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EDUCATORS' GUIDE FOR PEDAGOGY AND ASSESSMENT

USING A LEARNING OUTCOMES APPROACH

CHINESE

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 29
B. Embedding the delivery of the Cross Curricular Themes 32
C. Reaching different learners within each level 36
D. Teaching different levels within one year group 42
E. Teaching one level across two year groups 43

3. Assessment

A. Methodologies that will ensure fit for purpose assessment 45
B. Inclusive assessment methodologies 52
C. Reliable and valid ways of assessment 53
D. Assessing Cross Curricular Themes 55
E. Reporting Progress 56

References 59

Appendix: Cross Curricular Themes 61

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 CHINESE

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

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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We wish to thank the following experts who contributed to the development of the Chinese Learning Outcomes Framework and Pedagogy and Assessment Document.

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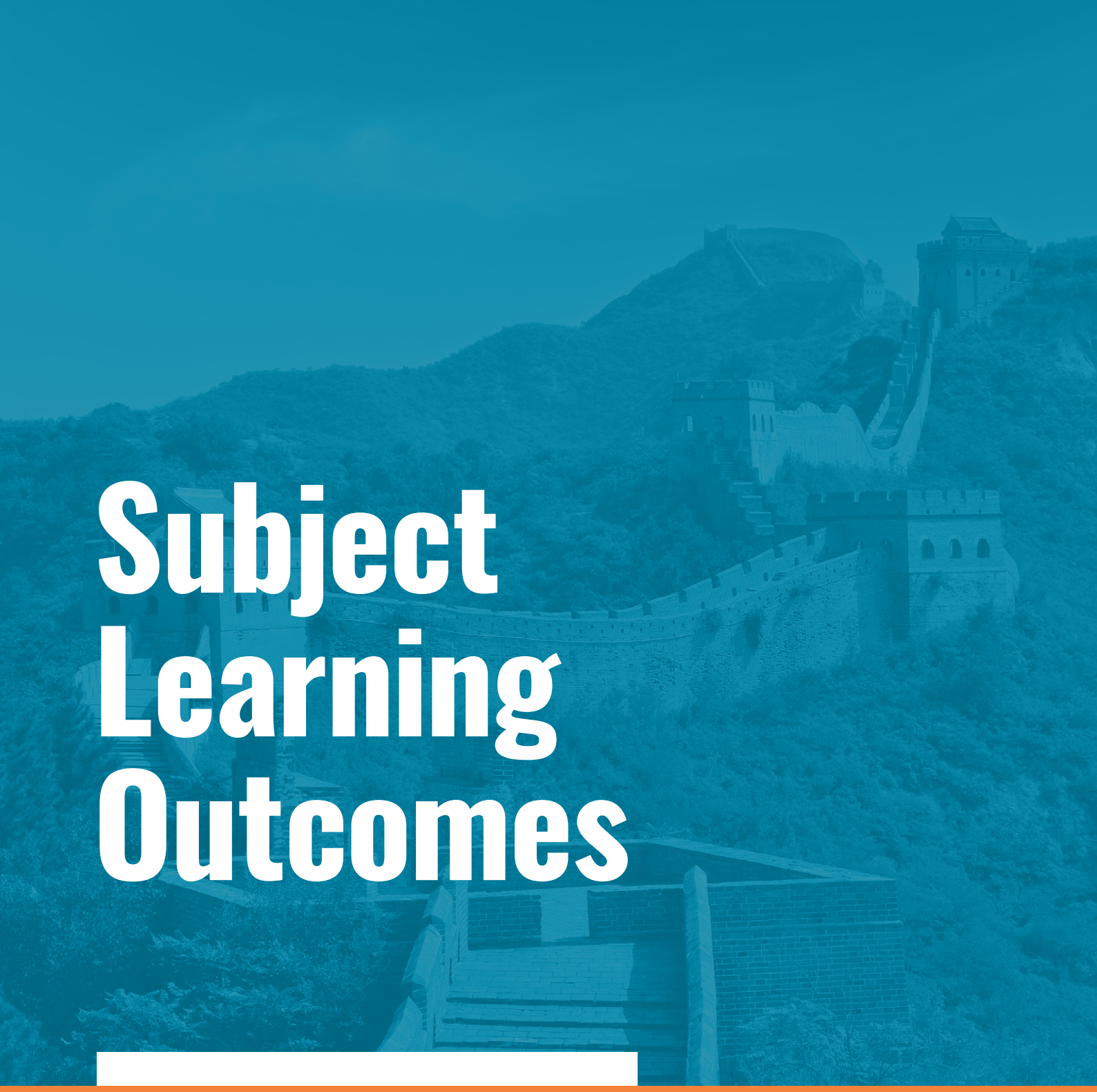


Subject Learning Outcomes

CHINESE

LEVELS 7 8 9 10

The Subject Learning Outcomes (SLOs) for Chinese 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: Communicating in speech

1. I can reproduce the four distinctive tones of the Chinese language and recognise how they can change the meaning of words *e.g. mā 妈,, má 蟆, mǎ 马 and mà 骂.*
   LISTENING AND SPEAKING
2. I can exchange various forms of greetings with peers and familiar adults according to age or position *e.g. 你好, 您好, 老师 好 or time of day e.g. 你早, 晚安.*
   COMMUNICATING FOR DIVERSITY
3. I can use set phrases to thank, apologise and ask permission from peers and my teacher *e.g. 我可以上厕所吗?; 我有一个问题; 请问, 这个词是什么意思?: 不明白; 谢谢.*
   LISTENING AND SPEAKING
4. I can exchange personal information about name and nationality *e.g. 我叫...; 我爸爸妈妈是马耳他人,* seek clarification *e.g. 对不起, 我听不懂, 你说什么?* and ask simple questions *e.g. 你有英汉词典吗?.*
5. I can use the yes-or-no question particle '吗' and '是不是' sentence structure.
   LISTENING AND SPEAKING
6. I can use some very frequent familiar question words *such as 什么, 谁, 哪儿.*
7. I can form simple sentences using possession *e.g. 这是我的词典, 这是我们的老师.*
   LISTENING AND SPEAKING
8. I can exchange personal information, *such as name, age, nationality, school and year level* with students from other schools in Malta and abroad *e.g. 你好, 我叫Maya, 我是马耳他人, 我学汉语.*
   LISTENING AND SPEAKING
9. I can count from 0 till 100 and say telephone numbers.
   LISTENING AND SPEAKING
10. I can give basic information about my school, classroom and teachers *e.g. 我学校很大.*
11. I can talk about the subjects I like most and what I dislike *e.g. 我很喜欢汉语, 但是不很喜欢数学.*
12. I can describe my house, the rooms and my bedroom.
13. I can ask and tell the time *e.g. 几点了?.*
    LISTENING AND SPEAKING
14. I can state the date (year, month, day of month), the days of the week and season.
15. I can state what I like to eat and drink *e.g. 这个蛋糕很好吃。我最喜欢比萨饼.*
16. I can state what hobby and sport I like *e.g. 我的爱好是踢足球.*

17. I can share personal ideas and express opinions on experiences pertaining to home life and routine, school and education, diet and food using modelled sentences.
    LEARNING TO DO
18. I can share ideas, maintain friendships and be actively involved in group conversations and discussions about topics of personal, social and cultural interest using learned terms and phrases.
19. I can express opinions about imagined or given characters and events heard from a range of simple oral and/or written sources using learned words and simple modelled phrases.
    LISTENING AND SPEAKING

Subject Focus: Understanding and responding to spoken language

1. I am aware of the particular nature of spoken Mandarin, and can compare and contrast Chinese, Maltese and English sounds.
2. I can distinguish the four distinctive tones of spoken Mandarin and identify the change in the meaning of words that occurs when the tone changes.
3. I can differentiate between sounds and tones when listening to spoken Mandarin Chinese *e.g. distinguishing between 我买 / 我卖东西, or between 亲吻 (qīnwěn) and 请问 (qǐngwèn).*
4. I grasp the key points from very short and simple dialogues about familiar objects and personal interests when people speak Mandarin Chinese slowly and clearly.
5. I can extract the main points from simple short spoken texts in Chinese from a limited range of topics *e.g family, home and school life*.
6. I can obtain specific information by focusing on features of voice, gesture and word choice, for example recognising the emotion and degree of enthusiasm or dislike expressed by the speaker *e.g. 我一点儿也不喜欢… compared to 我不喜欢…*
7. I can take part in a short simple dialogue with another student listening for information, asking and answering, to share information about likes and dislikes.

