)'*.
2. I can describe my house, rooms and immediate surroundings.
3. I can ask others about where they live and what their homes are like.
4. I can state where certain things are in the house or surrounding area using *'il y a, il n'y a pas, être, avoir'* etc.
5. I can ask where certain things are in a house or its surroundings using *'Où se trouve?/Où est?'*
6. I can understand short texts in mostly familiar language about other people's houses and surrounding area.
7. I can write short, descriptive texts about my own and other people's houses.
8. I can say where I live in relation to a wider geographical context.
9. I can ask others about where they live using *'Où est/se trouve ...?'*
10. I can name points of interest in my home area and ask others about points of interest where they live, using vocabulary *such as 'Dans ma ville/mon village il y a ...'*
11. I can take part in conversations about what there is in my home area and elsewhere using *'A Malte, sur l'île de Malte ..., 'Qu'est-ce qu'il y a...?'*
12. I can talk about how to get to places in my country and ask others about different means of transport in their country/region showing awareness of sustainable modes of transport, *e.g. transports commun, covoiturage, aller à vélo, aller à pied.*

 LEARNING TO KNOW

13. I can understand directions and I can provide directions to places in a town or elsewhere using *'Pour aller à/ à la/ à l'/au/ aux... Où est/se trouve... ?; Je voudrais aller à ...'*; and the imperative of verbs like *'prendre/aller/ tourner'*. I can use *'à droite/à gauche/tout droit'*. I can use ordinal numbers: *'la première rue à gauche, au rond point...'*.
14. I can understand short texts in mostly familiar language about other countries and places to live in.
15. I can write a short descriptive text about my home area, conveying my personal opinions.
16. I can collaborate with others and use ICT to produce a short report about my country or region and participate in the presentation of the information.


 COLLABORATION

Subject Focus: Leisure time

1. I can state which leisure activities can be engaged in near home and ask others what there is to do where they live.

 LISTENING AND SPEAKING

2. I can talk about different sports and leisure activities that contribute to a healthy lifestyle with others, asking for and giving my opinions and using expressions such as *'jouer au football, faire de la natation, pratiquer le judo...'*.

 LEARNING TO KNOW

3. I can say where, when and with whom I do different leisure activities.

 LISTENING AND SPEAKING

4. I can understand short, basic texts from a variety of sources about leisure activities and people's preferences.

 READING AND UNDERSTANDING

5. I can collaborate with others to research a leisure time activity in a French-speaking country showing that I am able to appreciate that leisure is enjoyed in various countries around the world depending on factors *such as traditions and access to resources* and I can take part in presenting our findings.

 COLLABORATION

Subject Focus: Holidays

1. I can identify French-speaking countries and other countries/regions both in Europe and in the wider world.
2. I can say which countries I like/where my relatives/friends live/come from using the present tense of *'aimer, habiter'* and the expression *'venir de'*.

 LISTENING AND SPEAKING


3. I can say which means of transport I need to use to travel to the countries which I like/where my relatives/friends live showing some awareness of green means of transport using *'prendre' + transport, e.g. 'On prend l'avion, le train...'*.

 LEARNING TO KNOW

4. I can ask others which countries they like/where their relatives/friends live, including different types of lodging, and which means of transport they need to get there.

5. I can understand short, simple texts about French-speaking countries and their traditions.

6. I can write a short text to inform others about Malta.

 WRITING

7. In collaboration with others, I can prepare a poster/ powerpoint presentation about France.

 SOCIAL LEARNING

Subject Focus: Out and about

1. I can talk about presents/food that I buy and ask others about presents/food that they buy when invited to a birthday party.

2. I can discuss with others about what we need to do to organise a birthday party showing I can understand and use words and phrases related to parties, e.g. *'fête d'anniversaire, cadeaux, gâteau, bougies, invitation, apporter,*

s'amuser, préparer, organiser, inviter...' showing that I can plan effectively and communicate my ideas to others.

3. I can understand a birthday party invitation or a reply to a birthday party invitation.
4. I can write/reply to a birthday party invitation using terms and phrases related to parties, e.g. *'apporter des boissons, préparer un gâteau, organiser, inviter, musique...'*.



LEARNING TO BE

Subject Focus: Healthy living

1. I can name key body parts, e.g. *'la tête/les yeux/les bras'*.
2. I can state what is wrong with me using expressions such as *'J'ai mal au ventre, à la tête'*.
3. I can ask others about how they are feeling using expressions such as *'Qu'est-ce que tu as? Où est-ce que tu as mal?'*
4. I can understand when others tell me what is wrong with them.
5. I can talk about different sports/ physical exercises that I do to keep fit, e.g. *'Je fais du foot.'*
6. I can understand and give simple instructions to do physical exercises using the imperative form and expressions such as *'Levez les bras, étirez les jambes ...'*.
7. I can discuss sports and physical exercise using the 'passé récent' or 'le futur proche' to show what I just did or what I'm going to do e.g. *'Je vais me promener; Je viens de faire du jogging.'*
8. I can understand simple texts about sports and physical exercise.
9. I can write a text to show what type of sports I practice to keep fit emphasising that healthy lifestyles lead to a better quality of life.



LISTENING AND SPEAKING



LISTENING AND SPEAKING



WRITING

10. I can collaborate with others to produce a poster showing different parts of the body and simple physical exercises that one can do to keep fit.










SOCIAL LEARNING

Subject Focus: Food and drink




1. I can identify items of food and drink and can use appropriate vocabulary, e.g. *'au petit déjeuner; à la cantine...'*.
2. I can identify different speciality food/drink shops and talk about what they sell, e.g. *'J'achète du pain à la boulangerie.'*
3. I can buy articles of food and drink using vocabulary and expressions such as *'Je voudrais, avez-vous, je veux, je souhaiterais, c'est combien/ça coûte combien?', 'Donnez-moi...'* and Partitive language such as *'du, de la, de l', des'*. I can use language related to quantities such as *'un paquet de... une bouteille de... un morceau de, 50g de, un kilo de...'*.
4. I can discuss what I eat during my day with others, showing some use of adverbs of time and routine, food and drink like *'Normalement, chaque jour/matin/soir, tous les jours'*, and use of negatives, *'ne...pas, ne...jamais, ne...rien'*.
5. I can describe other meals and say what food I like and what food I do not like, e.g. *'c'est bon/délicieux/J'aime/Je n'aime pas'*.
6. I can understand a simple recipe and a menu.
7. I can understand simple texts about food and drink.
8. I can write a short text describing what I like and don't like to eat and drink.

