

# EDUCATORS' GUIDE FOR PEDAGOGY AND ASSESSMENT

USING A LEARNING OUTCOMES APPROACH



# PE & SPORTS

LEVELS **5** **6** **7** **8** **9** **10**



Learning  
Outcomes  
Framework



## Learning Outcomes Framework

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# Contents

<b>Introduction</b> .....	5
<b>1. Subject Learning Outcomes</b> .....	9
<b>2. Pedagogy</b>	
A. Pedagogy and good practice learning.....	29
B. Embedding the delivery of the Cross Curricular Themes.....	32
C. Reaching different learners within each level.....	37
D. Teaching different levels within one year group.....	42
E. Teaching one level across two year groups.....	43
<b>3. Assessment</b>	
A. Methodologies that will ensure fit for purpose assessment.....	45
B. Inclusive assessment methodologies.....	51
C. Reliable and valid ways of assessment.....	53
D. Assessing Cross Curricular Themes.....	55
E. Reporting Progress.....	56
<b>References</b> .....	59
<b>Appendix: Cross Curricular Themes</b> .....	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 PE & SPORTS

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

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.

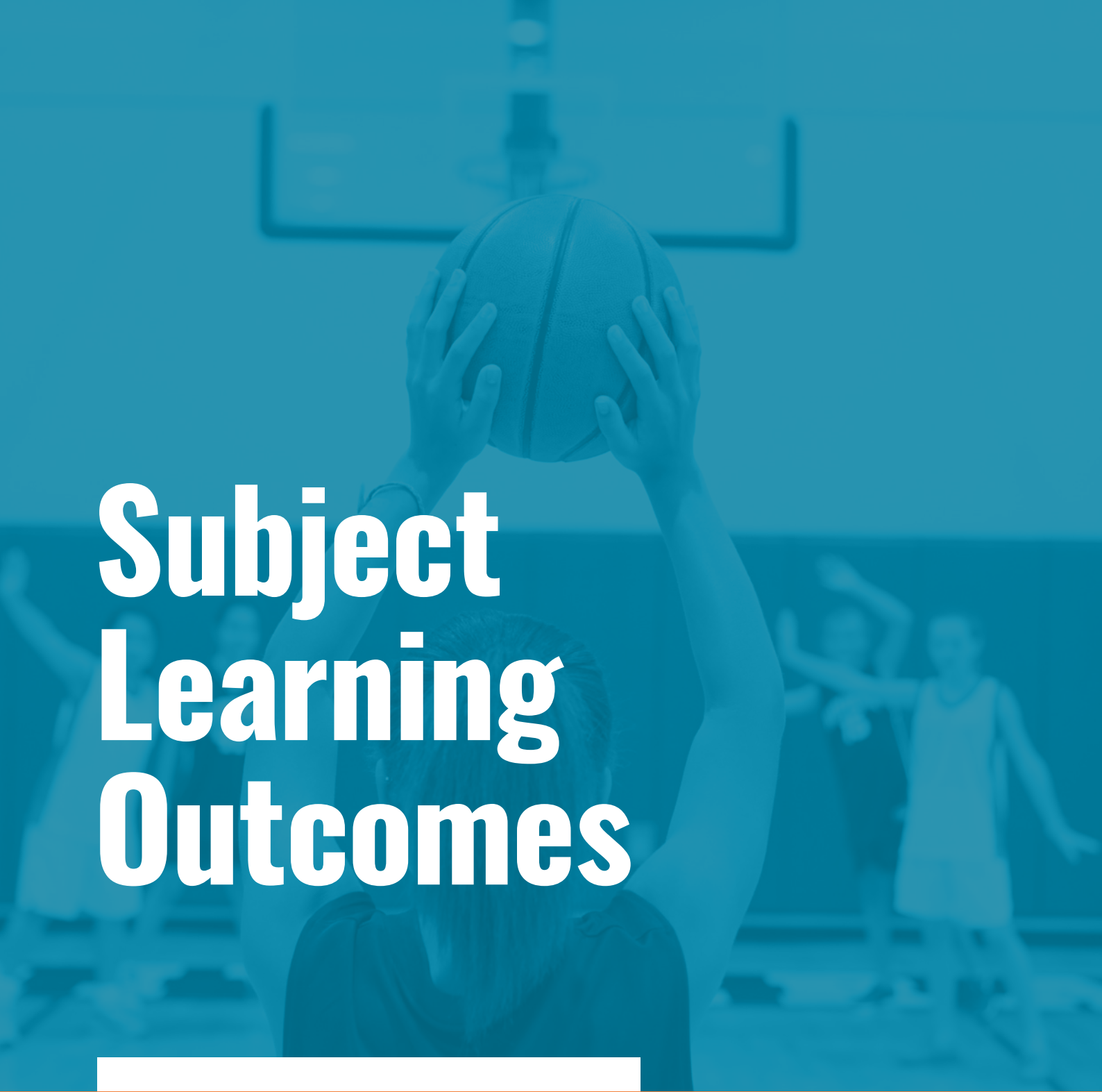
## Contributors

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# Subject Learning Outcomes

## PE & SPORTS

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LEVELS 5 6 7 8 9 10

The Subject Learning Outcomes (SLOs) for PE & Sports span from Attainment Level 5 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.