Subject Focus: Reading, understanding and responding to written language

1. I can recognise Chinese characters as a form of writing conveying meaning and *pinyin* as the official phonetic system for transcribing Chinese characters into the Latin alphabet of the sounds of spoken Mandarin.
    READING AND UNDERSTANDING
2. I can identify common Chinese characters and words in *pinyin.*
3. I can discriminate the main features of Chinese phonology; examine the wide range of sounds and recognise how spoken syllables and tones are represented in *pinyin*, by spelling words in *pinyin*, or reading aloud words and sentences in *pinyin,* laying importance on pronunciation, tone and intonation.
    READING AND UNDERSTANDING
4. I can extract key points from very short and simple written texts and dialogues about familiar objects, people and personal interests.
    READING AND UNDERSTANDING
5. I can extract key information from various familiar texts *such as simple shopping brochures, understand particular phrases and work out the final price with the support of dictionaries, online language tools and vocabulary lists.*
    READING AND UNDERSTANDING
6. I can extract key information from short and simple narratives about everyday life.
    READING AND UNDERSTANDING

Subject Focus: Communicating in writing

1. I can write some of the most commonly used Chinese characters in simplified character form using the correct stroke order.
   ACCURACY
2. I can identify the word order of sentences in modern Chinese and I can compare and contrast to Maltese and English.
   ACCURACY
3. I can use *pinyin* to support the learning of spoken Mandarin.
   ACCURACY
4. I can write words in *pinyin* on a computer and retrieve their respective characters.
   MANAGING LEARNING
5. I can compose short imaginative texts employing simple characters and short sentences with the correct word order.
   WRITING
6. I can write simple sentences to present information about familiar objects, people and personal interests.
   WRITING
7. I can write about my family members including their names, age and languages they speak *e.g. 我家有四个人。我妈妈爸爸说马耳他语.*
   WRITING
8. I can write the numbers in Chinese from 0 till 100 *e.g. 三个人.*
   ACCURACY
9. I can write telephone numbers.
10. I can write basic sentences giving information about my school, classroom and teachers *e.g. 我学校很大.*
11. I can write about the subjects at school that I like the most and about the ones which I dislike *e.g. 我很喜欢汉语, 但是不很喜欢数学.*
12. I can write postcards, emails and short messages about my city/village and country.
    WRITING
13. I can write simple sentences and describe the weather *e.g. 今天下雨, 很冷.*
14. I can write about my hobbies and favourite sport *e.g. 我的爱好是踢足球, 我也很喜欢打篮球.*
    WRITING
15. I can express opinions about characters and events heard from a range of simple oral sources using learnt words and simple modelled phrases.
16. I can report key points from short and simple written texts and dialogues about familiar objects, people and personal interests in a restricted number of characters.

Subject Focus: Appreciation and understanding of the Chinese language

1. I can describe the features of the Chinese Mandarin language, for example the roles of *pinyin* and characters and the basic sentence structure of Chinese.
   ACCURACY
2. I can explain that Mandarin Chinese is a language spoken by a very large community in China and in a number of countries overseas, namely in Chinese communities *e.g. in North America and Australia*.
3. I recognise that Chinese is a minor language in Malta but a major language in China and parts of South East Asia. I am also aware that Mandarin Chinese is also spoken and taught in various schools in Europe, *such as the UK, in America, in Australia and in other countries.*
4. I can identify some of the radicals and use these to understand some unknown Chinese characters.
5. I can identify the differences between the four tones in Chinese.
6. I can identify common Chinese characters and words in *pinyin*.
7. I recognise the features of formal language used in familiar contexts, *such as at school*.

Subject Focus: Translating

1. I can identify equivalent or similar Chinese words or phrases for familiar objects or terms in English and/or Maltese.
   WRITING
2. I can identify common Chinese characters and words in *pinyin* and recognise their basic structure and meaning.
3. I can translate the meaning of important everyday words and terms related to topics of interest from Chinese to English and/or Maltese, and *vice versa*.
   WRITING
4. I can translate simple English and/or Maltese texts into Chinese, focusing on the overall meaning of the passage, and identifying how best to interpret key words, *such as the use of the verb '是'after the first-, second- and third-person pronouns; numbers with measure words; sentences with the possessive particle '的' and plurals.*
5. I can look up unfamiliar characters and words in bilingual dictionaries, use some of the online dictionaries and translation tools.
   MANAGING LEARNING
6. I can translate some public signs in restaurants *such as the sign '进站口'* for *'entrance'*, *'售票厅'* for *'ticket hall'* and the signs *'男'* and *'女'* for *'gents'* and *'ladies'* in restrooms.
   WRITING
7. I can use polite phrases within appropriate contexts, *such as* '请问' and '对不起!'.
   WRITING

Subject Focus: Grammar

1. I am familiar with the tones and sounds of Chinese.
2. I can write very simple sentences in Chinese, *e.g. 我很好, 我不好，我们都很好.*
   WRITING
3. I can ask 'Yes-no' questions using the particle '吗' *e.g. 你好吗? 你要茶吗?.*
   WRITING
4. I can use the verb of existence '是' *e.g. 我是马耳他人.*
5. I can ask simple questions *e.g. 那是谁? 你性什么? 厕所在哪儿? 你们是哪国人?.*
   WRITING
6. I can write simple sentences using frequent familiar question words *e.g. 什么, 谁, 哪儿，几, 什么时候, 为什么.*
7. I can aks questions using an alternative sentence pattern to 'ma' *e.g. 你是不是中国人? 你忙不忙?.*
8. I can ask simple questions using the particle '呢' *e.g. 我很好, 你呢?.*
9. I can ask simple questions using '好吗?' and '可以吗?' *e.g. 我用你的词典, 好吗?现在去, 可以吗?.*
10. I can ask about numbers and amounts using question pronouns, *such as '几'* and *'多少' e.g. 你家有几口人? 你学校有多少学生?.*
11. I can write simple sentences using a verb *e.g. 你要咖啡吗? 我们学习汉语; 我不知道.*
    ACCURACY
12. I can express possession *e.g. 我的书.*
    ACCURACY
13. I can express possession using the verb '有' and its negative form with '没' *e.g. 我有朋友; 我没有时间.*
14. I can use adverbs in simple and short sentences *e.g. 我也说英语: 我们都是马耳他人.*
15. I can use a range of action verbs to describe interests and events, *such as 踢足球, 游泳, 上网, 唱歌, 听音乐, 看书.*
16. I can recognise and employ a very limited number of measure words *e.g. 张, 个, 支, 本.*
17. I can express the date and days of the week *e.g. 2015年5月2号, 星期六.*
    ACCURACY
18. I can form sentences using words which express time as adverbials, *such as 现在, 今天, 明年* to indicate the time of occurrence of an action or a state *e.g. 你明天有时间吗?.*

Subject Focus: Characters - Hanzi

1. I can identify the most commonly used radicals in Chinese characters in the simplified version.
2. I can recognise the range of stroke types used in characters and write them down, following stroke direction and order, balance and proportion.
   ACCURACY
3. I can apply the knowledge of characters I know, to learn to read and write new characters.
   PERSONAL LEARNING
4. I can make my own simple Chinese-English/Maltese dictionary.
5. I can explore how new concepts are interpreted in Chinese *e.g. 短信, 电脑, 鼠标 网站 and 博客.*
   EXPRESSIVE LANGUAGE
6. I can type words in *pinyin* on a computer keyboard and can retrieve the respective characters.
   MANAGING LEARNING

