

EDUCATORS' GUIDE FOR PEDAGOGY AND ASSESSMENT

USING A LEARNING OUTCOMES APPROACH



ARABIC

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



Learning
Outcomes
Framework



Learning Outcomes Framework

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Contents

Introduction	5
1. Subject Learning Outcomes	9
2. Pedagogy	
A. Pedagogy and good practice learning.....	23
B. Embedding the delivery of the Cross Curricular Themes.....	27
C. Reaching different learners within each level.....	32
D. Teaching different levels within one year group.....	37
E. Teaching one level across two year groups.....	39
3. Assessment	
A. Methodologies that will ensure fit for purpose assessment.....	41
B. Inclusive assessment methodologies.....	47
C. Reliable and valid ways of assessment.....	49
D. Assessing Cross Curricular Themes.....	51
E. Reporting Progress.....	52
References	55
Appendix: Cross Curricular Themes	57



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 MODERN STANDARD ARABIC

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

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.

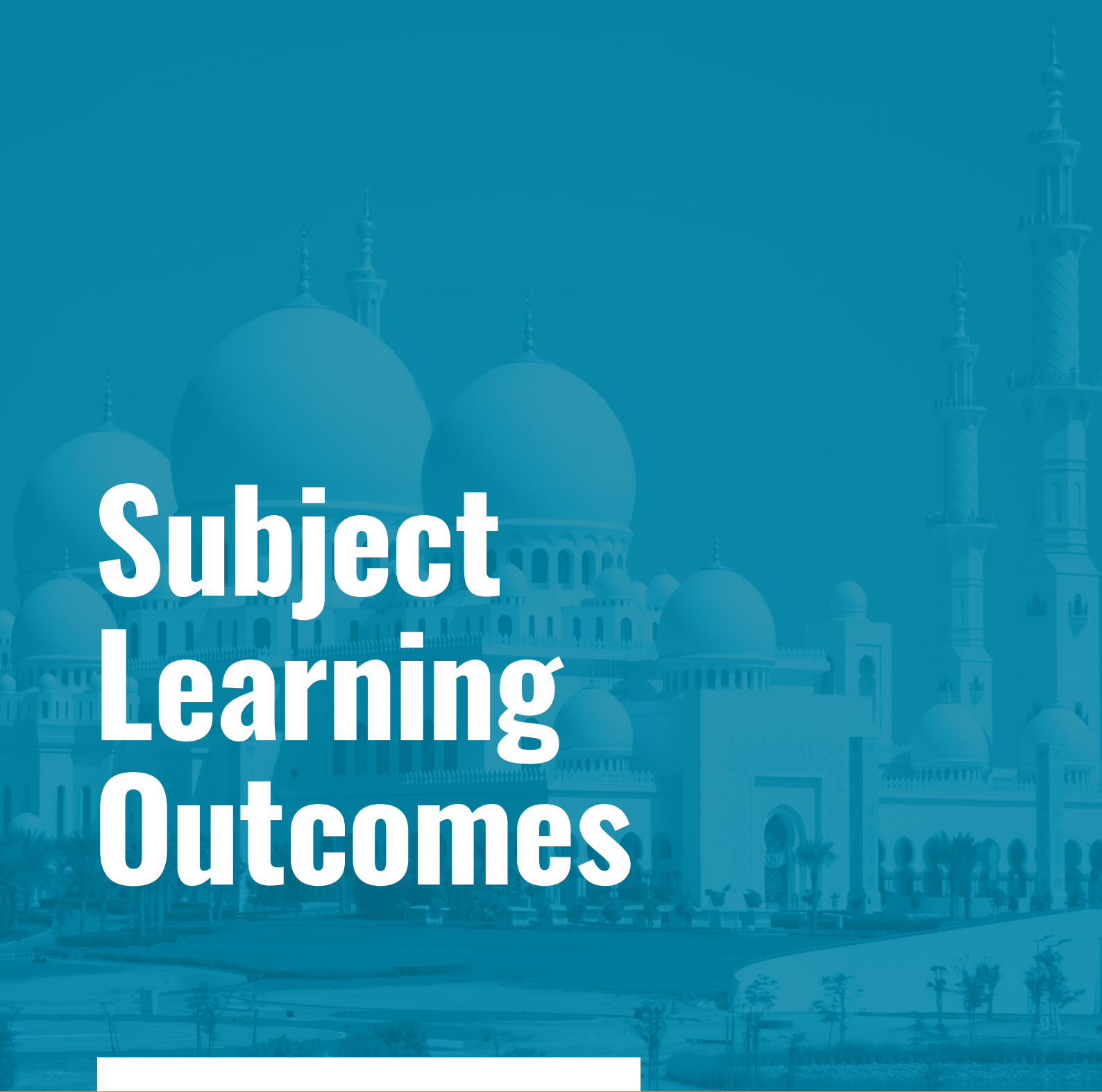
This document has been collaboratively developed by the Outlook Coop Learning Outcomes Framework Joint Venture comprising Outlook Coop as the lead partner, East Coast Education Ltd. and the University College London Institute of Education together with the Directorate for Quality and Standards in Education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

ARABIC

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

The Subject Learning Outcomes (SLOs) for MSA 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: Listening

1. I can recognise words, phrases and simple sentences in spoken Arabic.
2. I can identify and differentiate between similar sounding phonemes.
3. I can understand phrases and expressions related to everyday situations *such as eating, travelling and studying*.
4. I can understand questions and instructions and follow short and simple directions.
5. I can recognise and respond to spoken texts in Arabic in familiar contexts.
6. I can understand numbers and their use in contexts *such as counting, reading prices and telling the time*.
7. I can listen to and understand the names of colours and shapes.
8. I can find correct answers to questions after listening to a short text with familiar vocabulary, more than once.
9. I can understand the instructions of the task I have to do.
10. I can understand titles and pictures related to a topic, when presented in class.
11. I can recall a number of words related to the topic being discussed.
12. I can understand the vocabulary in a simple conversation and predict the words I am likely to hear.
13. I can identify a given situation as a conversation, advert, news bulletin etc.
14. I can understand the tone of voice and clues in background noises.