LEVEL 8



Subject Focus: Greetings/Introductions

- I can use polite and informal language when I meet people in a variety of social situations and use expressions such as *'A bientôt, à tout à l'heure, à plus tard, à demain/la semaine prochaine'*.
 LISTENING AND SPEAKING
- I understand and can use different forms of address within the classroom and also in different social situations with a clear understanding of when 'vous' and 'tu' are used.
 LISTENING AND SPEAKING
- I can react appropriately when the teacher asks me to do something in French and ask for help if I do not understand. I can understand classroom commands (receptive and increasingly active language) and instructions and polite language. I understand and respond appropriately to help phrases such as *'Pardon', 'vous pouvez répéter', 's'il vous plaît', 'excusez-moi', 'je ne comprends pas', 'je n'ai pas compris', 'je n'ai pas entendu', 'plus lentement', 'moins/trop vite', 'je peux...?', 'Je voudrais...', 'merci'*.
 SOCIAL LEARNING
- I can introduce myself, providing biographical details and I can ask others about themselves.
 LISTENING AND SPEAKING
- I can introduce others, providing short biographical details about them showing use of 'être/avoir' and -er verbs in all forms and showing use of prepositions and different persons of verbs such as *'j'habite-il/elle habite à ... en... dans...'* 'Je viens - il/elle vient de...'.
 LISTENING AND SPEAKING
- I can understand texts providing biographical details of others.
 READING AND UNDERSTANDING
- I can write a short introduction about myself and others providing biographical details. I can use all persons with 'être, avoir' and regular -er verbs as well as 'venir'. I can use adjectives of nationality, age and birthdays.
- I can research the life of a famous person(s) in history/the media/sports and create a short presentation about him/her/them. I can show use of 'être, avoir' and 's'appeler', articles, genders, plurals, verb endings, numbers, alphabet, nationalities, adjectives, family/pets vocabulary. I can use specialist vocabulary such as *'fameux/euse, célèbre, bienconnu(e), important(e), le/la meilleur(e)'* and vocabulary related to high profile careers such as *'chanteur(-euse) acteur(-rice), comédien(ne), footballeur'*. I can use fixed phrases such as *'il/elle est né(e) ... il/elle est mort(e)'*. I can use 'depuis' and time phrases and the present tense.
 INFORMATION MANAGEMENT


Subject Focus: The calendar

- I can recognise and use numbers confidently up to 1, 000, 000.
 WRITING
- I can discuss the weather in different parts of the world showing that I can listen to others with attention and respond appropriately.
 I can show an extension of weather expressions and negatives and qualifiers, e.g. *'il ne fait jamais trop froid, il ne neige pas souvent'*. I can broaden my use of prepositions to include places and different locations.
 LISTENING AND SPEAKING
- I can understand texts about weather and special dates/occasions in French-speaking countries showing that I can read to gain knowledge and that I am willing to learn about other cultures and traditions including sub-cultures and minorities. I can use and understand vocabulary such as *'fêter, célébrer, marcher, regarder, participer à..., commencer'*. I can use some items of food and drink, e.g. *'les crêpes pour le 2 février'* related to special days. I can use vocabulary related to routines, such as *'normalement, la tradition est de/que...'*; and show consolidation of 'on'.
 READING AND UNDERSTANDING




Subject Focus: Family, pets and friends

- I can state how well I get on with members of my family and friends and why, showing I am familiar with diverse personalities, and ask others how they get on with members of their family and friends. I can use language related to the family to show that I understand possessive pronouns, present tense of -er, -ir, -re verbs and connectors, e.g. *'parce que, car, par contre, en revanche'*. I can use *'s'entendre bien/mal avec...'*. I can use language related to the family to show that I understand adjectives of personality and character, agreement and placement of adjectives and comparisons.
- I can talk about household tasks I perform and ask others about what they do in the house to help showing that I have a sense of duty and care for/respect others, using *'devoir/il faut'...* + verb in the infinitive and *'partager'*. I can use my knowledge of family, pets and friends to show my understanding of time and adverbs of time/regularity using language such as *'normalement, une fois par semaine, régulièrement, tous les jours, chaque samedi, avant, après'*.
 LEARNING TO BE
- I can discuss issues relating to owning pets with others using vocabulary and expressions to express opinions and feelings such as *'Ça me fait peur'*.
- I can talk about my pocket money and state how I earn it and what I spend it on.
- I can understand short texts in mostly familiar language about others' views on family life and the tasks they have to perform at home.
- I can write a short text about my own views on family life showing an understanding of differing views, the tasks I perform at home showing that I can strike a balance between my rights and those of others and showing that I am aware of the importance of an equitable division of labour in house chores, my pocket money, using vocabulary and expressions such as *'A mon avis, gagner, dépenser'*; opinions; feelings, *'C'est juste/ce n'est pas juste, c'est normal, c'est trop'*.
 SELF AWARENESS

Subject Focus: Describing others


- I can talk about my best friends' favourite singers/actors/footballers showing I can use adjectives of personality and character and using the correct agreement and placement of adjectives.
- I can ask others about their best friends' favourite singers/actors.
- I can read and listen to texts about famous people to find out information about them.
- I can write a short text about my best friend/my favourite singer/actor/footballer using biographical details, giving a physical description, using adjectives of personality and character, comparison (*meilleur/mieux*) and the correct agreement and placement of adjectives.
- I can collaborate with others to prepare and present a presentation about a famous French person or a person coming from a French-speaking country.
 COLLABORATION

Subject Focus: School

- I can talk about school rules and ask others about the rules in their school and classrooms showing that I appreciate diverse viewpoints and that I respect rules that help me live in harmony with others, using language such as *'A mon avis...'*, *'Je suis d'accord/ je ne suis pas d'accord'* and *'C'est juste/ce n'est pas juste'*.
 LEARNING TO LIVE TOGETHER
- I can understand short texts in mostly familiar language about school routines and expectations in a French-speaking country and other countries and their schools.
- I can talk about the school uniform and ask others about their views on the school uniform showing that I appreciate diverse viewpoints.
 SOCIAL LEARNING
- I can write a short opinion piece on school rules and the uniform, applying my knowledge and understanding in differing contexts and showing that I respect rules that help me live in harmony with others.
 LEARNING TO LIVE TOGETHER

Subject Focus: Opinions

1. I can state that I like, dislike or prefer certain types of music, musical instruments, films, famous popstars, making reference to famous people who are environmentally conscious *such as Brigitte Bardot, U2, Angelina Jolie and Leonardo Di Caprio* using comparisons *such as 'Il est meilleur, plus intéressant, plus beau...'* and superlatives *such as 'C'est la meilleure'*. I can also use direct object pronouns in phrases *such as 'Je le/la préfère parce que...'*, demonstrative pronouns in phrases *such as 'C'est celle qui...'* and expressions of opinion *such as 'A mon avis, je pense que, je crois que'*.

 LEARNING TO KNOW


2. I can ask others about their likes and dislikes and discuss them showing that I respect and appreciate different perspectives and opinions, using vocabulary *such as 'A ton avis...? Pourquoi...? Qu'est-ce que tu penses de...? Tu as raison; Je ne suis pas d'accord...'*.

 SOCIAL LEARNING

3. I can understand texts, using a range of learning to learn strategies *such as using a bi-lingual dictionary/glossary, seizing the context, examining accompanying pictures and comparing the words* to see whether they resemble other words I know in different languages, in mostly familiar language about other people's likes and dislikes.