LEVEL 8

Subject Focus: Communicating in speech

1. I can distinguish the four tones and pitches of the Chinese language: The high pitch, the mid-high pitch, the middle pitch, the mid-low pitch and the low pitch.
   LISTENING AND SPEAKING
2. I can reproduce the sounds of Chinese accurately.
   LISTENING AND SPEAKING
3. I can reproduce the sounds of Chinese paying particular attention to the initials and finals of the singular morphemes, phonemes, phonetics and utterance of speech.
   LISTENING AND SPEAKING
4. I can interact with my fellow students and teacher to exchange information using correct sentence structures. I can organise and express ideas.
5. I can use familiar words to suggest and make plans *e.g. 你想来我家吗?, 你星期天打算干什么?.*
6. I can use more question words *such as 什么时候', 几, 为什么*.
7. I can form simple sentences to present information about personal interests *e.g. 我喜欢看书, 听音乐, 也喜欢跳舞.*
   LISTENING AND SPEAKING
8. I can introduce my friends and relatives to others saying their names, age, the languages they speak, and their nationality *e.g. 这是我很好的朋友。她会说汉语.*
   LISTENING AND SPEAKING
9. I can count from 100 to 1000.
   LISTENING AND SPEAKING
10. I can give information about my studies and future plans *e.g. 我喜欢学外语。我的梦想是当老师.*
11. I can talk about home daily routines, and activities using time words *e.g. 我每天七点起床, 刷牙, 吃早饭，上课.*
12. I can talk about my education and future plans using more complex sentence structures *e.g. 我想在大学学汉语, 因为对中国文化, 历史感兴趣.*
13. I can talk about holidays and favourite destinations *e.g. 我七月放假。我爱跟我家人一起去西西里旅行.*
14. I can talk about leisure activities and use connecting words *e.g. 每星期六我喜欢在家里看电视, 因为.*
    LISTENING AND SPEAKING
15. I can talk about my city/village, country and form a few simple and short sentences about Europe.
16. I can describe the weather *e.g. 今天是阴天, 也下雨.*
17. I can extract factual information from simple written sources and report this information orally using learned phrases.
    COGNITIVE LEARNING
18. I can detect factual information from simple and short conversations and report this information orally using learned vocabulary and phrases.
19. I can orally expose short and simple texts in Chinese using learned words and modelled sentences paying attention to tones and intonation.

Subject Focus: Understanding and responding to spoken language

1. I can distinguish between similar syllables and words by listening with particular attention to intonation and stress.
2. I can extract key information from simple stories, short songs and rhymes being told in Mandarin Chinese slowly and clearly, and I can recognise the rhythm and sound patterns.
3. I can follow simple conversations in Chinese and identify a limited number of words and phrases in Chinese that do not readily translate into English or Maltese using contextual cues.

4. I can watch sketches of subtitled films and report back on the main points.
   LISTENING AND SPEAKING
5. I can extract factual information from simple and short conversations and report this information orally using the vocabulary learned in class.
6. I can share with a known audience; information about people, places and events from a limited range of listening material in Chinese as long as people speak slowly and clearly.
   COMMUNICATING FOR DIVERSITY
7. I can read simple narratives and retell the story using familiar phrases.
   READING AND UNDERSTANDING

Subject Focus: Reading, understanding and responding to written language

1. I can extract relevant information from short written texts and dialogues about familiar objects, people and personal interests.
   READING AND UNDERSTANDING
2. I can identify key information from written texts *such as timetables, calendars, letters, brochures and adverts.*
3. I can read a simple menu in Chinese.
4. I can extract relevant information from short written passages and then report this information using my own words in Chinese in the form of simple written sentences.
   READING AND UNDERSTANDING
5. I can identify common Chinese characters and words in *pinyin.*
   READING AND UNDERSTANDING
6. I can read short and simple texts *such as comics and cartoons, and match labels and speech to the characters e.g. 真的吗？真倒霉！哎呀!.*
   READING AND UNDERSTANDING

Subject Focus: Communicating in writing

1. I can use verbs, nouns and adjectives in sentences with a simple construction to record observations.
   ACCURACY
2. I can form simple written sentences in familiar contexts.
3. I can write about my family and friends, including their names, age and the languages they speak *e.g. 我很好的朋友是英国人。她爱中国文化.*
   WRITING
4. I can write the numbers in Chinese from 100 till 1000.
   WRITING
5. I can write and ask for telephone numbers *e.g. 你的电话号码是多少*?.
6. I can write about the subjects I study at school and my future plans *e.g. 我很想要在大学学中国历史, 文化。我想成为翻译.*
   LEARNING TO DO
7. I can write sentences about home life, activities and daily routines *e.g. 我每天七点起床, 刷牙，吃早饭, 上课.*
8. I can write about leisure activities and use conjunctions to enhance understanding *e.g. 明天早上我有一个约会, 所以不可以打篮球.*
   WRITING
9. I can write about the subjects and lessons, homework and activities in school and what they are like *e.g. 科学很有意思.*
10. I can write simple sentences about my house, the rooms and my bedroom.
11. I can write simple sentences about food and drinks and jot down a shopping list *e.g. 牛奶, 面包, 鸡肉.*
12. I can apply Chinese grammar and simple sentence structures to organise and express my intentions and ideas in a written text.
    PRACTICAL

13. I can organise ideas using time expressions and phrases which mark sequence *e.g. 第一，第二… .*
    PRACTICAL
14. I can extract factual information from simple written sources and report this infosrmation in a simple written form using characters learned in class.
15. I can correspond with classmates to arrange sporting and leisure activities.
16. I can locate key words in short written informative texts, summarise the main points and report to a known audience in a simple written message.
17. I can compose imaginative pieces, describing characters and sequencing events, using learned sentence structures.
    WRITING
18. I can write short descriptive texts about the village and environment where I live *e.g. 在马耳他旅游很方便。夏天的天气比热.*
    WRITING

Subject Focus: Appreciation and understanding of the Chinese language

1. I can identify common Chinese characters and words in *pinyin* and recognise their basic structure.
2. I can explain how people use different languages in order to communicate and interact in a multicultural environment.
   ACCURACY
3. I can describe the features of formal language also used in familiar contexts, *such as at school.*
   WRITING
4. I can recognise and use some of the features of Chinese word order and explain the use of specific grammatical features of modern Chinese.
   ACCURACY
5. I can identify the use of English phrases in Chinese interactions *e.g. 88 or 拜拜, for 'bye bye'*.

Subject Focus: Translating

1. I can translate the meaning of important everyday words and terms from Chinese to English and/or Maltese, and *vice versa*.
   WRITING
2. I can use resources to find English and/or Maltese equivalents of every day words and terms, and of common expressions in Chinese and *vice versa*.
3. I can translate simple texts used for everyday purposes, identifying words and phrases that do not readily translate into English and/or Maltese using a bilingual dictionary.
   WRITING

Subject Focus: Grammar

1. I can write sentences using prepositional phrases *e.g. 我爸爸在公司工作; 我跟保罗去书店.*
   ACCURACY
2. I can write sentences with double objects *e.g. 我给你一本书.*
3. I can write sentences with the verbs '会', '能', '可以', '应该' to express ability, possibility and willingness *e.g. 我奶奶不会用电脑; 你可以介绍你学校吗? 你不应该去那儿.*
4. I can write sentences with serial verb phrases *e.g. 我去书店买书.*
5. I can create alternative questions using the conjunction '还是' *e.g. 你说汉语还是说法语?.*
   ACCURACY
6. I can recognise a limited number of measure words *e.g. 只, 台, 辆, 场.*
7. I can use the verbs '要', '想', '愿意' to emphasise intent or demand, intention or hope and the willingness to do something *e.g. 我要吃炒面; 我想去中国吃炒面; 你愿意参加聚会吗?.*
8. I can form sentences using the particle '了' to indicate the completion of an action *e.g. 我买了六个苹果; 我们看了两部电影.*