COGNITIVE

Subject Focus: Speaking

1. I can use simple words and phrases to communicate about everyday situations.
2. I can use a stock of vocabulary to get information, ask questions and express feelings.
3. I can talk about myself in short declarative statements.
4. I can participate in simple conversations and communicate basic ideas using scaffolding.
 COMMUNICATING FOR DIVERSITY
5. I can pronounce letters and words accurately, most of the time.
 COMMUNICATING FOR DIVERSITY
6. I can identify formal styles of speech in MSA and use key expressions, basic greetings and simple commands.
7. I can reproduce the basic phonetic intonation and stress in patterns of speech for effective communication.
 COMMUNICATING FOR DIVERSITY
8. I can use common courtesy phrases in appropriate social occasions.
 COMMUNICATING FOR DIVERSITY
9. I can look at the teacher or native speakers and imitate the shape of their mouths.

10. I can listen to the radio or to recorded interactions and repeat aloud the useful expressions I hear.
11. I can retrieve from memory what I would like to say and look up any words I do not know in the dictionary.
12. I can check that I am pronouncing similar letters correctly, e.g. ظ ض or ه .
13. I can recall words and expressions that I already know and put them into sentences.







Subject Focus: Reading

1. I can match text to images and identify the main points of a text.
2. I can identify and respond to key words, phrases and simple sentences.
3. I can understand short simple messages and simple written instructions.
 COMMUNICATING FOR DIVERSITY
4. I can identify and accurately read straightforward public signage in supported settings.
5. I can understand and respond to simple texts, putting together known words and phrases from jumbled texts.
 SOCIALCHANGE
6. I can read with some fluency the sentences presented in textbooks of an appropriate level.
 READING AND UNDERSTANDING
7. I can distinguish and identify basic features of different parts of speech: word roots, prefixes, suffixes and verb tenses.
8. I can use interactive websites in Arabic to undertake basic language learning activities, such as 'drag and drop' or matching words or phrases.
 COMMUNICATING FOR DIVERSITY
9. I can work out what I am reading, e.g. if it is a set of instructions, a letter, an advert or a brochure.
10. I can get clues from the title and from any pictures to help me guess what a text is about.
 COMMUNICATION
11. I can predict a number of words and information that I might find in the text.


Subject Focus: Writing

1. I can write and copy the Arabic alphabet in *Naskh*, connecting letters appropriately to form correctly spelt words using a pen or a keyboard.
 MANAGING LEARNING
2. I can label pictures of objects and people.
 SOCIAL CHANGE
3. I can write short simple messages or notes to friends with the help of a dictionary in a supported learning environment using a pen or a keyboard.
 MANAGING LEARNING
4. I can produce short, basic descriptions of everyday activities and familiar matters using a pen or a keyboard.
 MANAGING LEARNING
5. I can use models to write text and convey personal information and ideas.
 COMMUNICATING FOR DIVERSITY
6. I can fill in personal details in forms.
7. I can write correct answers to questions set on simple written texts when comprehension vocabulary is listed and explained.
 SOCIAL CHANGE
8. I can express what a task requires and brainstorm ideas I want to write about.
9. I can gather more information by reading, talking to others and remembering relevant words or phrases that I have previously learnt.
10. I can list some key ideas.
11. I can write a rough plan to show the order I will use to organise my ideas.
12. I can communicate using simple sentences in Arabic with learners of Arabic in other schools/countries after the instructor or a classmate reviews my written script.
 SOCIAL CHANGE

Subject Focus: Heritage and culture

1. I can identify Arabic solar and lunar calendars and the names of both sets of months and name various festivals and public celebrations, in Arab speaking countries.
 COMMUNICATING FOR DIVERSITY
2. I can follow with support, age-appropriate poetic references *such as the metaphoric uses of various words*.
3. I can distinguish the linguistic diversity of Arabic and some of the main differences between MSA and dialect.
4. I can recite a number of straightforward proverbs in Arabic and identify equivalent proverbs in English or Maltese.
 SOCIAL CHANGE
5. I can compare traditions in Malta with those of Arab countries by conducting research or *e.g. by visiting an Arab family in Malta or visiting an Arab country to learn about traditions there*, then create a poster or display using this information.
 PRACTICAL
6. I can brainstorm the pros and cons of different jobs.
 COMMUNICATING FOR DIVERSITY

Subject Focus: Grammar

1. I can distinguish between alphabetical letters and diacritical marks, *e.g. tashkeel etc.* and combine them into syllables and words.
2. I acknowledge the importance of learning grammar in the context of Arabic.
3. I can identify Arabic as a Semitic language and how some of the general characteristics of this language group appear in Arabic.
4. I can distinguish the concept of grammatical inflection and its role in Arabic.
5. I can identify the following foundational rules of MSA grammar: the grammatical cases; the article; masculine and feminine; non-verbal sentences; 'wa' and basic conjunctions; the 'construct' case and the genitive case; sound masculine and feminine plurals; pronouns; demonstrative pronouns; pronominal suffixes; adjectives and noun-adjective agreement; some basic Form I verbs in the past tense; basic prepositions and basic numbers.
6. I can use greetings and courtesy expressions in MSA and a major dialect of Arabic.
 LEARNING TO KNOW

LEVEL 8

Subject Focus: Listening

1. I can follow sentences of increasing complexity in a classroom setting with some support and repetition.
2. I can identify and tell the difference between all phonemes in Modern Standard Arabic (MSA).
3. I can use an increasingly complex range of phrases and expressions in group learning sessions and in simulated vocational settings, including the use of multimedia.