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## LEVEL 5

### Subject Focus: Becoming an independent learner within a student-centred learning environment

1. I am aware that participating in teacher-directed activities is meaningful and helps me learn more about my physical performance and my ability to improve my learning.  
 PERSONAL LEARNING
2. I can work independently for extended periods of time.  
 PERSONAL LEARNING
3. I can show responsible behaviour in independent group situations.  
 LEARNING TO BE
4. I can reflect on personal and social behaviour in a physical activity context.  
 LEARNING TO BE
5. I can accept corrective feedback from the teacher.  
 SOCIAL CHANGE
6. I can respectfully listen to corrective feedback from others *e.g. peers*.  
 SOCIAL CHANGE
7. I am aware that I can learn more when I am motivated and enjoying the physical activities and games that I am participating in.
8. I am aware that I can engage in different physical activities at various levels of difficulty.  
 PERSONAL LEARNING


### Subject Focus: Harnessing physical literacy

1. I can engage in the Physical Education lesson without teacher prompting.
2. I can perform simple skills while maintaining balance and creative patterns of movement.
3. I can use various movement skills in a variety of small practice tasks, dance and educational gymnastics experiences.
4. I can combine movement patterns to dance steps to develop, create and perform an original dance alone or in a group.
5. I can participate in a range of physical activities, sports and games that require a combination of travelling and manipulative skills.
6. I can perform in various spatial environments *e.g. open or closed spaces*.
7. I can perform movements that require use of various levels of direction and speed.
8. I can describe my own physical activity performance and that of others.
9. I can appreciate the successful mastery of movement skills and how these are applied in everyday movement and life experiences.

 COGNITIVE LEARNING


### Subject Focus: Enabling learners for lifelong engagement in physical activity

1. I can choose a physical activity in which I can participate in and outside school.






 PERSONAL LEARNING

### Subject Focus: Addressing challenges and developing problem-solving skills through Physical Education

1. I can compare physical activities that I am confident in to others that are more challenging.
2. I can express the frustration I feel when I fail to perform a physical activity task.
3. I can solve problems and use talk to develop an elementary level of critical thinking in physical activity, both as an individual and within a group.
4. I can demonstrate the ability to solve a given challenge as part of a small group in a physical activity setting.
5. I can demonstrate the ability to work with all classmates, regardless of differences, in tactical strategies to solve a problem.

 SOCIAL CHANGE


### Subject Focus: Working towards students' holistic development

1. I can make choices about the physical activities that provide self-expression *e.g. dance, gymnastics routine*.
2. I can identify the reasons for enjoying selected physical activities.
3. I can rank the enjoyment and ability levels of various physical activities.  
 PERSONAL LEARNING
4. I am aware that the physical activities I am engaged in are according to my age and ability.  
 PERSONAL LEARNING
5. I can choose an activity in which I can participate in outside the school.
6. I value my own abilities and the abilities of others within physical activity and sport contexts.
7. I can work with all classmates regardless of differences in physical abilities.  
 SOCIAL LEARNING
8. I can cooperate and work with others.  
 SOCIAL LEARNING
9. I can praise others for their success in their physical performance and during games.
10. I can accept participants of all abilities and different skills (more or less skilled than myself).
11. I can talk about the positive social interactions that result when engaging in physical activity with others.  
 EXPRESSIVE LANGUAGE

### Subject Focus: Becoming health-literate and knowing our bodies









1. I am able to start making links and connections between health and well-being and my physical, mental, social and emotional health.
2. I can demonstrate the ability to measure and monitor the heart rate.
3. I can identify the action of several major muscles.
4. I am aware that food provides energy for physical activity.
5. I can differentiate between healthy and unhealthy food that affects physical activity.
6. I can recognise the “good health balance” of good nutrition with physical activity.

### Subject Focus: Breaking through barriers





1. I am aware that helping and encouraging others offers support to classmates with various physical needs.  
 SELF-AWARENESS

# LEVEL 6


## Subject Focus: Becoming an independent learner within a student-centred learning environment

1. I can engage in physical activity with responsible personal behaviour *e.g. peer-peer, learner-teacher*.  
 SOCIAL LEARNING
2. I can show respect for self and others through appropriate behaviour while participating in physical activities.  
 COMMUNICATING FOR DIVERSITY
3. I am aware of my challenges and coping mechanisms, *such as extending effort and asking for help or feedback*, in a positive way.  
 PERSONAL LEARNING
4. I can learn through a variety of physical activities, contexts and environments.  
 PERSONAL LEARNING
5. I can, with the teacher's guidance, responsibly and safely use various types of equipment and facilities to help me learn.  
 PERSONAL LEARNING
6. I am aware that tasks can be modified to suit my individual needs.  
 COGNITIVE LEARNING
7. I am aware that different physical activities are structured to help me master multiple ways of reaching targets.  
 COGNITIVE LEARNING
8. I am aware that I can transfer physical skills from one context to the other.  
 COGNITIVE LEARNING




## Subject Focus: Harnessing physical literacy

1. I can select and execute simple skills in simple contexts to reach simple activity objectives.  
 PERSONAL LEARNING
2. I can demonstrate developed patterns of movement skills in dynamic small-sided practice tasks, gymnastics and dance.
3. I can combine movement and manipulative skills in a variety of tasks and games.
4. I can combine movement skills in creative and cultural dance (self and group) with correct rhythm and pattern.
5. I can perform a range of skills that demonstrate that I can participate in physical activities and/or sports and/or games.
6. I can select appropriate spatial concepts according to requirements of the movement activity.  
 PERSONAL LEARNING
7. I can demonstrate an understanding of various movement situations that require different levels of force, direction, speed and extension.
8. I can analyse, verbally and in writing, different physical activities and their level of enjoyment and challenge.  
 WRITING
9. I am aware of the positive and negative responses that help me improve my future performance.  
 PERSONAL LEARNING










## Subject Focus: Enabling learners for lifelong engagement in physical activity

1. I have the skills needed to participate in sports activities outside the school.  
 PERSONAL LEARNING

## Subject Focus: Addressing challenges and developing problem-solving skills through Physical Education



1. I am aware that some physical activities can be more challenging than others and I am able to talk about these challenges.
2. I can identify barriers related to maintaining a physically active lifestyle and can find ways to eliminate those barriers.  
 COGNITIVE LEARNING
3. I am aware of my limitations and feelings of failure when I do not succeed in my performance of a skill or task.
4. I can offer solutions to a group during a problem-solving activity in a physical activity setting.  
 EXPRESSIVE LANGUAGE
5. I can describe the process for effective problem-solving in a physical activity setting.  
 EXPRESSIVE LANGUAGE
6. I can apply agreed-upon steps to problem-solving in a group challenge.
7. I can demonstrate the ability to construct a list of risks involved in a group problem-solving activity.
8. I can demonstrate the ability to respond appropriately to a challenge within a physical activity setting.