 READING AND UNDERSTANDING

4. I can write a short text, using a bi-lingual dictionary/ glossary, about a film I went to watch at the cinema/a concert I attended to inform others about what I liked and did not like about it using the perfect tense.

 WRITING

Subject Focus: Home and home area

1. I can talk about what there is to see and to do in my home area and ask others what there is to see and to do where they live and show consolidation of 'pouvoir' + infinitives *e.g. 'Qu'est-ce qu'on peut faire/voir/visiter à... ; On peut...'*; consolidation of prepositions, more adjectives of situation and character, *e.g. 'il date du Moyen Âge' 'ancien' 'imposant'*; reinforcement of comparisons, qualifiers, likes and dislikes and connectors *'il y a, il n'y a pas de...'*.
2. I can talk about an outing I had with my friends in an interesting part of my country. I can say what I saw and did using the perfect tense and using the imperfect tense for descriptions and the weather.
3. I can ask others about trips they have made, how they travelled, what they saw and did, by forming questions in the perfect and the imperfect tenses.
4. I can understand short texts, in mostly familiar language, about travelling and things to see and do in different places.
5. I can write a short descriptive text about an outing I had, what I did and saw.
6. I can collaborate with others, using ICT to consult links/websites related to the topic in question, to produce a report about things to see and do in my country and present the report with others using French


 COLLABORATION

Subject Focus: Leisure time

1. I can discuss with others what I like to do in my free time.

 LISTENING AND SPEAKING

2. I can describe the kind of films/video games/music/TV programmes that I enjoy and others I do not enjoy. I can use the relative pronouns 'qui/que/où' to talk about preferences, *e.g. 'L'émission de télé que les jeunes préfèrent, c'est...'; 'La musique qui fait danser, c'est...'; 'Les Galeries Lafayette? C'est là où je vais faire du shopping.'*



 WRITING

3. I can describe what I did recently and also in the past during my free time.




 WRITING

4. I can ask others what they have done in their free time recently and what they have done in the past.

 LISTENING AND SPEAKING

5. I can understand short texts in mainly familiar language describing different types of free time activities and people's preferences related to music, books, TV programmes/video games and films.
 READING AND UNDERSTANDING
6. I can write a short text to inform others of my opinions related to reading, listening to music, playing video games and/or watching films/TV programmes possibly making reference to violence and conflict and how these affect badly the quality of life of the individuals.
 WRITING






Subject Focus: Holidays

1. I can talk to others about countries I have visited, or that I have not visited showing that I am aware of and respect cultural differences.
 SELF AWARENESS
2. I can state which countries/regions I would like and would not like to visit and why showing awareness of cultural differences.
3. I can ask others which countries/regions they would like and would not like to visit and why taking into consideration issues related to pollution, weather, dangers, food and clothing using formation of questions *e.g.* 'pourquoi, quel(le)...'.
 LEARNING TO KNOW
4. I can talk about a future holiday(s)/student exchange and understand others when they talk about future holidays/ student exchange projects showing an understanding and demonstration of when to use the future tense.
5. I can understand texts in mostly familiar language about where others are going to travel/live.
6. I can write a short text about where I intend to travel to and what my plans are, showing I can use the future tense.
7. With others, I can research a travel destination and take part in presenting our findings in French.
 COLLABORATION


Subject Focus: Out and about

1. I can talk about souvenirs/presents I have bought for myself and others and ask others about souvenirs/presents that they have bought, taking into consideration buying fair trade items and making/purchasing recycled gifts.
 LEARNING TO KNOW
2. I can discuss prices and sizes using the language of negotiation 'Avez-vous...? Je voudrais...'; and consolidating the use of qualifiers *such as 'trop, un peu, assez, beaucoup'*, and using words and phrases related to shopping, *e.g.* 'cher, pas cher, taille, soldes, en promotion...'.
 LEARNING TO KNOW
3. I can discuss with others the clothes we like to wear for particular occasions/times of year/weather conditions using complex sentences *such as 'Quand il fait beau/je vais au gymnase, j'aime porter...'*.
4. I can understand texts in mostly familiar language about other people's clothes preferences and what they wear.
5. I can write a short text describing what I like and do not like to wear, using connectors *such as 'parce que, car, si, quand...'*.

Subject Focus: Healthy living











1. I can name different body parts.
2. I can state that I am unwell and describe what is wrong with me using *'Être en forme, ne pas être en forme'; 'Avoir mal à la/l'/au/aux/J'ai mal à la/au/aux etc. J'ai de la fièvre/la grippe'*.
 LISTENING AND SPEAKING
3. I can ask others how they are feeling using expressions for visits to the doctor or dentist and vocabulary and expressions relating to illness e.g. *'Qu'est-ce que tu as? Où as-tu mal? Je crois que ... '*.
4. I can understand others when they tell me what is wrong with them, understanding *'Être en forme, ne pas être en forme', 'J'ai mal à la/au/aux...', etc. 'J'ai de la fièvre/la grippe'*.
 LISTENING AND SPEAKING
5. I can make an appointment with a doctor or dentist using *'Je voudrais/peux prendre rendez-vous (avec)?'* and showing consolidation of calendar and times.
6. I can state what I do to keep fit and understand when others tell me what they do to keep fit, showing consolidation of vocabulary and expressions related to sports and free time activities, the language of routine and adverbs and adjectives of time *such as 'normalement, tous les jours, chaque après-midi, une fois par semaine'*.
7. I can discuss healthy eating habits using *'Je pense/crois que...'; 'sain(e)/malsain(e)/équilibré(e); bon(ne)/mauvais(e) pour la santé'; 'Il y a trop de graisse/sucre dedans'; 'Ça fait grossir'*.
8. I can discuss unhealthy practices using phrases *such as 'C'est très bon/mauvais pour la santé.'*
9. I can understand texts in mostly familiar language relating to fitness and teenage health issues.
 LEARNING TO KNOW
10. I can write a text to inform others about the importance of being healthy and what I do to stay healthy.
 LEARNING TO KNOW
11. I can collaborate with others to produce a poster/presentation about good health practices and present the findings in French.
 SOCIAL LEARNING

Subject Focus: Food and drink

1. I can order food and drink in a café or restaurant using ordering language *such as, 'je voudrais, avez-vous, je prends, l'addition, la carte'*, showing use of polite language and appropriate register.
2. I can talk about food and drink that is particular to my country possibly referring to the use of local produce, food allergies, vegetarian and other diets.
3. I can understand a basic menu in French.
4. I can understand texts about particular meals for special occasions *such as for Christmas and New Year.*
5. I can understand and explain a French recipe showing consolidation of language related to food and the use of the Imperative in phrases *such as 'Mettez le sucre dans..., ajoutez de la farine..., préparez la pâte... '*
6. In collaboration with others, I can research the specialities of an area of France or a French-speaking country appreciating that every season has its specialities, and prepare a short presentation in French.
 SOCIAL LEARNING