LEARNING TO DO

4. I can understand complex questions and multiple instructions in group learning activities and through digital media.
5. I can use an increasingly complex range of phrases and expressions in group learning sessions and in simulated vocational settings, including the use of multimedia.
6. I can understand increasingly complex numerical information including the use of MSA to solve mathematical problems including addition, subtraction, multiplication and division.
7. I can understand the use of MSA to describe an increasingly complex array of colours, shades and shapes.
8. I can find correct answers to straightforward questions with little or no repetition or clarification and can request and understand clarification.
9. I can use clues *such as keywords to identify the general gist*.

INFORMATION MANAGEMENT

10. I can make sound guesses using my knowledge of MSA to identify the topic the speaker is discussing.
11. I can identify the names of people and places.
12. I can identify grammar clues *such as tenses and pronouns*.

INTERPERSONAL

13. I can use an increasingly complex range of phrases and expressions in simulated vocational settings with the use of multimedia.

LEARNING TO LIVE TOGETHER

14. I can comprehend complex questions and multiple instructions in collaborative and cooperative learning activities and through the use of digital media.

COMMUNICATING FOR DIVERSITY

Subject Focus: Speaking

1. I can produce short oral presentations using modelled language.
2. I can ask for clarification and/or elaboration in information-sharing and question and answer situations, express feelings and summarise straightforward narratives.
3. I can talk about myself, my studies, my interests and about others in naturalistic conversation in the classroom and in online activities.

COMMUNICATION

4. I can communicate ideas of increasing sophistication.
5. I can pronounce all MSA sounds with accuracy in classroom environments.
6. I can use greetings and an increasingly complex range of standard expressions to facilitate conversation in a classroom setting.

COMMUNICATING FOR DIVERSITY

7. I can reproduce the phonetic intonation and stress patterns of MSA with accuracy in increasingly complex classroom discussions.
8. I can exchange courtesies and use stock phrases in an appropriate manner in supported classroom simulations.
9. I can listen to words and expressions, that I hear the teacher say and use them myself.

Subject Focus: Reading

1. I can read and follow contextualised MSA texts written in a straightforward style.
2. I can follow and respond to MSA texts of increasing complexity in a classroom environment.
3. I can understand and respond to straightforward written messages of increasing complexity in a classroom environment.
4. I can register and interpret everyday signs and public notices on buildings, shops and streets.
5. I can read, understand and respond to connected texts of increasing complexity in a classroom environment.
6. I can read and understand appropriate written 'realia' on paper and online formats.
7. I can recognise parts of speech in texts of increasing grammatical complexity and can demonstrate a good knowledge of essential MSA grammar and grammatical terms.
8. I can use Arabic effectively and appropriately on a range of web-based forums in a supported learning environment.



COMMUNICATION

9. I can spot words that I understand and which were covered in class.
10. I can get the main ideas of the text and then read it again to understand detail.
11. I can follow and identify the names of people or places and punctuation clues.
12. I can use my understanding of MSA to guess the meaning from the context of the sentence, when I am unsure of the meanings of each words.





Subject Focus: Writing

1. I can write connected sentences and short paragraphs accurately in composition and through dictation.
2. I can plan and write in narrative style, to develop a sequence of ideas in correct grammatical forms.
3. I can translate simple sentences from Arabic into English or Maltese using correct grammatical forms.
4. I can quote and paraphrase from other Arabic sources and include these appropriately in my own Arabic writing.
5. I can demonstrate a diverse range of information and ideas in writing, using accurate MSA.
6. I can accurately complete more complex forms, *such as passport or visa applications*, with some support.
7. I can write answers of increasing complexity to context-specific verbal and written questions and use accurate, connected MSA prose when doing this.
8. I can add ideas as I write.
9. I can attempt to include as much detail as possible, *e.g. using lots of adjectives when I am describing something or someone*.
10. I can use clear 'markers', *e.g. 'first... then' or 'on the one hand'*.
11. I can explore and investigate the lifestyle, challenges and connections of various Arabic communities and minorities, around the world.





SOCIAL CHANGE

Subject Focus: Heritage and culture

1. I can read and understand level-appropriate poetry texts.
2. I can point out differences between MSA and a major Arabic dialect in context-supported situations.
3. I can read graded short stories in MSA with understanding, and can use MSA and/or dialect to tell simple narrative stories or anecdotes.
 READING AND UNDERSTANDING
4. I can read short verses from the Qur'an with understanding.
 LEARNING TO KNOW
5. I can describe how schooling has changed in Malta and other Arab countries over the past 50 years *e.g. basing my descriptions on interviews with parents, students or teachers.*
 COMMUNICATING FOR DIVERSITY
6. I can give a set of nine statements on separate pieces of card about what makes jobs more or less attractive *e.g. earning a lot of money, working in the open air, having opportunity to travel, helping other people, interesting work etc.*
 LEARNING TO BE