9. I can use the pronoun '大家' to indicate everyone in a certain area or group *e.g. 大家好; 请大家进来; 我告诉大家一件事儿.*
10. I can use intensifiers *such as 很, 非常, 最.*
11. I can use location words, *such as 里边, 外边, 左边, 右边, 上边, 下边, 前边, 后边, 南边, 北边* to express direction and location *e.g. 邮局在前边; 左边的床是我的; 学校外边有很多人.*
12. I can form simple sentences with a nominal predicate *e.g. 小雨今年十二岁了.*

Subject Focus: Characters - Hanzi

1. I can apply the knowledge of encountered characters to learn to read and write new characters, and develop strategies for learning *e.g. making connections between characters with a common radical 你、他、们.*
   PERSONAL LEARNING
2. I can explain the reasons for the simplification process in mainland China. I have a basic knowledge of characters in both the traditional and simplified versions *e.g. 马-馬; 国-國; 个-個.*
   ACCURACY

LEVEL 9

Subject Focus: Communicating in speech

1. I can introduce myself, classmates, friends and familiar adults *e.g. 这位是林小雨; 这是我班的同学; 这是王老师.*
2. I can greet people and use correct sentences and expressions when meeting someone for the first time *e.g. 我很高兴认识你.*
3. I can exchange information, ideas and opinions, and use question words *such as 为什么, 怎么, 怎么样* to elicit more information.
   LISTENING AND SPEAKING
4. I can talk about religious, traditional and cultural celebrations in Malta and in China *e.g. 圣诞节, 春节.*
5. I can talk about health and fitness *e.g. 我每天吃苹果, 因为蔬菜很重要.*
   LISTENING AND SPEAKING
6. I can express discomfort *e.g. 我肚子疼.*
   LISTENING AND SPEAKING
7. I can describe the place I live in *e.g. 我在瓦来塔住。这是马耳他的首都.*
   LISTENING AND SPEAKING
8. I can describe the appearance and personality of people *e.g. 保罗很热情.*
   LISTENING AND SPEAKING
9. I can talk about work and professions of family members *e.g. 我妈妈是大夫, 我爸爸是老师.*
   LISTENING AND SPEAKING
10. I can organise ideas using time words *such as 的时候, 以前* and connectives *e.g. 先…然后.*
    ACCURACY
11. I can use verbs to express ability *e.g. 可以, 要, 会, 应该*and intention, *e.g. 希望, 想，打算.*
    LISTENING AND UNDERSTAND
12. I can express opinions about school and family life, known people, experiences and personal events *e.g. 小雨很热情* and express preferences *e.g. 我想看'活着, 因为听说这本书很有意思.*
13. I can justify my opinions by giving reasons and specific examples '比如'.
    LEARNING TO DO
14. I can suggest activities to classmates, *such as 中文角* to encourage the learning of Chinese in class or in school and agree on time and location for this activity *e.g. 我们可以每星期三练习说汉语。我们在教室, 或者在电脑室见面, 行吗?.*
15. I can locate key words in short written informative texts, summarise the main points and report orally to a known audience using the vocabulary learned in class and reported in the texts.
    COGNITIVE LEARNING
16. I can look up information about well-known people, places and events from oral and written sources, and report this information using phrases and vocabulary learned in class.
17. I can prepare short presentations on well-known people, places or events *e.g. 马耳他的天气, 马耳他旅游景点* and present them using supporting visual images.

Subject Focus: Understanding and responding to spoken language

1. I can discriminate differences in sounds and tones, and patterns of speech when people speak slowly and clearly.
2. I can extract the key points from interactions between unfamiliar voices at different speeds or levels of clarity to develop comprehension skills.
3. I can discriminate between sounds heard in oral discourse *e.g. 'qin' versus 'qing' and 'chi' versus 'qi'.*
4. I can examine the diverse meanings of words that share similar sounds *e.g. the many meanings of the sound 'shi' and how to differentiate between* '同音词' and '近音词' in different contexts *e.g. 眼睛 versus 眼镜; 词典 versus 字典.*

5. I can extract information about people, places and lifestyles from a range of spoken information as long as the speaker speaks slowly and clearly.
6. I can deliver to a known audience; factual information about people, places and events from a range of material in Chinese.
   COMMUNICATING FOR DIVERSITY

Subject Focus: Reading, understanding and responding to written language

1. I can relate prior knowledge of characters to understand the sound and meaning of unseen characters, in the simplified version.
2. I can read dialogues in simplified Chinese about events in both past and future and extract the key information.
3. I can follow written directions to various places in a town.
4. I can read a weather report in Chinese and extract key information about days, times, temperature and weather conditions.
5. I can read short texts and analyse the sentence structures and grammar components employed by the author.
   READING AND UNDERSTANDING
6. I can read simple stories about characters and events in various simple written forms and write my own summary.
   READING AND UNDERSTANDING
7. I can explain how the organisation and structure of a simple Chinese text varies according to audience and purpose.
   COGNITIVE LEARNING

Subject Focus: Communicating in writing

1. I can write a short simple piece describing the time and place of an action and a sequence of events.
   WRITING
2. I can write simple sentences about events in the present, past and future.
3. I can express my opinion about events that have taken place.
4. I can exchange information, ideas and opinions, and use question words *such as 为什么, 怎么, 怎么样* to elicit more information.
   WRITING
5. I can write a short letter or email to a Chinese-speaking penfriend and introduce myself *e.g. 我叫马力，是马耳他人, 很喜欢交朋友.*
   WRITING
6. I can write about my education and future plans using some conjunctions *e.g. 我想在大学学汉语, 因为对中国文化, 历史感兴趣.*
7. I can write about holidays and favourite destinations *e.g. 我七月放假。我爱跟我家人一起去西西里旅行.*
   WRITING
8. I can organise ideas using time words *such as* '的时候, 以前' and connectives *such as* '先…然后'.
   WRITING
9. I can use some of the verbs to express ability *e.g. 可以, 要，会, 应该* and intention, *e.g. 希望, 想, 打算.*
   ACCURACY
10. I can engage in simple correspondence with the teacher and classmates to give ideas and take part in activities.
    LEARNING TO DO
11. I can write simple sentences about the place I live in *e.g. 我在瓦来塔住。这是马耳他的首都.*
12. I can write about the work and professions of my family members *e.g. 我妈妈是护士, 我爸爸是工程师.*
    WRITING
13. I can correspond with others via e-mails and short messages exchanging personal information, making plans and requesting information *e.g. 你今年多大了？你喜欢学习外语吗?.*
    COMPETENCES IN COMMUNICATION
14. I can write short pieces in Chinese about food I like and dislike, giving reasons why.

15. I can write about health and fitness, *e.g. 为了健康,我每天去跑步.*
    WRITING
16. I can express discomfort *e.g. 我感冒了,头疼.*
    WRITING
17. I can write to my teacher and my classmates to plan activities.
18. I can extract relevant information from simple written sources, and report this information in a simple written form.
    WRITING
19. I can extract information about well-known people, places and events from oral and written sources, and report this information in simple written pieces using phrases and vocabulary learnt in class.
    WRITING
20. I can prepare short written presentations using a variety of sources on well-known people, places and events *e.g. 马耳他的天气, 马耳他旅游景点.*
21. I can compare and express opinions about the experiences of young Chinese and Maltese people in relation to family, leisure and school using learned modelled sentences and vocabulary lists *e.g. 我觉得 7:30上学太早。 我不坐地铁上学, 我坐公共汽车上学.*