LEVEL 9

Subject Focus: Greetings/Introductions

1. I can respond appropriately within a variety of social situations when meeting others, showing that I can use formal and informal modes of address and language *such as the appropriate use of 'vous'*, with correct verb ending and more complex requests *e.g. 'Savez-vous s'il y a une pharmacie près d'ici?'*.
 LISTENING AND SPEAKING
2. I can introduce others and consolidate the use of 'être' and 'avoir'; 's'appeler', 'venir'; articles/genders/plurals; numbers, alphabet, nationalities and family/pets vocabulary.
 LISTENING AND SPEAKING
3. I can discuss hobbies/part-time jobs with others showing I have an understanding of the world of work. I can use vocabulary and structures related to hobbies/jobs/professions showing consolidation of numbers, opinions, adjectives and consolidation of –er/-ir/re verbs and 'devoir', 'pouvoir', vouloir, il faut'. I can show consolidation of routine, time expressions. I can use 'le' with days of the week to indicate regularity.
 LEARNING TO KNOW
4. I can discuss pocket money and spending habits with others *using 'acheter, gagner, recevoir, dépenser, sortir, venir, aller'* and showing consolidation of language for likes, dislikes and preferences.
 LEARNING TO KNOW
5. I can understand texts in mostly familiar language about other people's hobbies, pocket money and/or part-time jobs.
 LEARNING TO KNOW
6. I can write a simple text about my pocket money/part-time job, describing what I do. I can show consolidation of language and vocabulary related to household tasks and family members. I can show consolidation of prepositions and expressions of *purpose such as 'Pour/si je veux gagner mon argent de poche...'*.
 PRACTICAL
7. I can talk about what I would like to do when I leave school and ask others about their career intentions showing that I am able to audit my own interests to consider future career choices. I can show some use of the conditional tense, *e.g. 'Qu'est-ce que tu voudrais faire dans la vie?'*
 INTERPERSONAL
8. I can say what subjects I need to study for my chosen career and ask others what subjects they need to study, showing I am developing a future-oriented perspective. I know what I need to consider as future career choices *e.g. 'un ingénieur qui s'occupe du traitement de l'eau ou des énergies renouvelables'*. I can use 'devoir/ il faut' + verbs, *'étudier, suivre un cours de...'*. I can show some use of the conditional tense, *such as 'je voudrais être, devenir... travailler pour/comme...'*. I can show consolidation of the future tense to talk about my future projects and career, *e.g. 'Après les examens je ferai un long voyage/j'irai en Angleterre pour visiter/je travaillerai comme serveur/serveuse pour gagner de l'argent...'*. I can use *'après, plus tard, un jour, puis, ensuite...'*.
 INTERPERSONAL
9. I can understand texts about different types of career choices. I can use work related vocabulary and expressions *such as 'travailler en équipe, communiquer, savoir, la formation, durer'*.
 READING AND UNDERSTANDING
10. I can research, prepare and present a presentation about a particular career. I can use modal verbs, *e.g. 'pouvoir, devoir, vouloir, il faut (+ verb)'*, and 'gagner, recevoir'. I can show simple use of indirect object pronouns, *such as 'Je vais vous parler de ..., Je vais vous expliquer...'*. I can show consolidation and extension of adjectives relating to skills, *such as 'intéressé(e) par... organisé(e), logique, travailleur(euse).'*
 INFORMATION MANAGEMENT

Subject Focus: Family, pets and friends


1. I can talk about relationships with family members or friends.
2. I can give advice to my friends using the conditional tense.
3. I can understand a text which is about friendship problems.
4. I can write about an incident that has made me feel sad/happy, showing consolidation of the perfect/imperfect tenses.
5. I can write a text which is about relationships/emotions.

Subject Focus: Home and home environment


1. I can state what I do to protect the environment and ask others what they do. I can show consolidation of expressions related to geographical features *such as 'le lac, la mer, les rochers, la montagne, les forêts'*. I can use vocabulary related to the environment *such as 'l'environnement, gaspiller, le gaspillage, recycler, le recyclage, polluer, la pollution, protéger, préserver, l'effet de serre, le réchauffement climatique, l'énergie, les déchets'*. I can show confidence in using the imperfect tense and the conditional tense *such as 'On devrait... on pourrait ...'*.

 LEARNING TO KNOW

2. I can understand straightforward texts in mostly familiar language about environmental issues in my country and in other countries.

 LEARNING TO KNOW

3. I can collaborate with others to research, produce and present a poster/presentation about protecting the environment in French.

 COLLABORATION

Subject Focus: Leisure time


1. I can talk about my friends' hobbies/interests/ what they like and dislike, *e.g. 'Ma meilleure amie s'intéresse au dessin'*. I can make use of verbs *such as 's'intéresser à/aimer bien/préférer/détester/ être passionné/e de'*.
2. I can understand a text which is about hobbies/interests/ sports/adventures.
3. I can write an email to invite my friends to participate with me in activities *such as a competition, a project, an outing, using the future tense to indicate what I intend to do.*
4. I can invite my friends to blog with me.

Subject Focus: Holidays


1. I can discuss the advantages/ disadvantages of different holiday destinations showing that I can analyse information using discursive expressions *such as 'd'une part ..., d'autre part, par contre, cependant, en ce qui concerne...'*.

 COGNITIVE LEARNING

2. I can discuss the advantages/disadvantages of different places to live and work understanding the importance of accepting to live/work with others having different cultural background and beliefs and showing that I value and respect social, cultural and ecological diversity.




 COMMUNICATING FOR DIVERSITY

3. I can understand texts in mostly familiar language about living and/or working abroad.
4. I can talk about a past holiday(s) and understand others when they talk about past holidays and food and drink, showing a clear understanding and demonstration of when to use the perfect and imperfect tenses.
5. I can talk about a future holiday(s) and understand others when they talk about future holidays showing a consolidation of the Future tense when talking about future holidays.
6. I can discuss the advantages/disadvantages of different types of travel showing that I am aware of green transportation modes.



 LEARNING TO KNOW

7. I can describe my ideal journey making use of 'y', *e.g. 'J'y rencontrerais mes amis'*





 WRITING

8. I can understand texts including language I am mostly familiar with related to events I encounter while on holiday.
 WRITING
9. I can write a short text about a recent holiday.
 WRITING
10. I can research and, in collaboration with others, produce a short presentation promoting a holiday destination, mostly in French.
 PRACTICAL

Subject Focus: Out and about









1. I can discuss what there is to do on a particular day/time using vocabulary *such as 'Qu'est-ce qu'il y a à faire...'; 'Tu veux aller à...'; 'Il y a un bon film au cinéma/un concours de judo/un match de foot'.*
2. I can arrange a meeting showing consolidation of time phrases, places, occasions, prepositions, transport and consolidation of *vouloir/pouvoir/devoir, 'Rendez-vous quand/où/à quelle heure?'* and of simple language of negotiation *such as 'tu veux ...tu voudrais'.*
3. I can discuss with others how to get to social venues and what I and they intend to wear using the language of negotiation, *such as 'on (y) va comment? Qu'est-ce que tu portes/vas porter, porteras?'* and consolidating my use of expressions of transport, clothes, colours and adjectives.
4. I can describe a recent social occasion and ask others about social occasions they have attended, using language in the perfect and imperfect tense; connectors *such as 'après, puis, ensuite, alors';* and *'C'était comment? Qu'est-ce qui est arrivé?'*
5. I can understand straightforward texts in mostly familiar language about social events and social media.
 READING AND UNDERSTANDING
6. I can write a short text about a recent social event that I attended.
 WRITING