## Subject Focus: Working towards students' holistic development



1. I can develop skills which create enjoyment.
2. I can engage in physical activity settings that create enjoyment.
3. I am aware of the relationship between self-expression and lifelong enjoyment through physical activity.
4. I can identify my preferences for self-expression and physical activity that satisfy my needs.
5. I have the skills required to participate in sports activities outside school.
6. I am aware that individuals have different aspirations and goals for being involved in physical activity and sport.
7. I accept, recognise and actively involve others with higher and lower skill abilities in physical activities, games and group team projects.  
 SOCIAL LEARNING
8. I can accept differences in physical development among classmates, different ways of learning and varying skill levels by providing encouragement and positive feedback.  
 LEARNING TO BE
9. I can cooperate with a small group of peers during various activities, game play and team-building activities.  
 SOCIAL LEARNING
10. I can describe and compare the positive interactions when engaged in partner, small group or large group physical activities.  
 SOCIAL LEARNING
11. I am aware that helping and encouraging others offers support to classmates with various physical needs.  
 LEARNING TO BE
12. I can give corrective feedback respectfully to peers.  
 SOCIAL LEARNING
13. I can support and help in organising, planning and setting rules for games with peers and groups in school and outside school.  
 SOCIAL LEARNING
14. I can demonstrate the ability to adapt an activity style in response to the skills of others within my group.  
 SOCIAL LEARNING
15. I can demonstrate the ability to set and accomplish a goal with a group.  
 SOCIAL LEARNING



### Subject Focus: Becoming health-literate and knowing our bodies






1. I am aware that the phrase *health and well-being* encompasses my physical, mental, social and emotional health.
2. I can differentiate between skill-related and health-related fitness.
3. I can identify major muscles used in selected physical activities.
4. I can identify components of physical activity that provide opportunities for reducing stress and for social interaction.
5. I can describe how being physically active leads to a healthy body.  
 WRITING
6. I can describe the relationship between fitness, body weight and nutrition.  
 WRITING
7. I can identify foods that are beneficial before and after physical activity.
8. I can recognise the impact of food choices relative to physical activity, sports and personal health.

### Subject Focus: Breaking through barriers








1. I am aware of my own conceptions of physical activity and sport in relation to gender and how they have been formed.  
 SELF-AWARENESS
2. I can accept others' ideas, cultural diversity and body types by participating in cooperative and collaborative movement activities.  
 SOCIAL CHANGE

# LEVEL 7

## Subject Focus: Becoming an independent learner within a student-centred learning environment

1. I am aware that I can learn in a number of different ways, including observing, listening, questioning, discussing, problem-solving and doing.  
 COGNITIVE LEARNING
2. I am aware of the different types of learning tasks that I can engage in to develop my physical activity and sport performance. I can demonstrate an understanding of the role of the teacher in supporting my learning.  
 COGNITIVE LEARNING
3. I am aware of the ways in which my previous experiences in physical activities and sports can be used to enhance my learning.  
 COGNITIVE LEARNING
4. I engage in a range of physical activities and sports for different reasons. I can articulate those reasons and set personally meaningful targets for learning in each context.  
 PERSONAL LEARNING
5. I engage in personally meaningful physical activities and sports that make me feel positive, confident and happy about my learning and performance in and beyond the context of the school.  
 PERSONAL LEARNING





## Subject Focus: Harnessing physical literacy

1. I can select and execute more complex skills with control to reach more complex activity objectives.  
 PERSONAL LEARNING
2. I can execute simple skills with some variability in order to cater for small changes within the learning environment.  
 CREATIVE LEARNING
3. I can perform and link a variety of skills and movements in a personal, unique and creative way that reflects a theme or a strategy.  
 CREATIVE LEARNING
4. I can observe and accurately describe my own performance and that of others in simple contexts.  
 WRITING
5. I can describe the elements of a rhythmic or creative performance to reflect the quality of that performance.  
 WRITING
6. I can perform simple skills with accuracy and control in developmentally appropriate situations, where judgements are based on individual improvements rather than normative comparisons.
7. I can participate effectively in a range of physical activities and sports. I enjoy my participation and I can exercise some choice with regard to the activities I engage in.
8. I am aware that there are different types of physical activity and sport that make different demands on my performance. I can demonstrate an understanding of the main aims of a range of activities and the basic rules of each activity.
9. I use this understanding to participate in a fair and inclusive way.
10. I am aware of my current level of ability in a variety of physical activities and sports. I can set realistic but challenging short-and long-term goals for my learning and improvements in performance.  
 PERSONAL LEARNING
11. I can plan and organise learning tasks that are specific to my needs in a variety of physical activities and sports.  
 PERSONAL LEARNING









### Subject Focus: Enabling learners for lifelong engagement in physical activity

1. I am aware of the benefits of physical activity and sport, including the social, the cognitive and the physical, and how these can help me in my life.