Subject Focus: Appreciation and understanding of the Chinese language

1. I appreciate the role of myths, legends and '成语' in modern Chinese.
2. I recognise the differences between the written and oral forms in Chinese.
3. I can explain how the organisation and structure of a simple Chinese text varies according to audience and purpose and can apply this knowledge.
4. I can explain how the Chinese language adapts to social and technological changes.
   WRITING
5. I can consider the role of voice, pitch and intonation to encourage involvement of others in interactions *e.g. 你可以* versus *你一定要; 我可能* versus *我会.*
6. I can explore the range and differences of the various dialects in Chinese-speaking communities.
7. I know that China's ethnic minorities have their own languages.
8. I can compare and contrast and express opinions about the experiences of young Chinese and Maltese people in relation to family, leisure and school using learned modelled sentences and vocabulary lists *e.g. 我觉得 7:30上学太早。 我不坐地铁上学, 我坐公共汽车上学.*
   WRITING
9. I can discuss how languages influence each other and how foreign concepts, especially those derived from the English language, are represented in modern Chinese *e.g. 可口可乐 for 'Cola-Cola', 热狗 for 'hot dog' and hybrid forms such as 因特网for 'internet'.*
   WRITING
10. I can explain aspects of the Chinese language and culture that are 'new', and observe how relationships influence the languages used.
    WRITING
11. I can reseacrh the various dialects spoken in local Chinese communities and understand why character subtitles are typically added to Chinese films and TV programmes.
    READING AND UNDERSTANDING

Subject Focus: Translating

1. I can create my own bilingual texts for signs, messages and posters.
   CREATIVE LEARNING
2. I can distinguish the uses of different measure words in Chinese *such as* '位' and '个' when comparing sentences in Chinese *e.g. 一个人 and 一位游客.*
   READING AND UNDERSTANDING

3. I can interpret simple and short texts from Chinese to English and/or Maltese, and *vice versa*. I can use contextual cues and gesture to express words and phrases in Chinese that do not readily translate into English or Maltese.
4. I can translate common colloquial phrases and culturally specific phrases from Chinese contexts into Maltese contexts and *vice versa.* I can identify contextual restraints and discuss alternatives *such as 'Have you eaten?'* '吃了吗?' for greeting someone instead of *'Hello'* '你好! ' ; and explore what is usually lost in translation *e.g. do we translate 春节 as 'Spring Festival' or 'Chinese New Year', why?.*
5. I can read bilingual signs in Chinese located in common places and areas *such as restaurants, shops, schools and hospitals*, and can determine the English and/or Maltese translation and possible reasons for such interpretations.

Subject Focus: Grammar

1. I can exchange information, ideas and opinions, and use question words *such as 为什么, 怎么, 怎么样 to elicit more information*.
   EXPRESSIVE LANGUAGE
2. I can express different tenses in Chinese *e.g. the particle 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate negative past; 在 and 正在 to indicate action in progress.*
   ACCURACY
3. I can form sentences using the preposition '比' to compare qualities and characteristics of two things *e.g. 这件衬衫比那件衬衫漂亮; 小云比他忙.*
4. I can use different time expressions and sequence events in time *e.g. 先…然后…; 一…就…; 了…就…; 以前…以后.*
   ACCURACY
5. I can use verbs to express modality *e.g. 可以, 要, 会, 应该* and intention *e.g. 希望, 想, 打算.*
   ACCURACY
6. I can sequence and connect ideas through the use of conjunctions *e.g. 不但…而且… ; 虽然…但是… .*
   EXPRESSIVE LANGUAGE
7. I can make comparisons using '比' *e.g. 中国比 马耳他大.*
8. I can form sentences using the construction '虽然…但是/可是' meaning 'although' in English, connecting two contradictory statements, *e.g. 他虽然学汉语的时间不长, 但是说得很好.*
9. I can recognise a larger number of measure words, *e.g. 间, 把, 套*. I can use the question word '怎么' to ask about the cause of something *e.g. 你怎么还不起床?.*

10. I can use paired conjunctions' 因为…所以…' to connect two clauses in a complex cause-effect sentence, *e.g. 因为小雨感冒了，所以她没有来了课.*
11. I can use the construction '的时候' after a verb, a verbal phrase or a subject-predicate phrase to indicate the period of time when an action or event takes place *e.g. 上课的时候, 老师让我们多说汉语; 去图书馆的时候, 别忘了带你的借书证.*
12. I can employ the structural particle '得' between the verb and the complement of state to describe or comment on the achieved state of an action *e.g. 我来得很早; 你说中文说得非常好.*
13. I can write numbers from 100 to 10,000 in characters *e.g. 九百九十九.*
    ACCURACY
14. I can use the particle '些' to represent uncertain quantities *e.g. 这些书，那些老师, 哪些电影，一些人.*
15. I can employ a time-measure complement in a sentence to indicate the duration of an action or state and use the interrogative phrase '多长时间' to ask a question *e.g. 我在英国住了三年; 你外语考了多长时间?.*
16. I can use the prepositions '从' and '到' to indicate the starting and ending point of an action *e.g. 我从中国来马耳他; 从这儿到那儿很远.*
17. I can use the preposition '离' to denote the distance from a point *e.g. 离这儿很远.*
18. I can explore the usage of adverbs *such as* '正'，'在' or '正在' to describe actions that are still incomplete and that still going on *e.g. 他还在睡觉; and their negative form with 没在 e.g. 我没在做练习.*
19. I can use the aspect particle '过' immediately after a verb in a sentence to denote that an action took place in the past and to emphasise a past experience *e.g. 他们来过中国, 他们知道这个地方; 我朋友足球踢得很好, 他参加过很多比赛.*

Subject Focus: Characters - Hanzi

1. I can relate prior knowledge of learned character forms and functions to understand information about the sound and meaning of unseen characters in the simplified version.
   PERSONAL
2. I can apply the understanding of familiar radicals and phonetic components to infer the sound and meaning of other characters when reading aloud.
   PERSONAL
3. I can describe characters to the teacher and other learners by naming their components in sequence *e.g. 'standing man' 亻on the left, 'tree' 木 on the right = 休.*
   ACCURACY

LEVEL 10

Subject Focus: Communicating in speech

1. I can use spoken Chinese to initiate and sustain interactions in familiar and some unfamiliar contexts.
   LISTENING AND SPEAKING
2. I can express opinions and talk about activities which can be good or harmful to one's health *e.g. 吸烟伤害身体.*
   LEARNING TO KNOW
3. I can talk about free time and holidays in Malta *e.g. 暑假的时我们有很多空闲时间：我们可以去游泳, 跳舞，打球.*
4. I can share knowledge and talk about the place I live in *e.g. 马耳他是一个位于地中海的岛国。没有山, 但是海很美丽.*
   LISTENING AND SPEAKING
5. I can compare and contrast life in the city and the countryside.
6. I can interview teachers or other familiar adults about their past experiences *e.g. 他小时候每天都骑自行车* and report this information back to the class.
   LEARNING TO LIVE TOGETHER
7. I can summarise relevant information from a range of simple oral and written sources and re-present the key points to a known audience.
   LISTENING AND SPEAKING
8. I can give a presentation to an audience about a familiar topic.
   LEARNING TO DO
9. I can engage in class discussion answering questions *such as 你喜欢踢足球还是打篮球？* and expressing agreement or disagreement with others' opinions giving reasons *e.g. 对, 我也很喜欢听音乐* or *不, 我不喜欢听音乐.*
   LEARNING TO DO
10. I can create my own performances to share ideas and express emotions on personal experiences related to themes *such as relationships, acceptance and belonging to a group.*
    LEARNING TO DO
11. I can share ideas, maintain friendships and be actively involved in group discussions and debates about topics of social, traditional and cultural interest.
    COMMUNICATING FOR DIVERSITY

Subject Focus: Understanding and responding to spoken language

1. I can detect and explain differences in intonation, rhythm and sounds when people of different ages, genders and social positions speak Mandarin Chinese slowly and clearly.
   LISTENING AND SPEAKING
2. I can discern differences in patterns of sound and tone when listening to speakers of different ages, gender, and regional backgrounds.
3. I can listen to oral presentations in Mandarin Chinese *such as interviews and news reports and watch shows such as the 'New Year Gala' and understand jokes and documentaries on tourist attractions, history and culture, and obtain the gist of what is being said by focusing on familiar words e.g. names of people and places, time and date*.
   LISTENING AND SPEAKING
4. I can respond to the morals and values conveyed in well-known TV series and programmes and consider how the main characters represent their experiences and express their emotions through their interactions and behaviour.
   COGNITIVE LEARNING
5. I can compare examples of variations of 'Putonghua' pronunciation *e.g. the use of 儿 in Beijing* and the southern pronunciation of 'shi' and 'si', and discern and describe the differences in accent and tone when listening to Chinese speakers from different regions.