Subject Focus: Technology

1. I can discuss different types of social media with others using the language of social media, *e.g. 'ma page perso, commenter, partager, des liens, échanger, poster, les postings, bavarder', 'C'est utile, indispensable, sympa.'*
2. I can recognise basic French 'text speak' or text messaging abbreviations *such as 'qqchse, qqf, keske C? mr6, bjr'* showing that I can communicate using digital devices.
 COMMUNICATION
3. I can talk about technology that I use in my daily life showing that I can use the internet to communicate with others and appreciate their different cultures, perspectives and opinions and ask others about the technology they use, mastering some use of appropriate specialist language *such as 'tablet(te), portable, ordinateur, portable, ipod'.*
 SELF AWARENESS
4. I can talk about internet sites I use for leisure and school work being aware of the moral implications and ethical values to consider when browsing the net and ask others about sites they find useful/ entertaining using the language of opinions and feelings *such as 'Les sites internet, mon site préféré/favori ...',* and adjectives like *'marrant, amusant, éducatif'.*
 MANAGING INTERNET USE
5. I can use an on-line bi-lingual dictionary effectively.
 PERSONAL LEARNING
6. I can understand texts in mostly familiar language about technology.
7. I can write about how I use technology in my life showing consolidation of the modals 'vouloir, pouvoir, devoir'.

LEVEL 10

Subject Focus: Greetings/Introductions

1. I can respond appropriately and accurately within a variety of social and vocational situations when meeting others with clear application of polite forms of address and more complex requests *e.g. Pourriez-vous me dire où se trouve la pharmacie, s'il vous plaît?*, commands and polite language.
 LISTENING AND SPEAKING
2. I can introduce others and inform others about them in a confident manner.
 LISTENING AND SPEAKING
3. I can discuss hobbies/part-time jobs with others confidently. I can use vocabulary and structures related to hobbies/jobs/professions/everyday tasks (les tâches ménagères) showing consolidation of numbers, opinions, adjectives and consolidation of –er/-ir/re verbs and ‘devoir, pouvoir, vouloir, il faut’ with a measure of confidence and fluency. I can show consolidation of routine, time expressions. I can use ‘le’ with days of the week to indicate regularity.
 LEARNING TO KNOW
4. I can discuss pocket money and spending habits with others confidently *using ‘acheter, gagner, recevoir, dépenser, sortir, venir, aller...’*. I can show confident use of language of likes, dislikes and preferences. I can use preceding direct objects *such as ‘Je le dépense ... je le reçois, je l’ai acheté(e),’* confidently.
5. I can write a text about my pocket money/part-time job, describing what I do to earn money and what I spend it on.
6. I can show confident use of language and vocabulary to do with household tasks, preceding direct objects, prepositions/expressions of purpose *such as ‘Pour/si je veux/afin de gagner mon argent de poche...’*.
7. I can say what I would like to do when I leave school and ask others about their career intentions showing that I am able to audit my own interests to consider future career choices. I can use vocabulary *such as ‘le métier, la profession, gagner, recevoir’* and show confident use of the conditional tense.
 INTERPERSONAL
8. I can confidently say what future career I would like showing I am developing a future-oriented perspective and know what I need to consider in future career choices *e.g. ‘un ingénieur qui s’occupe du traitement de l’eau ou des énergies renouvelables’*. I can use the future tense to talk about my future projects and career. I can use *‘A l’avenir, plus tard, après, un jour, puis, ensuite’, ‘Etudier, suivre un cours de...’*. I have a good grasp of the Conditional tense, using, *‘je voudrais être/devenir/travailler, pour/comme...’; ‘Mon ambition, c’est de devenir/travailler, pour/comme...’*; I can recognise verbs in the subjunctif present ‘il faut’ + verb, ‘il faut que’... with certain verbs in the subjunctive mood, *e.g. ‘il faut que j’aïlle (à l’université/à l’étranger); il faut que j’étudie ...’*.
 INTERPERSONAL
9. I can talk about the different qualities and qualifications I need to pursue in my chosen future career in some detail and ask others about qualifications they need showing I am developing a future-oriented perspective and that I am able to audit my own skills and interests in order to consider future academic and vocational career choices. I can show confident use of work-related vocabulary and expressions, *e.g. ‘travailler en équipe, communiquer, savoir, la formation, durer’*. I can show consolidation and extension of adjectives *such as ‘serviable, poli(e), intéressé(e) par... organisé(e), logique, travailleur / travailleuse’*.
 INTERPERSONAL
10. I can understand texts about issues related to different types of career choices and unemployment.
 LEARNING TO KNOW
11. I can write/send an e-mail as a letter of application for a or part-time job after I leave school.
12. I can research, prepare and present a presentation about a particular career. I can show increasing sophistication in language use, by using complex sentences, wider use of connectors and increasing accuracy. I can use indirect object pronouns, *such as ‘Je vais vous parler de ... Je vais vous expliquer...il me semble que...’*.
 INFORMATION MANAGEMENT

Subject Focus: Family, Pets and friends


1. I can talk about emotions when a relationship breaks up.
2. I can understand a text which is about starting/keeping/breaking up a relationship with friends.
3. I can write in detail about an incident which has made me feel sad/happy, showing consolidation of the perfect/imperfect tenses.
4. I can write a text which is about relationships/emotions/ breaking up a relationship.

Subject Focus: Home and home environment


1. I can state what I do to protect the environment and ask others what they do, showing that I accept diverse viewpoints. I can show more extensive vocabulary related to geographical features *e.g. 'l'étang, le glacier, l'océan'*. I can show more extensive environment vocabulary and expressions *e.g. 'l'énergie nucléaire/solaire, la culture biologique, fonder, la sécheresse, les énergies renouvelables, le changement climatique, les aliments génétiquement modifiés'*.

 SOCIAL LEARNING

2. I can understand texts in familiar language but with some more challenging language about environmental issues in my country and in other countries.

 LEARNING TO KNOW

3. Individually, or in collaboration with others, I can research, produce and present a report in French comparing other countries' environmental protection to that of my own country.

 COLLABORATION

Subject Focus: Leisure time


1. I can talk in detail about my friends' hobbies/interests/ what they like and dislike, *e.g. 'Ma meilleure amie s'intéresse au dessin'*.
I can make use of verbs *such as 's'intéresser à/aimer bien/préférer/ apprécier/détester/ être passionné/e de/ montrer un important intérêt pour'*.
2. I can understand a text which talks in detail about projects/ activities/adventures in which young people participate.
3. I can write an email to invite my friends to participate with me in activities *such as a competition, a project, an outing, showing good use of the future tense and the conditional tense where appropriate.*

Subject Focus: Holidays


1. I can discuss the advantages/disadvantages of different holiday destinations, showing that I can analyse information, using more complex comparatives *such as 'autant ... que, aussi... que'*; and an extension of discursive language, *e.g. 'd'un côté ... d'un autre côté, en revanche, en effet'*.