### Subject Focus: Addressing challenges and developing problem-solving skills through Physical Education

1. I am aware that mistakes are part of my learning and I use this understanding to enhance my learning and performance.  
 PERSONAL LEARNING
2. I am aware of when and why I sometimes have mixed emotions during PE, and I can control my feelings and behaviour in such instances.
3. I know how my experience with someone else can help in dealing with my emotions.
4. I can explore a range of simple tactical solutions to solve a number of simple tactical problems.  
 COGNITIVE LEARNING
5. I can select and execute appropriate strategies to solve simple tactical problems.  
 COGNITIVE LEARNING
6. I can explore a range of simple movement solutions to solve a number of simple movement problems. I am aware that my exploration helps me to develop my own unique solution in my own way.  
 COGNITIVE LEARNING


### Subject Focus: Working towards students' holistic development

1. I enjoy the range of physical activities and sports that I engage in because I can demonstrate an understanding of how they relate to me.  
 PERSONAL LEARNING
2. I am aware that I have both strengths and weaknesses in my cognitive, social, emotional and physical learning in a range of different physical activities and sports. I can describe my strengths and weaknesses in each area.  
 COGNITIVE LEARNING
3. I can describe the strengths and weaknesses of others. I am aware and can demonstrate an understanding of the fact that others in my class have different strengths and weaknesses.  
 WRITING
4. I can be empathetic and caring towards others by listening, discussing and encouraging them in their learning and performance. I can demonstrate an understanding of how this can enhance my relationships with others in my class and my learning experiences in PE.  
 LEARNING TO BE
5. I can communicate with others in an open, democratic, fair and tactful way and I value their opinions. I respect the learning, abilities, feelings and choices of others.  
 SELF-AWARENESS
6. I can cooperate with others by listening and sharing ideas to enhance my learning and the learning of others. I know that everyone has an equal right to make a contribution to the learning environment.  
 SOCIAL LEARNING
7. I am aware of and have experienced the different roles and responsibilities required in a variety of physical activities and sports. I value each role as a key component of effective performance.
8. I can work in pairs or small groups to support my learning and the learning of others. I can listen to and value the opinions of others.  
 SOCIAL LEARNING
9. I can plan and organise, by myself or with others, small events in my class that provide opportunities for competitive and recreational physical activity and sport.  
 SOCIAL LEARNING
10. I can demonstrate an understanding of the fact that effective performance in physical activity and sport requires a range of abilities.

### Subject Focus: Becoming health-literate and knowing our bodies




1. I am aware of each component of my health and well-being, and the ways in which they integrate to impact positively or negatively on my overall health and well-being.
2. I can keep a personal diary where I can describe my experiences during my PE lessons. I can identify and demonstrate an understanding of the things that happen in PE that make me feel both good and bad.  
 WRITING
3. I am aware of the ways in which the body and body image are conceived within society.
4. I can measure and record my heart rate, and am aware of how my heart rate changes in different contexts and over time. I can demonstrate an understanding of the changes in my breathing, body temperature and the way my muscles feel as a result of my exercise.

### Subject Focus: Breaking through barriers











1. I am aware of how different physical activities and sports have gendered identities.  
 SELF-AWARENESS

# LEVEL 8

## Subject Focus: Becoming an independent learner within a student-centred learning environment

1. I can recognise when my learning has been effective.  
 PERSONAL LEARNING
2. I am aware of the relationship between the different types of learning tasks and different learning objectives. I can demonstrate an understanding of the role of the teacher and others in supporting my learning and use their instructions and feedback to improve my performance.  
 PERSONAL LEARNING
3. I am aware of the ways in which my previous experiences in physical activities and sports can be used to enhance my learning. I can draw upon my previous experiences to inform my learning.
4. I engage in personally meaningful physical activities and sports that make me feel positive, confident and happy about my learning and performance in and beyond the context of the school.  
 PERSONAL LEARNING





## Subject Focus: Harnessing physical literacy

1. I can select and execute more complex skills with control and consistency to reach a range of complex activity objectives.  
 PERSONAL LEARNING
2. I can execute more complex skills within a variety of ways in order to cater for changes within the learning environment.  
 CREATIVE LEARNING
3. I use space, level and direction creatively in my performance.  
 CREATIVE LEARNING
4. I can observe and accurately describe my own performance and that of others in more complex contexts.  
 WRITING
5. I can describe and analyse the elements of a rhythmic or creative performance to reflect the quality of that performance.  
 COGNITIVE LEARNING
6. I can perform a range of skills with accuracy and control in more challenging situations. I can perform effectively in situations where my performance is being evaluated.  
 CREATIVE LEARNING
7. I can participate effectively in a range of physical activities and sports, and I have opportunities to build on my learning from previous experiences. I can exercise some choice with regard to the activities I engage in and enjoy my engagement.  
 PERSONAL LEARNING
8. I am aware of the nature and purpose of a range of physical activity and sport. I use this understanding to participate in a fair and inclusive way. I have a detailed understanding of the objectives and the rules of each physical activity and sport and I can modify them to enhance my learning and the learning of others.  
 PERSONAL LEARNING
9. I can record and monitor my learning and improvements in performance over time.  
 PERSONAL LEARNING
10. I am aware of how different skills are learned and I can use this understanding to plan and organise learning tasks that are specific to my needs in a variety of physical activities and sports.  
 PERSONAL LEARNING









### Subject Focus: Enabling learners for lifelong engagement in physical activity

1. I am aware of and can demonstrate an understanding of the relationship between the different benefits of physical activity and sport.