Subject Focus: Grammar

1. I can read texts without vowel markings and apply my knowledge by learning new words and understanding morphological changes.
2. I can develop and consolidate knowledge of the essential grammar of MSA and apply this knowledge in listening, speaking, reading and writing classroom activities.
3. I can distinguish the linguistic kinship that exists between Arabic and Maltese and cite examples of lexis and grammatical features.
 SOCIAL CHANGE
4. I can accurately 'mark', 'unmarked' Arabic text with vowel markings and other diacritical marks in a way that demonstrates sound understanding of the role of grammatical case in Arabic, in a supported classroom environment.
5. I can understand and use the following intermediate level rules of MSA grammar in listening, speaking, reading and writing: noun forms; basic 'broken plural' forms; number the dual form; comparative and superlative adjectives; verbs with suffixes; the perfect and imperfect tenses; negating perfect and imperfect verbs; the 'moods' of the verb (imperative, jussive); present participles; the verbal noun; verb Forms I, II, III, IV, V, VI, VII, VIII, IX, X; verb + preposition combinations; advanced conjunctions; conditional sentences; 'kaana' and her sisters; 'inna' and her sisters; proper nouns; interjections and common stock phrases and foreign words in MSA, in a supported classroom environment.
6. I can use a range of formulaic phrases and expressions in MSA and a major dialect, suitable for 'small talk'.
 COMMUNICATING FOR DIVERSITY

LEVEL 9

Subject Focus: Listening

1. I can follow public announcements, voicemails and media news in real-life or simulated settings.
2. I can differentiate and identify all the phonemes in MSA and their variant forms, in at least one major Arabic dialect.
3. I can use a complex array of phrases and expressions with near-native speaker confidence, in real-life or simulated vocational and cultural settings.
4. I can follow and respond with near-native speaker competence, to complex questions and instructions that closely simulate real-life usages.
5. I can follow and understand a diverse range of spoken MSA texts, responding with near-native speaker confidence, in collaborative learning and/or simulated real-life contexts.
6. I can use, understand and respond to complex numerical information and process the solution of simple mathematical problems in collaborative learning and/or simulated vocational settings.
7. I can follow complex descriptions of objects, processes and procedures in MSA in a range of subject area contexts in collaborative and simulated settings.
8. I can listen to complex cultural and/or vocational spoken material in MSA and ask for clarification in group learning sessions of simulations of real-life activities.
9. I can ask for feedback from speakers to revise my initial interpretation of what I have heard.



LEARNING TO LIVE TOGETHER

Subject Focus: Speaking

1. I can give instructions or directions in MSA accurately and respond to requests for elaboration or clarification in classroom or simulated real-life settings.
2. I can ask for clarification or elaboration of questions to follow up complex Arabic speech delivered at natural or near-natural pace in collaborative educational settings or simulations of real-life activities.
3. I can use MSA to give short structured accounts of specialist topics I am familiar with, in class and online, supported by visual aids and respond to straightforward questions.



COMMUNICATION

4. I can accurately use 'signposting' and connecting words and phrases to provide structure and coherence to discussions in group learning situations and oral presentations.
5. I can pronounce MSA sounds with phonological accuracy in near-natural settings in collaborative learning situations and simulations of real-life activities.
6. I can maintain continuous spoken communication in MSA using a range of polite expressions and nuanced requests.
7. I can synthesise ideas and express these in extended speech in standard Arabic and use relatively complex forms to express ideas, opinions and disagreement.
8. I can use MSA to participate effectively in social or cultural activities in a collaborative classroom environment.



LEARNING TO KNOW

9. I can describe an item I do not know the name for, *i.e. describe what it looks like, what you can use it for, whether you wear, eat or drink it etc.*



PERSONAL

10. I can use opposites *such as 'not married' for 'single'*.
11. I can use a word that has roughly the same meaning *e.g. boat instead of ship.*

Subject Focus: Reading

1. I can identify the purpose of specific Arabic texts, identifying key information and gaining insight into everyday usages, inference, register and tone.
2. I can read and follow a diverse range of Arabic media texts dealing with topics *such as current affairs, culture and entertainment along* with some more specialist academic material, in study groups and individually.
3. I can confidently read, follow and respond to a range of Arabic texts in diverse media *such as emails, web forums and social media* for everyday purposes *such as business, employment, job search or leisure*.



LEARNING TO BE

4. I can read printed and electronic texts in Arabic written in a variety of script styles including Naskh and Ruq'a.
5. I can identify the structures that develop coherence in a text, *e.g. sentences, paragraphs, headings and sub-headings* with insight into how these relate to meaning.
6. I can read with confidence a range of real life MSA texts on topics with which I am familiar in group learning activities as well as individually.
7. I can demonstrate that I have consolidated the essential grammar studied at earlier levels, identify some advanced grammatical features of MSA and demonstrate how these differ from those of a dialect.
8. I can use Arabic effectively and appropriately on a diverse range of web-based forums in group learning activities and/or simulated cultural, social or vocational contexts.



LEARNING TO LIVE TOGETHER

Subject Focus: Writing

1. I can write longer connected prose texts for description or comparison during independent study and explain and justify, vocabulary and grammatical choices in collaborative learning activities.
2. I can produce complex extended texts in Arabic which are grammatically accurate and use an advanced array of connecting words and phrases.
3. I can translate more complex sentences from Arabic into English or Maltese and translate more basic texts from English or Maltese into accurate MSA.
4. I can write Arabic texts which synthesise information from a diverse range of written Arabic sources, when building on group-learning activities.
5. I can write grammatically accurate MSA texts for a range of purposes *such as description, argumentation, comparison, narration etc.* when building on collaborative learning activities.
6. I can complete a range of complex formal documents accurately in MSA with little or no support and can accurately input textual and numerical data into a diverse range of ICT applications.