 COGNITIVE LEARNING

2. I can discuss the advantages/disadvantages of different places to live and work understanding the importance of accepting to live/work with others having different cultural backgrounds and beliefs and showing that I value and respect social, cultural and ecological diversity, using more complex expressions, *such as 'il faut avouer/il faut dire/accepter que... Si on accepte que...'*.




 COMMUNICATING FOR DIVERSITY

3. I can understand more challenging texts in mostly familiar language about living and/or working abroad.
4. I can talk about a past or future holiday(s) and understand others when they talk about past or future holidays showing a clear understanding and demonstration of when to use the perfect and imperfect tenses and showing a good use of the future tense when talking about future holidays.
5. I can discuss the advantages/disadvantages of different types of travel showing that I am aware of green transportation modes and showing a consolidation of language related to personal opinions and feelings; consistent use of connectors to create complex sentences and a consolidation and extension of adjectives and comparisons.



 LEARNING TO KNOW

6. I can describe my ideal journey showing confident use of adjectives related to time and quality *such as 'de bonne qualité, une ambiance (qui est) ...', and use of 'y', e.g. 'J'y irais/voyagerais ...'*.
 WRITING
7. I can understand more challenging texts including language I am familiar and less familiar with related to events I encounter while on holiday.
 WRITING
8. I can write a short text about a recent holiday.
 WRITING
9. I can research and, in collaboration with others, (*showing that I can contribute to a team and turn creative ideas into action*) produce a short presentation promoting a holiday destination in French.
 PRACTICAL

Subject Focus: Out and about

1. I can discuss what there is to do on a particular day/time confidently, drawing on vocabulary related to a range of leisure interests.
2. I can arrange a meeting showing use of more complex language of negotiation, *such as 'si on allait...'; 'Qu'est-ce que tu penses de...'; 'A mon avis/ selon, c'est-à-dire, je veux dire, ...' 'Lequel/laquelle...? Rendez-vous à ...; On se rencontre/ se voit quand/où/à quelle heure?'*.
3. I can discuss with others how to get to social venues and what I and they intend to wear showing an extension of expressions related to transport, clothes and consolidation of the conditional tense, *such as 'je préférerais, on pourrait...'*.
4. I can describe a recent social occasion and ask others about social occasions they have attended using language in the perfect and imperfect tense and connectors related to time, *e.g. 'après, puis, ensuite, alors, à ce moment-là, pendant la journée/après-midi/soirée', and 'C'était comment? Qu'est-ce qui est arrivé? Qu'est-ce qui s'est passé?'*.
5. I can understand less straightforward texts in mostly familiar language about social events and social media.
 READING AND UNDERSTANDING
6. I can write a more involved and detailed short text about a recent social event that I attended.
 WRITING
7. I can write a text discussing the use of social media using discursive language and the language of argument/ negotiation, using language *such as 'Les médias sociaux'; 'Ce qui/ ce que', e.g. 'Ce qui est dangereux chez les médias sociaux, c'est ...'; and more sophisticated connectors such as 'néanmoins, quand même, en aucun cas...'*.
 WRITING

Subject Focus: Technology

1. I can talk about the technology that I use in my daily life showing that I can use the internet to communicate with others and appreciate their different cultures, perspectives and opinions and ask others about the technology they use, showing confident use of technological vocabulary.
 SELF AWARENESS
2. I can talk about internet sites I use for leisure and school work being aware of the moral implications and ethical values to consider when browsing the net and ask others about sites they find useful/entertaining, using more involved language.
 MANAGING INTERNET USE
3. I can write confidently and persuasively about how I use technology in my life.
4. I can write a text about technology and its use in daily life, both from a personal and professional point of view, using complex sentences and showing flexible use of mostly accurate language.



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).

Any methodology which the teacher of French decides to adopt must ensure that learners are given the opportunity to broaden their experience of learning and ultimately live the French language far beyond the classroom. As pointed out in the National Curriculum Framework (Ministry for Education and Employment, 2012), programmes of learning and the standards of assessment and examinations are to be based on the learning outcomes of the National Curriculum Framework and the subsequent Learning Outcomes Framework.

By using learning outcomes to describe learning expectations, the interests of the learner and other stakeholders are addressed in a learner-centred way (Ministry for Education and Employment, 2012). Given that learning outcomes are statements that indicate what learners will have gained as a result of the learning process over a period of time, educators who are involved in the teaching of French need to ask the following questions:

- Are the learners truly showing proficiency in French?
- Are the learners engaged using French in a variety of authentic tasks?

The teaching and learning methodologies used must cater, first and foremost, for the learning diversity, interests, strengths and limitations of the learner. One of the main key factors is to create a learning environment which is conducive to all learners by primarily:

- identifying the learners' interests and learning styles
- providing support when and where needed.

Research in cognitive psychology indicates that in the learning of foreign languages, the procedural knowledge (the different ways of learning a language) is as important as the declarative knowledge (the knowledge of the principles of the language itself). It is for this reason that it is recommended that educators dedicate some time to the teaching of learning strategies that will empower the learners to progress and to become autonomous.

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.

Overview of the subject

French is first and foremost a tool for communication and, as such, learners need to develop the language skills required to communicate with others in French. The French language skills needed to be able to communicate in French should be developed in an integrated manner, reflecting their use in real life situations. To help this process teachers and learners should use the French language for classroom interaction where possible. As much as possible the classroom should become a French-speaking zone.

Learners need to develop the skills of talking, listening, reading and writing to enable them to understand and communicate with others in real life situations and contexts. Learners need to develop an understanding of the structure of the French language and be able to relate it to the structure of their own languages, thus generating new language.

Educators should seek to make good use of relevant, high quality and challenging resources that exist on a wide range of themes and, where possible, try to introduce the CCTs through careful selection of resources. Learning strategies need to include a high proportion of opportunities for learners to take an active part in their learning as well as episodes of direct teaching.

Lesson planning should incorporate the meaningful use of ICT to enhance learning and bring the world of the French and French-speaking countries into the classroom. The use of ICT should be underpinned by learning and reflection of what it means to develop the competencies associated with Digital Literacy.

Learning French will also help raise awareness of other cultures and can help introduce different cultural perceptions and beliefs about shared practices. This will allow learners to appreciate the views of others while also understanding how their own views operate within a wider context. The CCTs can act as a catalyst where there are similarities and differences in belief systems.

Using the French SLOs

Careful choice of particular texts can help draw together a number of different SLOs from a number of different Subject Foci in French. For example, writing an email invitation which could encompass:

- salutations (*Comment ça va? ... Bien, j'espère!*)
- use of days of the week (*J'organise une fête d'anniversaire samedi prochain.*)
- use of vocabulary related to the home (*Chez moi, J'habite la maison bleue, devant le collège, en face de la mairie*) etc.