### Subject Focus: Addressing challenges and developing problem-solving skills through Physical Education

1. I am aware that through practice and effort, my learning and performance will be enhanced.  
 PERSONAL LEARNING
2. I can explore a range of more complex tactical solutions to more complex tactical problems. I am developing my understanding of each tactical situation and how each affects my performance decisions.  
 COGNITIVE LEARNING
3. I can select and execute appropriate strategies to solve more complex tactical problems.  
 COGNITIVE LEARNING
4. I can explore and link a range of movement solutions to solve a number of more complex movement problems. I can demonstrate an understanding of the fact that my exploration helps me to develop my own unique solution in my own way.  
 COGNITIVE LEARNING

### Subject Focus: Working towards students' holistic development

1. I enjoy the range of physical activities and sports that I engage in because I can demonstrate an understanding of how they relate to me and how they contribute to other areas of my life.  
 PERSONAL LEARNING
2. I am aware that I have both strengths and weaknesses in my cognitive, social, emotional and physical learning in a range of different physical activities and sports, particularly those that I have developed a special interest in. I can evaluate my strengths and weaknesses and make suggestions for improvement.  
 COGNITIVE LEARNING
3. I am aware of and can demonstrate an understanding of the fact that others in my class learn in different ways and at different rates.
4. I can be empathetic and caring towards others by listening, discussing and encouraging them in their learning and performance. I can demonstrate an understanding of how this can enhance my relationships with others in my class and my learning experiences in PE.  
 LEARNING TO BE
5. I can communicate with others in an open, democratic, fair and tactful way and I value their opinions. I respect the learning, abilities, feelings and choices of others.  
 SELF-AWARENESS
6. I can cooperate with others by listening, reflecting and sharing ideas to enhance my learning and the learning of others. I know that everyone has an equal right to make a contribution to the learning environment.  
 SOCIAL LEARNING
7. I can demonstrate an understanding of and have effectively performed the different roles and responsibilities required in a variety of physical activities and sports. I value each role as a key component of effective performance.
8. I can work in pairs or small groups to support my learning and the learning of others. I can listen, discuss and share opinions. I value the opinions of others and use them to enhance my learning and the learning of the group/team. I can use these skills to lead a group in simple tasks.  
 SOCIAL LEARNING
9. I can plan and organise, by myself or with others, small or large group events in my class that provide opportunities for competitive and recreational physical activity and sport.  
 INTERPERSONAL
10. I can learn and perform effectively within a group where there are a range of different abilities.  
 SOCIAL LEARNING



### Subject Focus: Becoming health-literate and knowing our bodies

1. I am aware that some conceptions of health and well-being can be fragmented and narrow, and am also aware of the negative impact that this can have on an individual's overall health and well-being.
2. I am aware of the ways in which the body and body image are conceived within society, and I can be critical of my own conception of the body and body image.
3. I am aware of the role of policy, the media and society in the construction of conceptions about the body and body image.



USE OF DIGITAL MEDIA

4. I can keep a personal diary where I can describe my experiences during my PE lessons. I can identify and demonstrate an understanding of the things that happen in PE that make me feel both good and bad. I can use this understanding to work out, by myself or with others, how to feel more positive in PE.



WRITING

5. I am aware of different types of exercise and the different effects that they have on my fitness and my body. I can record and measure different types of fitness, including my aerobic capacity, muscular strength and flexibility.



MANAGING LEARNING

### Subject Focus: Breaking through barriers





1. I am aware of the ways in which these gendered identities have been formed and the ways in which they are reinforced in various contexts.










SELF-AWARENESS



# LEVEL 9

## Subject Focus: Becoming an independent learner within a student-centred learning environment

1. I am aware of the number of different ways in which different skills can be learnt and the ways that are most effective for me in different contexts. I can reflect on my learning and plan my own future learning tasks for improvement in my performance.  
 COGNITIVE LEARNING
2. I can demonstrate an understanding of the role of the teacher and others in supporting my learning, and use their instructions and feedback to improve my performance.  
 SOCIAL LEARNING
3. I draw upon my previous experiences to inform, justify and evaluate my own learning.  
 COGNITIVE LEARNING
4. I engage in physical activities and sports that are personally meaningful to me and that make me feel positive, confident and happy about my learning and performance in and beyond the context of the school. I can articulate my aspirations for each and set personally meaningful targets for my learning and participation.  
 PERSONAL LEARNING

## Subject Focus: Harnessing physical literacy





1. I can select and execute more complex skills with control, consistency and adaptability to reach a range of complex activity objectives.  
 PERSONAL LEARNING
2. I can execute more complex skills in an adaptable and flexible way in order to perform effectively in a dynamic environment.  
 CREATIVE LEARNING
3. I can take inspiration from a variety of sources and use my awareness of my body, direction, level and space to create innovative movements and sequences.  
 CREATIVE LEARNING
4. I can observe, analyse and evaluate my own performance and that of others in a variety of contexts. I can make suggestions about ways to improve future performances.  
 SOCIAL LEARNING
5. I can make suggestions on how to improve the aesthetic quality of future performances.  
 COGNITIVE LEARNING
6. I can perform a range of skills with accuracy and control in challenging situations. I can perform effectively in situations where my performance is being evaluated. I am aware of the fact that the information I receive about my overall performances or evaluation can be used to enhance my learning and improve my performance.  
 PERSONAL LEARNING
7. I am able to negotiate the type and range of physical activities and sports that I can engage in with my teacher and with others in my class. I have opportunities to continue to engage in activities from previous years as well as opportunities to engage in physical activities and sports outside the school context. I am developing an intrinsic interest in physical activity and sport.  
 SOCIAL CHANGE

8. I am developing a specialism of a particular physical activity and/or sport. I can demonstrate an understanding of the ways in which it can make a positive contribution to my lifestyle. I have an in-depth understanding of the physical activity or sport and I can be creative within this context to enhance my enjoyment, my learning and my performance. I can transfer this understanding to engage effectively in similar physical activity and/or sports.  
 CREATIVE LEARNING
9. I am aware of the principles that underpin skill learning and performance in the physical activities and sports that I have a special interest in. I can use this understanding to plan, organise and evaluate meaningful learning tasks for my own improvements in performance. I can adapt my goals as necessary.  
 PERSONAL LEARNING





### Subject Focus: Enabling learners for lifelong engagement in physical activity





1. I can critically analyse the challenges of the different benefits of physical activity and sport in relation to my own reality.