MANAGING LEARNING

7. I can follow and respond to complex, multi-part questions or inferred questions, using accurate well-connected MSA prose in collaborative learning contexts and/or real-life simulations.
8. I can write a first draft and am able to review it using different strategies to check my written work and write a second draft.
9. I can ask a friend or the teacher to read my written work.
10. I can review the strategies I used that did not work and improve on them for next time.
11. I can read the text all the way through to see if it makes sense.

Subject Focus: Heritage and culture



1. I can research and demonstrate the history of the Arab presence in Malta and the ways in which this has influenced culture, learning and knowledge locally and worldwide.
 LEARNING TO DO
2. I can follow short clips of television programmes on familiar topics from different Arab countries.
 SELF AWARENESS
3. I can use standard Arabic to communicate effectively with native speakers in cultural and social settings, *e.g. eating out, sporting events, museums, galleries and exhibitions* and in simulated or supported workplace settings.
 LEARNING TO LIVE TOGETHER
4. I can read selected short works of modern Arabic literature with nuanced understanding and explain these to people who are not speakers of Arabic.
5. I can grasp colloquial idioms, figures of speech and proverbs to engage effectively in conversation with native speakers.
6. I can read parts of the Qur'an and the Bible in Arabic with at least a good level of understanding.
 LEARNING TO LIVE TOGETHER
7. I can watch Arabic films and television programmes and discuss them with others in class.
 LEARNING TO DO

Subject Focus: Grammar



1. I can read extended texts accurately, in unmarked Naskh and Ruq'a scripts, write accurately and legibly using these scripts, to identify and read basic texts in other scripts, including ancient and ornamental scripts.
2. I can develop and consolidate through practice my understanding of essential MSA grammar.
3. I can identify the relationship of Arabic with other Semitic and non-Semitic languages in terms of the use of cognates, loanwords and other influences.
4. I can compose unmarked extended MSA texts in a way that demonstrates an understanding of the role of grammatical case 'hidden' in the unmarked text.
5. I can consolidate all the grammar learned to date and demonstrate my learning in listening, speaking, reading and writing in collaborative and co-operative classroom contexts as well as more supported contexts and I am competent in the upper-intermediate and advanced features of MSA grammar, namely: advanced broken plurals and broken plural patterns; the conjugation across number, gender, moods and verb forms of 'doubled' verbs, 'hamzated' verbs, 'assimilated' verbs, 'hollow' verbs, 'defective' verbs, 'double weak' verbs, verbs with four or more radicals; advanced prepositions; advanced cardinal and ordinal numbers.
6. I can differentiate between the 'phrasal' syntax of the Arabic dialects and the case-based syntax of MSA, and am confident when listening and speaking the dialect equivalents of the following features: pronunciation; intonation; alternative forms of the verb 'to need/want' depending on the dialect studied; the use and pronunciation of the article in dialect; the use and the pronunciations of feminine endings in dialect; methods of negating verbs in dialect which vary depending on the dialect studied; present tense and future tense markers in dialect which vary depending on the dialect studied; possessive markers instead of the MSA 'idhafa' or 'construct' phrase'; active participles and active participles and negation.

LEVEL 10



Subject Focus: Listening

1. I can listen and respond to an array of public, news and work-related announcements in real-life vocational and cultural settings.
 LEARNING TO LIVE TOGETHER
2. I can make out the linguistic variety of Arabic and differentiate between standard and spoken varieties of Arabic in different geographical regions.
3. I can follow conversations delivered at a natural or near-natural speed in MSA and in 'educated' registers, in one of the major Arabic dialects.
4. I can follow with confidence and understanding standard Arabic and a major dialect material delivered via the real-life Arabic aural or audio-visual media, including cultural productions *such as poetry, film and song*.
5. I can understand and respond to complex numerical information in a major Arabic dialect in real life negotiating settings and use MSA to solve a range of higher mathematical problems.
6. I can follow complex and/or culturally specific cultural productions in standard Arabic or in a major dialect including film, poetry, song, or television productions.
 COMMUNICATING FOR DIVERSITY

Subject Focus: Speaking




1. I can give instructions or directions in MSA or an 'educated' major dialect accurately and respond to requests for elaboration or clarification in 'real-life' settings or those that closely simulate real-life.
2. I can use MSA or a major dialect in structured and semi-structured discussions of cultural and/or vocational topics in 'real-life' face-to-face and online settings and respond to listeners' feedback.
3. I can connect and 'signpost' sentences and phrases accurately using appropriate idiomatic MSA and/or dialect connectives with an awareness of nuance and good use of gesture, facial expression and body language.
4. I can pronounce standard Arabic and the 'educated' register of a major Arabic dialect with phonological accuracy, when participating in advanced educational, cultural or work-related settings.
5. I can use conversational Arabic in MSA for persuasion in real-life or simulated cultural, educational and vocational settings.
6. I can skilfully use intonation and stress to enhance meaning in persuasive or academic contexts.
7. I can use MSA and the 'educated' register of a standard dialect to participate effectively in vocational, social or cultural activities with native speakers in real-life settings.
8. I can write words or grammar rules that I did not know before and look them up in a dictionary.
 READING AND UNDERSTANDING
9. I can revise some of the strategies I used, identify why they did not work and use this analysis to improve my language skills.
 PERSONAL LEARNING