Subject Focus: Reading, understanding and responding to written language

1. I can recognise basic characters in the traditional version and compare with the respective simplified form.
   READING AND UNDERSTANDING
2. I can read some classical Chinese language *such as* '成语' with vocabulary support and rewrite it in simplified Chinese.
   READING AND UNDERSTANDING
3. I can read texts consisting of '名人名言' using vocabulary notes and retell the story in English/Maltese.
   READING AND UNDERSTANDING
4. I can extract information from simple newspaper articles in simplified Chinese with the help of vocabulary lists and dictionaries and online support material.
   READING AND UNDERSTANDING
5. I can explain how authors adjust features of different text types in Chinese according to audience and purpose.
   COGNITIVE LEARNING

Subject Focus: Communicating in writing

1. I can use written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts.
   WRITING
2. I can express opinions and share information about life in different places and countries using language that will enhance understanding and that will engage the readers *e.g. 明天我们有中国历史的考试, 所以我应该在家里呆.*
   WRITING
3. I can discuss and share information about school or family life, using learned words *such as* '学校, 老师, 好朋友' *and* '一家人', supporting a position or view and giving further details, *e.g. 我很好的朋友不但喜欢打球, 而且也很喜欢看书, 我除了踢足球以外, 还学外语。我觉得很多不同的活动非常重要.*
   LEARNING TO DO
4. I can describe people in terms of appearance, personality and behaviours *e.g. 保罗很热情.*
   WRITING
5. I can write slogans or messages about activities which can be good or harmful to health *e.g. 吸烟伤害身体! 慢跑是一种很好的锻炼!.*
   WRITING
6. I can write short texts about free time and holidays in Malta *e.g. 在马耳他, 狂欢节的彩车总是装饰得很优雅.*
7. I can compose a creative account of an imagined experience with Chinese visitors to the local community *e.g. hosting a Chinese learner or taking a tour group to a famous tourist attraction in Malta*.
   WRITING
8. I can write narratives that draw the attention of readers *e.g. beginning a story with* '你知道吗', sequencing events and using descriptive language to set the scene.
   WRITING
9. I can write about religious, traditional and cultural celebrations in Malta and in China *e.g. 在马耳他我们通常和家人度圣诞节.*
   WRITING
10. I can write about health and fitness in China and Traditional Chinese Medicine *e.g. 为了健康,我每天去跑步.*
    WRITING
11. I can summarise and report details of cultural events that have taken place in the past gathered from various written and/or oral sources *such as video clips, adverts, magazines and the internet.*
    WRITING
12. I can compose imaginative texts to describe experiences involving imagined people and places.
    COGNITIVE

Subject Focus: Appreciation and understanding of the Chinese language

1. I can reflect on my cultural values and norms, and identify how these can relate to those of young Chinese native speakers *e.g. which values characterise Chinese and Maltese societies?*.
2. I can explore the contexts and implications of terms used to identify others *e.g. 老外, 华侨, 华裔, 大陆人, 华人, 中国人, 少数民族.*
3. I can explain how authors adjust features of different text types in Chinese according to audience and purpose and I can apply this knowledge.
4. I can explain how the Chinese language adapts to social and technological changes.
   WRITING
5. I can identify and discuss the contexts where '繁体字 and 简体字' are used in Chinese-speaking communities today and explore the use of these scripts as an expression of local identity in mainland China as well as in Hong Kong and Taiwan, or in local temples, adverts and local newspapers.
   SOCIAL CHANGE
6. I can explain the nature of and reasons for the simplification process in mainland China. I can identify some characters in both the traditional and simplified versions *e.g. 马-馬; 国-國; 个-個.*
7. I can examine how the adaptation of words, reflects and encourages change *e.g. gender equality being reflected in the use of wording to acknowledge the female gender*.
   LEARNING TO KNOW

Subject Focus: Translating

1. I can use online dictionaries and other support materials to identify the meaning of words *such as* '元' in contexts *such as* '元宵節'.
   MANAGING LEARNING
2. I can translate a range of Chinese texts in simplified characters and identify how some concepts can be translated into English and/or Maltese and how some cannot.
3. I can examine Chinese texts alongside their English translations and identify the most recurrent challenges one meets when translating culture, *such as: 'What is lost in translation? Why can't we just translate word for word?'.*
   WRITING
4. I can create bilingual texts, identifying similarities between Chinese and English and/or Maltese syntax and vocabulary, and explaining how these similarities can be used when transferring cultural concepts from Chinese into English and/or Maltese.
   WRITING
5. I can translate the intended meaning of an interaction by avoiding literal translations *for example, mediating a response to a compliment such as 你的中文很好！ ---- 哪里哪里！.*
   WRITING
6. I can compare and contrast aspects of Chinese and Maltese life, identifying what phenomena and ideas are not readily translated between the two cultures.

Subject Focus: Grammar

1. I can develop ideas. using different ways to negate depending on the degree of formality or emphasis *我不是…; 我哪儿有…?; 我没有办法…; 我不能…; 不行; 别; 不准).*
   EXPRESSIVE LANGUAGE
2. I can form sentences placing the preposition '比' before a verb to express comparison with a verbal predicate *e.g. 你比她知道得多; 他们汉语比我们说得流利.*
3. I can employ the preposition '比' to express differences between two things or persons by placing the complement of quantity after the main element of the predicate *e.g. 这本书比那本书贵20块钱; 我们学校比他们学校多90个学生.*
4. I can use the word' 一点儿' to indicate a slight difference between two things or persons and the word '多了' to indicate a greater difference *e.g. 这件毛衣比那件贵一点儿; 这个电脑比那个新多了.*
5. I can form conditional sentences using the clause construction '如果…就' *e.g. 如果明天天气不好, 我们就不去了; 如果有问题，你就打电话找找.*

Subject Focus: Characters - Hanzi

1. I can relate prior knowledge of learned character forms and functions to infer information about sound and meaning of unseen characters both in the simplified version and in the traditional version.
   PERSONAL
2. I can recognise a limited number of traditional characters and compare with their simplified version.
   ACCURACY
3. I can decode characters by analysing their structure and the number of components whilst recognising familiar components and their relationship within the character.
   PERSONAL

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 educator of Chinese decides to adopt must ensure that learners are given the opportunity to broaden their experience of learning and ultimately live the Chinese 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 Chinese need to ask the following questions:

- Are the learners truly showing proficiency in Chinese?
- Are the learners engaged using Chinese 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; and
- 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.

With Chinese as set out in the LOF, educators are advised to follow the order of the subject foci since the learning outcomes for Chinese language learning build upon one another. For instance, educators should first teach the tones and ensure that learners recognise the difference between the 4 tones and have a grasp of the pronunciation of the 4 tones before moving on to the pronunciation of words and phrases. After learners grasp the pronunciation of the tones and the pitches of Mandarin Chinese, learners should be taught how to pronounce the initials and finals of the singular morphemes.

The educator should teach the question particle 吗 and the 是不是 sentence structure and then teach how to use more complex structures such as the verbs 要, 想 and 愿意.

Following the point above, educators should teach prepositional phrases such as 在. Learners should also be taught sentences with double objects and serial verb phrases later. Following this, learners should be taught how to write or pose questions using the 还是 structure.

Learners should first be taught how to introduce themselves and others using basic vocabulary and simple syntax. Following this, learners should be taught how to introduce themselves and others in more detail and using more complicated syntax, for example to speak about their future aspirations.

After learners are able to recognise some characters and are familiar with some vocabulary, the educator can move on to present texts, from which learners get the gist of the meaning and summarise it orally or by writing a few sentences in Chinese, English or Maltese. Similarly, educators may use a video clip and request learners to summarise, orally or in writing, a few sentences in Chinese, English or Maltese. The outcomes from this exercise will show learners understanding of simple texts or video clips in Chinese. Following this, learners are asked to prepare and deliver short presentations where they explain a familiar topic in Chinese.