These can help keep the learning accessible to learners across an ability range while at the same time offer stretch in terms of the vocabulary encountered in the text and the vocabulary used in interpreting or discussing the text.

Using simple language in an email allows the teacher to draw together vocabulary as well as writing and reading skills based on the Greetings/Introduction, The Calendar, Home and Home area Subject Foci. It also offers a good opportunity to consolidate the use of the present tense (*le présent indicatif*) and the imperative (*l'impératif*).

Presenting learners with different texts such as an email / sms to work with also helps set group work, either as a mixed ability challenge or as a more targeted exercise which matches the nature of the challenge represented by the text to the learning stage and language skills of the learners.

An example of a straightforward exercise is the blanking off of all the verbs in the perfect tense, giving only the infinitives to help learners fill in the verbs correctly and then focusing on a key vocabulary topic and asking learners to identify related words. Next, the teacher could focus on pronunciation by asking learners to highlight key graphemes and work out how unfamiliar words should sound. At a later stage, the same text could be used as the starting point for a dialogue (speaking/listening skills) where the learner is invited to refuse or accept an invitation.

Careful selection of texts will also allow the teacher to position the learning exercises in such a way as to invite learning, discussion and reflection on particular CCTs.

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 French include:

- I can react appropriately when the teacher asks me to do something in French and I can ask for help if I do not understand.

 PERSONAL LEARNING

Taken from Level 8, Subject Focus: Greetings, Introductions

- I can compare special dates and anniversaries in the Maltese calendar with special dates and anniversaries in French-speaking countries' calendars, e.g. *'la fête nationale en France'*

 COMMUNICATING FOR DIVERSITY

Taken from Level 7, Subject Focus: The Calendar

- I can talk about what I do to protect the environment and ask others what they do.

 LEARNING TO DO

Taken from Level 9, Subject Focus: Home and Home Area

Example: Finding opportunities to address CCT learning in French SLOs

- I can recognise French 'text speak' or text messaging abbreviations such as *qqchse, qqf, keske C? mr6, bjr* showing that I can communicate by using digital devices.

COMPETENCES IN COMMUNICATION

'Text-Speak' - In the example above the subject content naturally invites discussion about how language is manipulated to suit the mode of communication. This type of approach starts with a discussion about how this happens in English and Maltese, perhaps reflecting on how differently the two languages are suited to this type of manipulation. Examples can be used from the two languages before going on to look at how French is used in the same mode of communication.




This SLO taken from the Technology Subject Focus, along with others at Level 9 and 10, offers a chance to play with grammar, phonetics and syntax and, in a way, the more contextualised and stylised the language becomes, the more the learner is being drawn into French as it is used and abused in daily life.

The Technology Subject Focus offers a range of opportunities to learn about and reflect on different aspects of the Digital Literacy CCT learning and could be built into a much larger, integrated delivery of the French LOF and particular aspects of Digital Literacy. This example in particular invites learning and reflection on Competencies in Communication and the ability, in this particular context and language, to adapt communication modes and strategies according to the people being communicated with (Learning Outcome 2).



As mentioned in the main body of the text, identifying a particular CCT as having a relationship with an SLO does not preclude other CCT themes from being integrated. There is a clear opportunity here to look at the learning and learning activities associated with this SLO in relation to some of the learning related to communication and how it is influenced by context that is present in, for example, the Literacy CCT.

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)

The language examples provided in the SLOs are not restrictive and the teacher will be able to add more stretching vocabulary for learners able to cope with the additional challenge. Teachers may also wish to add other vocabulary or verb selections to the ones suggested that fit well with any changes which they wish to make in the delivery, e.g. specialist language that suits a particular context or topic that is being used. Where an SLO refers to texts, the word ‘texts’ refers to both written and oral/audio texts. This applies to all levels and Subject Foci. The examples provided are the suggested minimum language levels required to perform proficiently at that level, while also accepting that learners achieving lower levels of proficiency may still be considered as being capable of achieving communicative competence.

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).

Example: French group work

Organise the learners in pairs, sitting with their backs to each other. This is a whole-class activity with everyone sitting in pairs, so make sure each pair is close enough to be able to hear one another. One learner is given an image or visual stimulus and the other is given a blank sheet of paper and a pencil or crayon. Now, using only the power of description (in French, of course) the learner with the image has to describe it to the other to replicate on the paper. The aim is to get as close an image to the original as possible so information about size, shape, style and detail has to be conveyed.

This exercise can be made more complicated or more straightforward and simple by adjusting the images used by the pairs. This can allow the teacher to work with learners of differing language ability within an LOF level or to repeat the same exercise across different levels. The learner doing the reproducing is allowed to ask as many questions as they like and the learner holding the image has to be as helpful as they can be.

Introducing time limits and competition between teams can help add motivation. Variations of this exercise can include the learner with the image responding to questions from 3-5 different learners trying to reproduce the image. Key here is that none of the reproducers can see the others' work. Points could be given to the image holder according to the number of people coming acceptably close to the image and a point to each of the sketchers that come close to the image. Everyone has a go at both roles and a winner is declared at the end.

Adapted from an idea in *The Teacher's Toolkit*, Ginnis (2008)

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.

Learners will need to have knowledge of what it takes to be an effective learner of French. Learners will also need an awareness of social, cultural and geographical aspects of the French-speaking countries or areas. They will also need knowledge about language structures that allows them to check the accuracy of their language use, create new language and communicate in relevant and realistic contexts.

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 SLOs are set out against Levels 7, 8, 9 and 10 and represent the appropriate level of proficiency at each level but do not place a ceiling on achievement. Within French, educators should expect learners to demonstrate increased progression as they move through levels by:

- demonstrating increasing independence and less need for support, including peer or teacher support, and support through wordlists and dictionaries.
- working with increasing length and complexity of text and task in listening and reading.
- demonstrating increasing length, complexity and accuracy of response in talking and writing.
- acquiring new vocabulary and language use (personal, transactional, language related to the world of work and to the culture of the French-speaking regions).
- developing increasing awareness of language rules, including knowledge about language.
- demonstrating increasing confidence in sustaining communication.

The teacher can gather evidence of progress as part of day-to-day learning during individual and collaborative activities, for example while engaging in relevant conversation or correspondence with peers and adults about people, places and daily life where the language is spoken, and through talks, writing assignments and presentations, 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. For example:

- How well do they contribute to discussions?
- Are they increasingly able to extract key information from texts?

Assessment of progress in French involves making judgements about the success of learners in extending and using their vocabulary, increasing their comprehension of the written and spoken word, developing their understanding of language structures and rules and applying these accurately in familiar and new real-life situations, including in social contexts or in giving instructions or directions. For example, they:

- communicate with increasing confidence, accuracy and fluency.
- demonstrate their enthusiasm and motivation for modern language learning and their developing cultural and international awareness through their responses.

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.