Subject Focus: Reading

1. I can read and follow modern literary prose and poetic texts and identify the nuance, style and/or technical and scientific meaning.
2. I can skim and scan a diverse range of texts without support in busy, real-life, cultural, educational or vocational settings under time constraints and identify key information from these texts.
3. I can identify and understand nuances *such as urgency in complex written messages*, in realistic settings and respond in an appropriate manner.
 LEARNING TO BE
4. I can read a diverse range of ancient and modern calligraphic styles in Arabic.
 SELF AWARENESS

5. I can read and summarise, under time constraints, complex connected texts of a factual nature *such as academic articles or business reports*.
6. I can identify and understand culturally 'loaded' usages of language in real life Arabic texts *such as idiomatic expressions or proverbs*.
7. I can produce short written summaries in Arabic and produce Maltese and English translations of extended and/or complex Arabic texts.
8. I can follow and respond to at least one Arabic dialect to be able to read with some understanding, vernacular usages in online social media activities and in popular culture areas *such as poetry, song, or advertising*.
9. I can search for or bring forth feedback to review my initial guesses and still make sense.
10. I can identify an issue and give critical comment about why some of the strategies used did not work and analyse what I can improve upon.

Subject Focus: Writing

1. I can plan and structure advanced and extended texts in Arabic *such as argumentative texts*, which are internally coherent, making good use of sentencing and paragraphing, to structure meaning and to sequence ideas in a logical manner.
 MANAGING LEARNING
2. I can write extended, connected, complex texts in MSA using nuance and inference creatively.
3. I can use written MSA effectively in a variety of realistic contexts, including digital contexts and where necessary, translating in real time, while working in a multilingual online environment.
 MANAGING LEARNING
4. I can produce complex and connected Arabic texts with little or no support, synthesising information from diverse sources with appropriate referencing, in a way that prepares me for advanced study or professional employment.
5. I can produce complex, connected, descriptive, argumentative or narrative Arabic texts with little or no support in a manner which is appropriate for specific purposes related to my interests, *e.g. creative writing or scientific writing*.
6. I can write well-presented CVs, covering letters and similar work or study related documents, with 'guide on the side' support.
 PRACTICAL
7. I can take notes from complex verbal interactions in MSA and/or dialect and write up essay or report-length responses to direct and implied questions in accurate MSA, with little or no support.
8. I can check that I am writing similar letters correctly, *e.g. ق, ك/ص, يس.*
9. I can vocalise each sentence to myself to review its pronunciation.

Subject Focus: Grammar

1. I can read with understanding classical texts, demonstrating an understanding of earlier systems of Arabic orthography.
2. I can undertake a basic study of the grammar and lexis of at least one major dialect and have an understanding of the similarities and differences between MSA and at least one dialect.
3. I can use monolingual and bilingual Arabic dictionaries and am aware of 'false friends', *i.e. words that appear the same but have divergent meanings in Arabic and Maltese.*
4. I can demonstrate an awareness of the relationship between MSA and earlier forms of literary Arabic, with reference to ancient and modern texts, *e.g. Qur'anic Arabic (QA) and Classical Arabic (CA)* and the ways in which the grammar and lexis of MSA differs from QA and CA.
5. I can demonstrate a sound understanding of all the grammar studied at the previous levels and the use of this grammar in advanced listening, speaking, reading and writing activities, with little or no support and demonstrate understanding of advanced grammar, *such as the rare verb forms and broken plural forms* that appear in Classical Arabic, and the rule of Classical Arabic versification.
6. I can demonstrate proficiency across the four main language skills, especially listening and speaking, following features of the register of a dialect: the passive voice in simple and continuous tenses; the passive voice in past and 'perfect' tenses; the use of modals to create complex or 'compound' tenses; negation of passive tenses; the advanced use of connectives; the use of compound tenses and auxiliary verbs in narration; the language of comparison; connections and relationship language, *e.g. 'all of us', 'some of us', 'not all of us', etc.* and the use of passive participles.



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 Modern Standard Arabic (MSA) decides to adopt must ensure that learners are given the opportunity to broaden their experience of learning and ultimately live the Arabic 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 Arabic need to ask the following questions:

- Are the learners truly showing proficiency in Arabic?
- Are the learners engaged using Arabic 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.

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.

Educators are advised to follow the sequence of the Subject Foci and SLOs because the learning outcomes for language learning build upon each other. The first step in learning Modern Standard Arabic (MSA) is to learn the alphabet; how to write the letters in the initial, medial and final forms, and how to connect them together. While teaching this, educators could also teach how to pronounce the phonemes in Arabic while keeping in mind the phonemes that are not present in the learners' first language (L1), so as to help learners learn how to pronounce these new phonemes.

Once learners learn how to write the letters in the initial, medial and final forms, and learn how to connect them, then educators should teach case and how to read texts that have diacritical marks for vowels and, later, how to mark the vowels in a text that has familiar vocabulary. Later on in their learning, learners should be encouraged to read texts without vowel markings, as such texts are more similar to texts one would need to read in real life.

After learners get a good grasp of the alphabet and of how to link the letters and mark the vowels, educators should focus on more grammar, such as grammatical cases, the article, masculine and feminine, and how words are inflected according to gender and number and the equational sentence.