Learners should first learn the numbers and then learn how to say the year, the months, the days of the week and the time. Later on, the learners are instructed on how to write numbers in characters. Learners should first learn the numbers and then learn some measure words.

Learners should first start by being able to recognise Chinese characters and Pinyin. Writing the Chinese characters is expected at a later stage. After learners learn how to write simplified characters, learners could start comparing and contrasting them to traditional characters. At a later stage, learners can also be taught how to write some traditional characters, if they master writing the simplified characters.

Learners should first learn how to compare Chinese structures to Maltese or English structures and be able to translate a text at a later stage. After learning the basics of Pinyin and the Chinese radicals, learners should be taught how to use the dictionary and other electronic translation tools. At a later stage, learners are taught how Chinese is influenced by English words to express certain concepts.

Understanding spoken language can be taught through listening to recorded clips while following the text in the book. Video clips could also be used to teach listening and understanding of Mandarin Chinese. Learners can also listen to their educator and to their classmates speaking in class. Organised excursions could take learners to visit native Chinese speakers to be more exposed to the language and to practise speaking with and listening to Chinese native speakers.

Speaking could be practiced in simulated discussions in class where learners listen to and speak Chinese. In class, presentations are useful as learners have the chance to speak Chinese using a particular topic, discuss and ask questions to their class mates on topics of cultural interest.

The suggested pedagogies for reading in class is to choose a particular topic with level appropriate grammar and vocabulary, so while practising reading, learners would also be learning new vocabulary and new grammatical structures. While reading, learners improve their pronunciation of the tones.

A suggested pedagogy for writing is to first teach learners how to write in Pinyin, then cover the Pinyin so learners write the Chinese characters instead. Learners could also be given exercises where they match Chinese characters to Pinyin in order to learn character recognition and to match the pronunciation of a word to the character.

Language level-appropriate books, workbooks and audio materials are also essential when learning any foreign language. Such material could be used in class for homework and for individual study.

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

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

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

B. EMBEDDING THE DELIVERY OF THE CROSS CURRICULAR THEMES

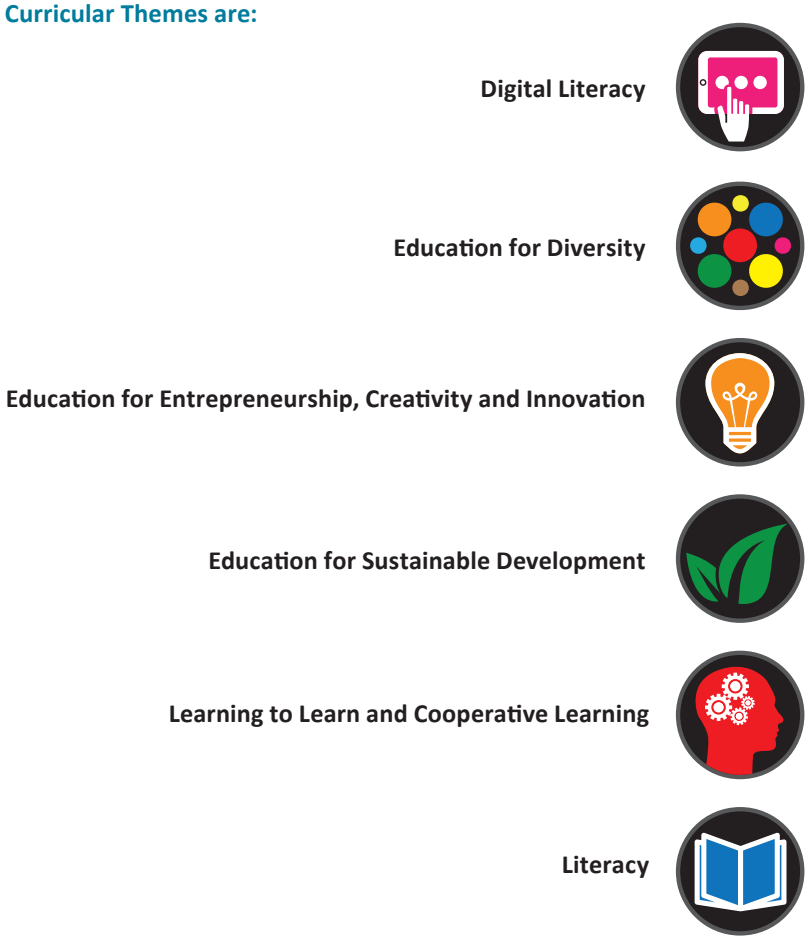
Across Europe there has been a shift from an exclusively subject-based approach to a more cross curricular, thematic, inter-disciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another. Through a cross curricular approach,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

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

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

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

The Cross Curricular Themes are:



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 Chinese include:

- I can exchange various forms of greetings with peers and familiar adults according to age or position *e.g.* 你好, 您好, 老师 好 or time of day *e.g.* 你早, 晚安.
  COMMUNICATING FOR DIVERSITY
  Taken from Level 7, Subject Focus: Communicating in Speech

- I can detect and explain differences in intonation, rhythm and sounds when people of different ages, genders and social positions speak Mandarin Chinese slowly and clearly.
  LISTENING AND SPEAKING
  Taken from Level 10, Subject Focus: Understanding and Responding to Spoken Language

- I can correspond with others via e-mails and short messages, exchanging personal information, making plans and requesting information *e.g.* 你今年多大了？ 你喜欢学习外语吗？
  COMPETENCES IN COMMUNICATION
  Taken from Level 9, Subject Focus: Communicating in Writing

Example: Finding opportunities to address CCT learning in Chinese SLOs

- **I can engage in simple correspondence with the teacher and classmates to give ideas and take part in activities.**
  LEARNING TO DO
  Taken from Level 9, Subject Focus: Communicating in Writing

The above SLO provides an example of how introducing and developing the knowledge and skills associated with the CCT can help enhance performance in the SLOs. The benefit of introducing the CCT content, not just at this point but in other related SLOs, means that the learner can continue to transfer and apply their CCT learning to the betterment of the Chinese language performance. For example, the following CCT expectations, taken from the Education for Sustainable Development CCT section on Learning to Do, could be introduced and developed to enhance learners' ability to participate in an effective and appropriate manner:

- I can communicate my ideas and present my opinions in thoughtful and informed discussions and decision making processes.
- I am able to collaborate with people having different perspectives on dilemmas, issues, tensions and conflicts from different disciplines/places/cultures/generations.
- I can involve myself and others in real-world issues to bring about a positive difference

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 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 able to cope with the additional challenge. Educators may also wish to add other vocabulary or verb selections to the ones suggested, that fit well with any changes which they wish to make in the delivery e.g. specialist language that suits a particular context or topic that is being used. Where an SLO refers to texts, the word 'texts' refers to both written and oral/audio texts. This applies to all levels and Subject Foci. The examples provided are the suggested minimum language levels required to perform proficiently at that level, while also accepting that learners achieving lower levels of relative proficiency may still be considered as being capable of achieving communicative competence.

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

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

Progression and differentiation in learning

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

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

Strategies for teaching a mixed ability class

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

Personal Learning:

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

Taken from the Learning to Learn and Cooperative Learning CCT

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

Create a dynamic learning environment by:

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

Engage learners by:

- creating a sense of learner ownership of the learning process by, for example, allowing learners to choose their own project.
- allowing learners to demonstrate their understanding in different ways, for example through self-selected means, be it a visual representation, an oral presentation or physical demonstration.
- building in the higher order thinking skills using Bloom's taxonomy (at all levels) and working with the SLOs to keep learning tasks interesting, providing useful stretch and challenges as SLOs are given added dimensions or are approached from different directions. This can be done by giving learners problem-solving tasks with the opportunity to transfer and apply their knowledge to a new context.