### Subject Focus: Addressing challenges and developing problem-solving skills through Physical Education


1. I select challenging tasks to develop my learning and performance in physical activities that are personally meaningful to me. I am committed and apply effort to my learning and performance, even when my learning/performance is unsuccessful.  
 PERSONAL LEARNING
2. I can explore a range of more complex tactical solutions to more complex tactical problems. I recognise and can demonstrate an understanding of each tactical situation, and I can select from a range of solutions to inform my decision-making.  
 COGNITIVE LEARNING
3. I can select and execute appropriate strategies from a range of strategy options to solve complex tactical problems.  
 COGNITIVE LEARNING
4. I can apply a number of coping strategies that make me feel more positive when I feel negative.
5. I can explore and link a range of complex movement solutions to solve a number of complex movement problems. I have a good understanding of the ways I learn to move, and am aware I have my own unique but effective performance style.  
 COGNITIVE LEARNING

### Subject Focus: Working towards students' holistic development



1. I am developing a special interest in a particular physical activity and/or sport as I find it enjoyable and it is having a positive impact on my life.  
 PERSONAL LEARNING
2. I have an in-depth knowledge of and can critically evaluate my strengths and weaknesses in my cognitive, social, emotional and physical learning in physical activities and sports that I have a special interest in. I can plan my own learning to develop both my strengths and my weaknesses.  
 PERSONAL LEARNING
3. I can evaluate the strengths and weaknesses of others. I know that a range of abilities are common and often necessary in various physical activities and sports.  
 SOCIAL LEARNING
4. I can cooperate with others by listening, critically reflecting and sharing ideas to enhance my learning and the learning of others. I know that everyone has an equal right to make a contribution to the learning environment.  
 SOCIAL LEARNING

5. I have an in-depth understanding of the roles and responsibilities of various physical activities and sports, and I am developing a specialist interest in a particular physical activity and/or sport. I can use my in-depth understanding of this physical activity/sport to enhance my performance and that of others.  
 PERSONAL LEARNING
6. I can work in pairs, small groups and larger teams in order to discuss, analyse and plan for future learning and team/group performance.  
 I value the opinions of others and use them to enhance my learning and the learning of the group/team. I can use these skills to lead a group to achieve a task goal.  
 SOCIAL LEARNING
7. I can plan and organise, by myself or with others, small or large-group events within the school that provide opportunities for competitive and recreational physical activity and sports. I can demonstrate an understanding of the skills, roles and responsibilities required to organise an event.  
 INTERPERSONAL
8. I am aware of the ways in which activities can be adapted, including equipment, rules, scoring and boundaries, to meet the needs of individuals with different abilities.  
 SELF-AWARENESS

### Subject Focus: Becoming health-literate and knowing our bodies






1. I can challenge narrow conceptions of health and well-being in pursuit of a more holistic and balanced perspective on health and being healthy.
2. I can be critical of social conceptions about the body and form a more holistic, realistic, meaningful and personal conception of the body and body image.
3. I appreciate and value my body, its unique qualities and the opportunities it affords for learning and participation.
4. I am aware of the ways my learning experiences in PE contribute to my positive and overall health and well-being.
5. I can keep a personal diary where I can describe and reflect upon my feelings in PE. I can demonstrate an understanding of the events and relationships that contributed to my feelings and I can plan strategies, by myself or with others, that will help me develop a positive outlook in PE.  
 WRITING
6. I am aware of the different components of skill and health-related fitness including cardiovascular, strength, agility, speed, power and flexibility. I can measure, record and plan the key components of fitness that are relevant to me and my physical activity and/or sport.

### Subject Focus: Breaking through barriers





1. I am aware of the ways in which these gendered identities have been formed and the ways in which they are reinforced in various contexts.  
 SELF-AWARENESS
2. I can be critical of gender stereotypes, including my own conceptions of gender in physical activity and sport, and can challenge and transform them to create a fair, equitable and inclusive learning environment.  
 SOCIAL CHANGE




# LEVEL 10

## Subject Focus: Becoming an independent learner within a student-centred learning environment

1. I can critically reflect upon my learning and plan for future learning.  
 PERSONAL LEARNING
2. I can critically reflect upon the value of my previous experiences to inform my learning.  
 COGNITIVE LEARNING
3. I can articulate aspirations that reflect my commitment to learning, leadership, participation and/or performance.  
 PERSONAL LEARNING
4. I can apply different ways in which different skills are learnt and I can plan, implement and evaluate my own learning tasks for improvements in my performance. I can also demonstrate an understanding of the role of the teacher and others in supporting my learning, and use their instructions and feedback to improve my performance.  
 PERSONAL LEARNING
5. I engage in personally meaningful physical activities and sports that make me feel positive, confident and happy about my learning and performance in and beyond the context of the school.  
 PERSONAL LEARNING

## Subject Focus: Harnessing physical literacy




1. I can select and execute more complex skills with control, consistency and further adaptability to reach a range of complex activity objectives.  
 PERSONAL LEARNING
2. I can execute more complex skills in an adaptable and flexible way, with control and accuracy, in order to perform effectively in a dynamic environment.  
 CREATIVE LEARNING
3. I can perform a variety of skills and movements with flow, fluency and control.
4. I can observe, critically analyse and evaluate my own performance and that of others in a variety of contexts. I can make suggestions about ways to improve future performances.  
 PERSONAL LEARNING
5. I can describe, critically analyse and evaluate the elements of a rhythmic or creative performance to reflect on the quality of that performance. I can make informed suggestions on how to improve the aesthetic quality of future performances.  
 COGNITIVE LEARNING
6. I can perform a range of skills with accuracy and control in challenging situations. I can perform effectively in situations where my performance is being evaluated. I have developed coping strategies to facilitate my performance even in high-pressure situations.