Here, educators could also explain about noun, verb and adjective agreement for writing a grammatically correct sentence. This also links to teaching case, number and gender. In fact, when learning nouns, learners should also be presented with the plural version of the noun so that, throughout the academic year, learners would be learning the plural form (whole or broken) of the nouns they learn in class. At a later stage, learners would be able to write down lists of nouns and their plural form according to the way the plural form is inflected. Along with the plural form, it would also be useful to teach the dual form of nouns.

After the learners learn about case, educators could present the 'moods' of the verb, namely the imperative and the jussive. It is important for the 'moods' of the verbs to be taught after the case, as this grammar point builds on the previous one.

The pronouns and their inflections could be taught next, and learners could practise pronouns by forming simple sentences with the vocabulary available to them. Later on, educators could introduce conjunctions, especially 'wa' and its uses. They could then continue teaching more grammar, such as the construct case and the genitive case.

Demonstrative pronouns could be taught next, and learners could practise them by forming sentences that point to objects in the classroom. Prepositions could be taught after the demonstrative pronouns because they help learners form more complex sentences using the grammar points previously learnt.

Educators could move on to some basic Form I verbs in the past tense, and learners could practise by writing or uttering some sentences. Much later in the programme, educators could present the perfect and the imperfect tenses. Learners could practise these by speaking or writing about their present studies and future aspirations. After learners master the basic Form I verbs, educators could move on to teaching Forms II, III, IV, V, VI, VII, VIII, IX and X of the verb; the way the verb is combined with the preposition; and more advanced conjunctions. After these grammar points, conditional sentences, 'kaana' and her sisters, and 'inna' and her sisters could be introduced to the learners.

Learners should first learn the numbers and then how to state the year, the months, the days of the week and the time. This could also be linked to teaching the Arab solar and lunar calendars, and the names of both sets of months. In relation to this, the educator could also teach some cultural aspects related to the various festivals and public celebrations in Arabic-speaking countries.

As learners progress in their studies of Arabic, they would be expected to increase their vocabulary, expand their cultural knowledge, keep up longer conversations, and use more advanced grammar in both the written and the oral form of the language. As time passes, learners would be expected to talk about, or present, topics of cultural interest that they are familiar with in class. Learners' level of understanding when reading and listening is also expected to improve as they progress in their study of Arabic; an example of this is when learners are able to read and understand texts from poetry or the Qur'an.

At a later stage, learners should also be taught about how words borrowed from English are added to the vocabulary of Arabic, and how such words are used and, at times, are inflected with Arabic grammar.

As learners learn MSA at school, educators could also encourage them to learn a widely spoken dialect of Arabic - possibly one they could practise regularly in Malta.

Suggested pedagogies for teaching MSA

As learners progress in their studies in Modern Standard Arabic (MSA), teachers should present them with texts and video clips that are longer, and which expose them to more advanced vocabulary, grammar and expressions. Examples of such materials are newspaper articles or clips from the news. Then, learners could summarise the main points in writing or verbally, or they could even translate them into Maltese or English.

Learners should also be encouraged to engage themselves in in-class discussions and presentations about Arab culture, in order to practise speaking Arabic. It would also be a good idea to encourage learners to ask questions to each other during in-class presentations, in order to enhance their understanding of the topic being presented. This way, the teacher could also find out if learners are really understanding each other, by checking that their questions are relevant to the topic being discussed in class.

Visits to places of cultural and historical interest are very important when learning a language as learners would be exposed to the language and to the culture surrounding it; experiencing the culture first-hand while practising the language is very useful for learners.

Suggested pedagogies for reading include presenting texts, in class, about a particular topic and with particular level appropriate grammar and vocabulary so, while practising reading, learners would also be learning new vocabulary and new grammatical structures. Reading comprehension could also be tested as teachers could ask questions about the text and learners could either answer verbally or in writing.

A good book, a workbook and audio material are also essential when learning any foreign language. Such material could be used in class, for homework or for individual study.

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 (NCF, 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 MSA include:

- I can ask for feedback from speakers to revise my initial interpretation of what I have heard.
 LEARNING TO LIVE TOGETHER
Taken from Level 9, Subject Focus: Listening
- I can talk about myself, my studies and my interests, and about others, in naturalistic conversation in the classroom and in online activities.
 COMMUNICATION
Taken from Level 8, Subject Focus: Speaking
- I can research and demonstrate the history of the Arab presence in Malta and the ways in which this has influenced culture, learning and knowledge locally and worldwide.
 LEARNING TO DO
Taken from Level 9, Subject Focus: Heritage and Culture

Example: Finding opportunities to address CCT learning in Arabic SLOs

- I can complete a range of complex formal documents accurately in MSA, with little or no support, and can accurately input textual and numerical data into a diverse range of ICT applications.

MANAGING LEARNING

This type of SLO aligns well with the CCT link identified. Not only would learning related to the CCT help with the understanding and execution of the SLO, but it should actually enhance the quality of learner response to the SLO. For example, the following CCT requirements identified within the 'Competencies in the Use of Digital Media' show the extent of the relationship and how the CCT could be used to support and enhance the SLO learning:

- 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 have 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.

Each of the above CCT learning outcomes has a clear relationship with the SLO and could be introduced to support the subject delivery of this and other related SLOs.