Alternatively, educators may feel more comfortable starting with some generic language teaching that underpins a number of different Subject Foci, or that predominantly focuses on two skill areas (such as speaking and listening) early on to help build confidence and create a better foundation for other learning. The decision on how best to approach the Subject Foci and the SLOs within the Subject Foci is essentially a local one. It is up to the educators to use their professional judgement on how best to do this based on their learners' needs, their preferred way of structuring the curriculum and the types of resources they intend to work with.

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

Assessment in French should be carried out in order to:

- better understand the French language learning process.
- determine the ability of the learner to use French for a variety of purposes.
- determine and consolidate the learner's ability to make use of the four different skills (listening, speaking, reading and writing).
- identify and determine difficulties which the learner may experience.
- help the teacher to gather information about the learner's language development over a period of time.
- guide and improve the learner's performance.
- help the teacher to provide the learner with appropriate feedback at the appropriate time.
- assess the learner's progress in proficiency and attainment of standards.

Identification of assessment needs before learning experiences are planned allows targeted goals and performance to guide the teacher in their classroom practices. Characteristics of assessment should include:

- a balance between formative and summative assessments within meaningful and authentic contexts.
- focus on performance in authentic tasks.
- assessment of any mode of communication.
- assessment of the four basic skills.

One key concept in the new assessment paradigm presented by the LOF is the use of multiple measures in assessing learners' progress in order to provide ongoing opportunities for learners to show what they are able to do in French. Therefore, the nature of assessment when assessing SLOs is crucial. There should be no place for:

- decontextualised testing such as translation of words/ phrases.
- fill-in-the-blank verb conjugations within disconnected phrases.
- endless lists of vocabulary.
- decontextualised assignment titles such as "My day", but rather the positing of a real life situation where the learner has an opportunity as well as a good reason to communicate using this foreign language, such as "Write an e-mail to your French penfriend where you speak about how you have spent the day."

In the LOF a task is a performance-based, communicative activity that should reflect how learners can use the language in any situation they find themselves in. Therefore, methodologies such as *L'Approche Communicative* (*Communicative approach*) and *La Perspective Actionnelle* (task-based approach) should be the foundation of teaching French. The latter, in particular, provides learners with the opportunity to use all the language they know in an authentic situation which is familiar to them. Furthermore, proficiency-based assessment, for instance, is an example of an assessment where the learners are asked to perform particular tasks for a specific level. Learners are expected to use a particular level of language which tallies with the level of accuracy. Written or oral tests are prepared in order to enable learners to use French in life-like situations. These formats may include, for instance, role-play, paired interview or writing an e-mail to a francophone receiver.

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. The amount and range of evidence should be sufficient to build up a profile of the learner's achievement in the four key skills, but proportionate and manageable. 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 they have 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. Current approaches to assessment encourage the learner to carry out a number of communicative tasks. Once learners are given the chance to interact with their peers and receive constant feedback from their teacher, they are ultimately guided to make decisions on how to improve their acquisition of the target language. 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 French. 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 by means of a grid stating the intended learning outcomes vis-à-vis the level in which they have been attained.

French teachers 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 teachers reach a shared and consistent interpretation of meaning as they apply the SLOs.

Educators can:

- for speaking and listening, use class-based activities as informal evidence of the learner's ability to understand and respond comfortably in instruction taking and responding (for lower levels) and in conversation and/or role-play (for higher Levels). Learners may also be asked to listen for information such as key facts (or gist) from news bulletins, newspaper articles or simulated announcements as a class activity.
- for speaking and pronunciation, plan to use the learner's performance in paired or group speaking activities to build up an ongoing picture of the learner's ability to respond in conversations or role-plays (see example – back to back). It is always possible to have some of these recorded to be used as evidence.
- for reading skills, planned activities such as searching French websites on the internet for information on a project, reading from a range of texts or from extended prose to extract appropriate meaning all provide appropriate activities. Careful planning of resource selection also allows the creation of differentiated resources to ensure learners can access the same task.

- for writing, use learners' performance in a range of writing activities in class as ongoing indicators of progress. These could include writing instructions for a game, entering news on a class blog, composing slides for a PowerPoint or simply writing their opinions on a theme.

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. Teachers 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.

Teachers 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 in each of the four skills. 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 teachers. Aspects of all of these, but particularly of literacy, will be a natural part of French lessons. Through learning how another language works, learners can understand their own languages better. Many of the skills required to talk, listen, read and write in French will mirror the literacy skills being developed in Maltese and English language learning.

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 Language 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.
- cross-marking end of topic tests, periodic assessments and other internal assessments. by marking learner work from other classes or groups, educators can engage in professional dialogue about the nature of the assessment, its fitness for purpose and the learner results.
- design of assessment materials, marking schemes and reporting 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.
- professional dialogue around learners' work that has been pre-marked to help reach an agreed view on quality and standards.
- Communities of Practice to share and/or strengthen their 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.

Teachers in the classroom create and are responsible for the learning environment where learners will learn French. This means actively considering the diverse set of learning needs that will confront them. For example, creating an environment that the dyslexic learner will be able to learn effectively in will mean understanding the relationship between the depths of the orthography of the French language (i.e. its complexity and the propensity for breaking its own language rules) and how this may result in challenges in some aspects of a dyslexic learner's attainment. 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.

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.

A range of assessment methods will need to be used to ensure that the right standard and balance of productive and receptive skills in French are being achieved. The need to produce the right balance across assessment in French will need to be matched by the use of a similar balance within teaching strategies to ensure that progress across all four skills areas is taking place.

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 French SLOs:

I can recognise 'tu' and 'vous' forms and help phrases *such as 'Pardon' s'il vous plaît, excusez-moi, merci.*

Taken from Level 7, Subject Focus 1: Greetings and Introductions

I can use polite and informal language when I meet people in a variety of social situations and use expressions *such as 'A bientôt, à tout à l'heure, à plus tard and à demain/la semaine prochaine'*

Taken from Level 8, Subject Focus 1: Greetings and Introductions

In both of the above examples each SLO has additional detail about the type and level of vocabulary required. The immediate question one will ask will be 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.

Working the room: Measuring the impact of the teaching

This whole-class assessment technique can be used with Level 8 and 9 learners. Challenge stations are set up around the room, a sufficient number to split the class into groups of 3-5 with a different challenge presented to each group. The challenges should be related to what has recently been taught in class and should be based on two or three distinct learning outcomes. The groups should be balanced out evenly in terms of ability with the addition of the elements of time and reward to keep motivation up and maintain the competitive spirit. The assessment of the activity will provide a good idea of how the whole class has understood what has been taught.

For example, some challenges could be focused on grammar (e.g. learners could be asked to identify the correct auxiliary verbs for a perfect tense, forming past participles and/or spot deliberate mistakes). Other challenges could be more vocabulary-based (e.g. challenges involving filling in diagrams to test knowledge of recent topics or matching an image to a passage of writing). The results will give a good indication of areas where learners are less confident, allowing the teacher to reflect on how these areas were taught and how they could be revisited.

Adapted from *Designing Effective Activity Centers for Diverse Learners: A Guide for Teachers At All Grade Levels and for all Subject Areas*, Hilberg, Chang and Epaloose (2003)

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.

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- 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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