7. I can make decisions about the types of physical activities and sports that I can engage in. I am motivated to continue to participate in physical activities and sports based on my previous experiences, learning and enjoyment. Participating in physical activity and/or sport is a part of my life and I engage in it regularly within and beyond the context of the school.  
 PERSONAL LEARNING
8. I have specialist knowledge of a particular physical activity and/or sport. I am aware of the ways in which it can make a positive contribution to my lifestyle.
9. I have an in-depth understanding of the physical activity or sport and I can be creative within this context to enhance my enjoyment, my learning and my performance. I can transfer this understanding to engage effectively in similar physical activity and/or sports.  
 CREATIVE LEARNING
10. I can critically evaluate my performance in the physical activities and sports that I have a special interest in. I can set realistic but challenging goals to improve my learning and performance. I can record and monitor my learning and improvements in performance over time, and adapt my goals if necessary.  
 PERSONAL LEARNING



### Subject Focus: Enabling learners for lifelong engagement in physical activity

1. I can critically analyse the challenges of the different benefits of physical activity and sport in relation to my own reality and the realities of others *such as peers, family and team mates*.








### Subject Focus: Addressing challenges and developing problem-solving skills through Physical Education

1. I can explore a range of more complex tactical solutions to more complex technical problems. I recognise and can demonstrate an understanding of each tactical situation, and I can select, adapt and show discretion in my decision making.  
 COGNITIVE LEARNING
2. I can select and execute appropriate strategies from a range of strategy options to solve complex tactical problems in dynamic performance environments.  
 COGNITIVE LEARNING
3. I can evaluate a number of coping strategies that make me feel more positive.
4. I can explore, develop and (creatively) adapt a range of complex and linked movement solutions to solve a range of complex movement problems. I can demonstrate an understanding of the ways I learn to move and am aware I have my own unique but effective performance style.  
 COGNITIVE


### Subject Focus: Working towards students' holistic development

1. I have made a personal commitment to a particular physical activity and/or sport as I find it enjoyable and it is having a positive impact on my life. It is becoming a part of my life and therefore part of who I am.  
 PERSONAL LEARNING
2. I can critically evaluate the strengths and weaknesses of others.  
 SOCIAL LEARNING




3. I can be empathetic and caring towards others by listening, discussing and encouraging them in their learning and performance. I can demonstrate an understanding of how this can enhance my relationships with others in my class and my learning experiences in PE.  
 PERSONAL LEARNING
4. I can communicate with others in an open, democratic, fair and tactful way and I value their opinions. I respect the learning, abilities, feelings and choices of others.  
 SELF-AWARENESS
5. I can cooperate with others by listening, critically reflecting, resolving conflict and sharing ideas to enhance my learning and the learning of others. I know that everyone has an equal right to make a contribution to the learning environment.  
 SOCIAL LEARNING
6. I have an in-depth understanding of the roles and responsibilities in my specialist physical activity/sport, and I use this to enhance my performance and that of others both within and outside the school context.  
 PERSONAL LEARNING
7. I can work in pairs, small groups and larger teams in order to discuss, analyse and plan for future learning and performance. I can make suggestions, listen to others, debate and come to negotiated conclusions for the benefit of the group/team. I can contribute to or lead a group/team in the organisation of an event or a performance.  
 SOCIAL LEARNING
8. I can plan and organise with others large-group events, both in the school and in the wider community, that provide opportunities for competitive and recreational physical activity and sport. I am an effective leader and am aware of the skill, roles and responsibilities required to organise an event.  
 INTERPERSONAL
9. I can support individuals with different abilities in physical activity during sport, both in my school and in my local community.  
 LEARNING TO BE

### Subject Focus: Becoming health-literate and knowing our bodies

1. I am aware of the ways in which my learning experiences in PE contribute to my positive and overall health and well-being.
2. I can keep a personal diary where I can describe and reflect upon my feelings in PE. I can demonstrate an understanding of the events and relationships that contributed to my feelings and I can plan strategies that will help me develop a positive outlook in PE.  
 WRITING

### Subject Focus: Breaking through barriers

1. I can be critical of gender stereotypes, including my own conceptions of gender in physical activity and sport, and can challenge and transform them to create a fairer, equitable and inclusive learning environment.  
 SOCIAL CHANGE



# 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, 2015a).

Throughout the learners' physical literacy journey, learners should 'be confident that PE is a context in which they can make progress and succeed' (Whitehead, 2013: 46). The main purpose of the Physical Education programme is to inculcate a deep love for physical activity and sport that goes beyond schooling. Learners who are not performing any physical activity outside of school need to be lured through the programme offered to engage in activities that they feel competent in, whereas others who are already involved in sport need to perpetuate their commitment and be active for life. In this sense, the variety (giving different options), the depth (giving basic required competences), the pedagogy (teaching to the various levels) and the assessment (showing that each learner can improve) help to entice and retain learners in the field of physical activity and sports through the medium of Physical Education.

In primary education (Years 3 to 6), the focus should lie on Fundamentals of Movement. In accordance with the LTAD model, learners should have an active start and learn to move and move to learn while they have fun moving. These should be covered through the areas of Movement, Athletics, Gymnastics, Games, Fitness, Dance and Swimming (compulsory), and at least another two other areas per year (opted for by the educator of Dance and Outdoor Education). The compulsory areas remain the same every year, while the option areas need to be changed every year to make sure that all areas are covered for at least two years (not necessarily consecutive). The areas should be pedagogically modified by the educator according to the learners' needs and abilities while being guided by the Learning Outcomes Framework.