Opening up the SLO and CCT opportunity even further, perhaps by introducing a project-based approach to delivery aspects of subject learning, will also mean creating the opportunity to introduce and develop additional aspects of the Digital Learning CCT from the 'Competencies in the Use of Digital Media', including the following:

- 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. 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 Language Departmental policies and strategies, for example, by deliberately structuring learning to maximise the use of digital technologies. At the Language 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 educator will be able to add more stretching vocabulary for learners to be able to rise to an additional challenge. Educators may also wish to add other vocabulary or verb selections, to the ones suggested, that fit well with any changes 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 acknowledging that learners achieving lower levels of proficiency may still be considered 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: MSA 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 Arabic, of course), the learner holding the image has to describe it to the other learner for the latter to replicate it 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 varying 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 holding the image responding to questions from 3-5 different learners who are trying to reproduce the image; the 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 may be assigned 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 MSA. Learners will also need to develop an awareness of social, cultural and geographical aspects of the Arabic-speaking countries or areas. They will also require 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 MSA, educators should expect learners to demonstrate increased progression as they move through levels by:

- demonstrating increasing independence and less need for assistance, including peer, or educator, 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 MSA-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 the 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, as well as through talks, written assignments and presentations, using ICT as appropriate. Specific assessment tasks will also be valuable in assessing progress. Methods of assessment should identify the extent to which learners can apply these skills in their learning, in 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 MSA involves making judgements about the success of learners in extending and using their vocabulary; increasing their comprehension of the written and spoken word; and 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 .
- demonstrate 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.

Gifted and Talented learners at all levels could be given additional material that is more challenging so that they feel included in the lesson. Teachers should prepare extra material for learners who are gifted and talented to work on, so that when they have finished the work given to them by the teacher, or while the teacher is still explaining something to other learners, gifted and talented learners could work on the extra material in order to practice what they have learned or to further enhance their knowledge of the subject.

Gifted and talented learners could be asked to help a class mate who is still struggling to understand something; this will be beneficial for both the gifted and talented learner and for the learners who struggle to learn Arabic. They could also be encouraged by their teacher to extend their written or spoken production.

It is important for gifted and talented learners to be given either additional work or the opportunity help other learners so that they do not get bored during the lesson, but to make them feel that they are really learning something new that is challenging and appropriate for their 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.

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 MSA should be carried out in order to:

- better understand the MSA language learning process.
- determine the ability of the learner to use MSA 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 find.
- help the educator gather information about the learner's language development over a period of time.
- guide and improve the learner's performance.
- help the educator 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 MSA. 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 email to your Arabic-speaking friend where you describe how you spend the day or the holidays'.

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. Furthermore, proficiency-based assessment, for instance, is an example of assessment where learners are asked to perform particular tasks for a specific level. Written or oral tests are prepared in order to enable learners to use MSA in life-like situations; these formats may include, for instance, role-play, paired interview or writing an email to an Arabic-speaking 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. 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. 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 subject content. The learners are thus given the chance to play an active role in self-assessment which encourages them to seek out personal goals for learning. These types of assessments can be planned at particular points, such as the end of a thematic unit, whereby the learners can judge and review their own performance.

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 and key facts (or the gist) from news bulletins, 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 in role plays. It is possible to have some of these exercises recorded to be used as evidence.
- For reading skills, make use of planned activities, such as searching MSA websites for information on a project, or reading from a range of texts, or from extended prose text, to extract meaning. Careful planning of resource selection also allows for the creation of differentiated resources to ensure that learners can access the same task.
- For writing, use learners' performance in a range of writing activities as ongoing indicators of progress. These activities could include writing instructions for a game, entering news on a class blog, composing slides for a PowerPoint presentation, or simply writing their opinions about a topic.

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.

Methods of assessment

Speaking and listening could be assessed through oral formative assessment so that learners prepare for a final summative assessment where they answer questions and speak about a familiar topic, using familiar grammatical structures. Speaking and listening could also be assessed through in-class presentations where, in addition to presenting their topic, learners also have to ask questions to their classmates while listening to others' presentations; this gives learners the opportunity to practise speaking Arabic and also to speak in front of an audience.

Reading and understanding could be assessed by presenting learners with written texts and questions, and learners could also be requested to summarise texts in writing and orally. Short translation exercises from Arabic into Maltese or English would also show learners' level of understanding of Arabic.

Both formative and summative assessment could be applied for writing skills. Learners could be given a number of short in-class or take-home writing assignments throughout the academic year, in order to enhance their reading and writing skills, and their knowledge of grammar and vocabulary. An example of this is when, throughout the academic year, learners are requested to write a short paragraph, or a few sentences, using the grammar points and vocabulary covered in class. This type of formative assessment would also prepare learners for a final summative assessment at the end of the academic year.

Cultural awareness could be assessed through formative assessment. For example, educators could take learners to visit places of cultural interest and ask them to create projects or to write reports about the visit. Teachers could also ask learners to carry out research by using the internet, or through asking Arab people in Malta about an aspect of Arab culture, and then present it in class or write about it. Schools could also organise learner exchanges (if possible), or online projects, with schools in Arab countries so that learners would have more chance of practising speaking a major Arab dialect by communicating about the project, while learning more about Arab culture at the same time.

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. 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.

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 (2015b: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 their subject. This means actively considering the diverse set of learning needs that will confront them. Educators need to consider whether the repertoire of learning and teaching approaches they use will deliver the aims and purposes of the LOF so they are accessible to all learners.

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

Planning for inclusive teaching and learning

This entails:

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

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

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

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

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

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

C. RELIABLE AND VALID WAYS OF ASSESSMENT

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

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

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

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

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.

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, ensuring there is a sufficient number to split the class into groups of 3-5 learners, and a different challenge is 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 up motivation and maintain the competitive spirit. The assessment of the activity will provide a good idea of how the whole class understands what has been taught. For example, some challenges could be focused on grammar while 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 text). The results will give a good indication of areas where learners are less confident, allowing the educator 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.
- 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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