Turn learners into resilient learners by:

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

Use group work to:

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

Example: Chinese group work

This is a whole class activity. Organise the learners in pairs, sitting with their backs to each other. Make sure the members of each pair sit close enough to be able to hear each other. One learner is given an image or visual stimulus and the other is given a blank sheet of paper and a pencil or crayon. Using only the power of description – in Chinese, of course – the learner with the image has to describe it to the other and the learner with the crayon must draw a picture on the paper according to their partner's instructions. 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 designed to be more complicated or more straightforward and simple by adjusting the images used by the pairs. This will 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 drawing is allowed to ask as many questions as they like and the learner holding the image has to be as helpful as they can be.

Introducing time limits and competition between teams can help add motivation. Variations of this exercise can include the learner with the image responding to questions from 3-5 different learners trying to reproduce the image. None of the learners who are drawing should be able to see each other's work. Points could be given to the image holder according to the number of people coming acceptably close to the image and a point to each of the sketchers whose drawing is close to the original image. Everyone has a turn at each role 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 Chinese. Learners will also need an awareness of social, cultural and geographical aspects of the Chinese speaking countries or areas. They will also need knowledge about language structures that allows them to check the accuracy of their language use, create new language and communicate in relevant and realistic contexts.

As learners progress within the levels and between levels they should be encouraged to reflect on, take increasing ownership of and assume more responsibility for their own learning. Educators should start to introduce techniques to allow learners to make increasingly greater use of self-assessment to identify their strengths and development needs from the evidence of their efforts and act on feedback given from peers as well as educators 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 Chinese, educators should expect learners to demonstrate increased progression as they move through levels by:

- demonstrating increasing independence and less need for support, including peer or educator support and support through word-lists 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 Chinese speaking regions).
- developing increasing awareness of language rules, including knowledge about language.
- demonstrating increasing confidence in sustaining communication.

The educator can gather evidence of progress as part of day-to-day learning during individual and collaborative activities, for example while engaging in relevant conversation or correspondence with peers and adults about people, places and daily life where the language is spoken and through talks, writing assignments and presentations, using ICT as appropriate. Specific assessment tasks will also be valuable in assessing progress. Approaches to assessment should identify the extent to which learners can apply these skills in their learning and their daily lives and in preparing for the world of work. For example:

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

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

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

D. TEACHING DIFFERENT LEVELS WITHIN ONE YEAR GROUP

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

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

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

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

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

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

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

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

E. TEACHING ONE LEVEL ACROSS TWO YEAR GROUPS

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

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

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

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

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

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

Assessment

A. METHODOLOGIES THAT WILL ENSURE FIT FOR PURPOSE ASSESSMENT

Assessment in Chinese should be carried out in order to:

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

Identification of assessment needs before learning experiences are planned allows targeted goals and performance to guide the educator in his/her 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 Chinese. Therefore, the nature of assessment when assessing SLOs is crucial. There should be no place for:

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

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

Speaking and listening could be assessed through regular oral formative assessment so that learners prepare for a final summative assessment where they answer questions and speak about a familiar topic using familiar vocabulary and syntax.

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 when listening to others' presentations. This gives learners the opportunity to practice speaking Chinese and also to practice speaking in front of an audience. It also makes the learners who are listening, enhance their comprehension of the language. The educator could test this by checking if the questions asked by the learners are relevant to the topic being presented.

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

Both formative and summative assessment could be applied for **writing skills.** Learners could be given a number of short in-class or take home written assessments throughout the academic year in order to enhance their reading and writing skills, their knowledge of grammar, vocabulary and characters. 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 characters 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 to take learners to visits to places of cultural interest and to ask learners to create projects or reports about what they learned through the visit. Educators could also ask learners to carry out research on the internet, or by asking Chinese people in Malta about an aspect of Chinese culture and then presenting it in class or writing about it. When it is possible, schools could also organise learner exchanges or online projects with Chinese schools so that Maltese learners would have the opportunity to practise the language and learn about Chinese culture.

Assessment

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

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

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

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

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

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

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

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

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

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

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

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

Educators should look to gather a range of quality pieces of evidence to show progression in learning from both ongoing formative assessment opportunities and periodic, summative assessments. The amount and range of evidence should be sufficient to build up a profile of the learner's achievement in the four key skills. Learners should be involved in the selection of evidence. The evidence should show that the learner has understood a significant body of knowledge, has responded consistently well to challenging learning experiences and has been able to apply what they have learned in new and unfamiliar contexts.

Learning, teaching and assessment should be designed in ways that reflect how different learners progress in order to motivate and encourage them in their learning. To support this, all learners should be involved in planning and reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning planning. Current approaches to assessment encourage the learner to carry out a number of communicative tasks. Once learners are given the chance to interact with their peers and receive constant feedback from their educator, they are ultimately guided to make decisions on how to improve their acquisition of the target language. The learners are thus given the chance to play an active role in self-assessment which encourages them to seek out personal goals for learning Chinese. These types of assessments can be planned at particular points, such as the end of a thematic unit, whereby the learners can judge and review their own performance by means of a grid stating the intended learning outcomes vis-à-vis the level in which they have been attained.

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

Educators can:

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

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

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

The delivery of the learning associated with the CCTs and the associated assessment is the responsibility of all educators. Aspects of all of these, but particularly of literacy, will be a natural part of Chinese lessons. Through learning how another language works, learners can understand their own languages better. Many of the skills required to talk, listen, read and write in Chinese, will mirror the literacy skills being developed in Maltese and English language learning.

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

> *Quality assurance in education can be understood as policies, procedures, and practices that are designed to achieve, maintain or enhance quality in specific areas, and that rely on an evaluation process … [that is] a general process of systematic and critical analysis of a defined subject that includes the collection of relevant data and leads to judgements and/or recommendations for improvement. The evaluation can focus on various subjects: schools, school heads, teachers and other educational staff, programmes, local authorities, or the performance of the whole education system.*
>
> *Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe,* European Commission (2015a:13)

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

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

In Chinese 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.

Educators in the classroom create and are responsible for the learning environment where learners will learn Chinese. This means actively considering the diverse set of learning needs that will confront them.

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

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

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

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

C. RELIABLE AND VALID WAYS OF ASSESSMENT

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

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

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

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

The SLOs have been written in a way that is designed to ensure that the learning expectation is clear. They also act like an anchor for all related assessments by defining what learning is within the range of assessment. This makes the assessment process and assessment expectations more transparent for the learner. At times SLOs involve an additional layer of detail delivered through the use of exemplification to illustrate the nature of the challenge within the SLO or through a clear statement of what must be included as a minimum in addressing the learning associated with the SLO.

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

The following examples are taken from the Chinese SLOs:

I can exchange various forms of greetings with peers and familiar adults according to age or position *e.g.* 你好, 您好, 老师 好 or time of day *e.g.* 你早, 晚安.

COMMUNICATING FOR DIVERSITY

Taken from Level 7, Subject Focus: Communicating in Speech.

I can correspond with others via e-mails and short messages, exchanging personal information, making plans and requesting information *e.g.* 你今年多大了？ 你喜欢学习外语吗？

COMPETENCES IN COMMUNICATION

Taken from Level 9, Subject Focus: Communicating in Writing.

In both of the above examples each SLO has additional detail about the type and level of vocabulary required. The immediate question one will ask will be about sufficiency. How much is enough? How many times do learners have to do this?

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

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

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

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

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

Working the room: Measuring the impact of the teaching

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

For example, some challenges could be focused on tone, other challenges could be more vocabulary-based e.g. challenges involving filling in diagrams to test knowledge of recent topics or matching an image to a passage of writing. The results will give a good indication of areas where learners are less confident allowing the teacher to reflect on how these areas were taught and how they could be revisited.

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

D. ASSESSING CROSS CURRICULAR THEMES

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

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

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

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

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

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

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

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

E. REPORTING PROGRESS

Learner and Parent/Guardian Reporting

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

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

National expectations for reporting

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

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

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

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

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

Reporting process

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

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

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

Internal Reporting

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

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

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

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

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

How it is done elsewhere

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

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

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

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

Adapted from *Building the Curriculum 5, A Framework for Assessment: Reporting,*
The Scottish Government (2010)

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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 Covenenant 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 perservere.
- 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 langauge 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 / l-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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