In secondary education (Years 7 to 11) a minimum of five areas per year need to be covered, of which Athletics and Gymnastics are optional while Fitness should be compulsory. Fitness is more important than Gymnastics at this stage as it plays a major role in a person's health and lifestyle. The other areas (opted for by the educator of Games, Dance, Fitness, Swimming and Outdoor Education) are to be included for at least two years. These need to be consecutive years because learners need to reinforce their knowledge of a topic they have learnt in the previous year.

A minimum of five weeks needs to be spent on a particular unit. Once again, learning should be deeper as learners progress in their secondary education. Deep engagement in an activity is achieved by acquiring the competences required to feel valued and competent at the learners' level, learning about leading healthy lifestyles and the social elements of engaging in physical activity and sport. The difficulty lies in the fact that the measures and targets used for other subjects cannot be used for PE. It is more important to aim for targets that are reachable within the limited hours of PE per week.

Pedagogy needs to be inherently linked with assessment such that assessment improves learning and learning improves assessment. They should never be seen as separate entities where one starts as soon as the other finishes. Rather, learning is an interactive process with the educator and peers. Learning happens best when it is personal, social, reflective, cultural and contextual.

Creative teaching styles are without doubt the styles to look at. It is necessary for learners to have exposure to these methods and pedagogies.

Educators should use a variety of pedagogies and engage with the philosophies behind them. The choice of pedagogies should reflect subjective philosophies and educators should be able to understand the choices made and why. Educators may choose among models such as TGFU, TPSR, Sport Education, Games Model and PE for Health Pedagogy. They should be encouraged to explore a variety of models to suit the needs of different schools in light of differentiation. This supports autonomy and celebrates the profession.

Learner empowerment should be evident in the later years of education. It should come in as early as possible in the form of child-centred – not educator-centred – lessons and methods. It is evident that PE serves different purposes across different years of schooling, varying from the development of physical literacy and movement to engagement in and mastery of at least one sport discipline. In the early secondary learners should be exposed to a variety of areas and sport disciplines. In the late secondary school years, learners need to be more active, committed and competent. PE pedagogy should match the learner's needs and voice rather than be set and planned on what is believed to be the ideal structure for PE. Pedagogies across these developing years should match and lend themselves to the targets and objectives of PE. PE has been 'encultured' to fit a variety of local school needs. It is imperative to work towards reinforcing the positive 'enculturations' and changing the ones that do not celebrate the subject.

### 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, 2006):

- 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.

Assessment-for-learning should be the guiding feature that helps educators make informed decisions. Educators also need to challenge learners to be reflective about what they do and about their own learning, help them in learning from experience and encourage them to learn from and with each other. Using Vygotsky's theory about the 'zone of proximal development', teaching and learning in physical education should focus on continuous improvement for individual learning. Scaffolding takes on primary importance and the educator needs to build, through different pedagogical practices, on learners' prior learning. Therefore pedagogy should be mainly based on experiential learning, where the educator is a facilitator of learners' learning through well-planned lessons. Having said this, the planning phase is only the start, as the educator needs to be well-versed in identifying learning opportunities that they need to highlight and question learners about. Through different experiences learners can identify problems (problem-posing), analyse and reflect such problematic situations, discuss and collectively create plausible solutions, make informed decisions, and implement such actions. If one of the aims in 21st century education is to develop independent learners, this type of pedagogy should encourage the development of such learners.



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

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

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

## B. EMBEDDING THE DELIVERY OF THE CROSS CURRICULAR THEMES

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

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

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

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

**The Cross Curricular Themes are:**

**Digital Literacy**



**Education for Diversity**



**Education for Entrepreneurship, Creativity and Innovation**



**Education for Sustainable Development**



**Learning to Learn and Cooperative Learning**



**Literacy**



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



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

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

### Embedding as a process

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

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

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

### Delivering CCTs through the SLOs

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

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

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

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

Examples of this type of embedding in PE & Sports include:

- I am aware of the number of different ways in which different skills can be learnt and the ways that are most effective for me in different contexts. I can reflect on my learning and plan my own future learning tasks for improvement in my performance.



COGNITIVE LEARNING

Taken from Level 9, Subject Focus: Becoming an Independent Learner within a Student-Centred Learning Environment

- I am able to negotiate the type and range of physical activities and sports that I can engage in with my educator and others in my class. I have opportunities to continue to engage in activities from previous years as well as opportunities to engage in physical activities and sports outside the school context. I am developing an intrinsic interest in physical activity and sport.



SOCIAL CHANGE

Taken from Level 9, Subject Focus: Harnessing Physical Literacy

- I can offer solutions to a group during a problem-solving activity in a physical activity setting.



EXPRESSIVE LANGUAGE

Taken from Level 6, Subject Focus: Addressing Challenges and Developing Problem-solving Skills through Physical Education

### Example: Finding opportunities to address CCT learning in PE & Sports SLOs

- I can offer solutions to a group during a problem-solving activity in a physical activity setting.

#### EXPRESSIVE LANGUAGE

Taken from Level 6, Subject Focus: Addressing Challenges and Developing Problem-solving Skills through Physical Education

There are a number of opportunities to introduce aspects of various CCTs when starting to introduce group work. If group work is to succeed and before learners can participate fully and productively in the work of the group certain attitudes and behaviours need to be instilled, fostered and developed. The end result will be a more enriched and high-quality response to the SLO challenge.




The Literacy CCT outcomes that can contribute the most to the group work in this SLO are found in the Expressive Language section of the CCT and have the following demonstrable expectations:

- 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 educators.
- 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.



The learner's ability to learn and develop, rehearse and consolidate these types of skills will mean that they can participate effectively and productively in group work and hopefully demonstrate higher quality outcomes in response to the SLO.

### Addressing CCTs through use of particular teaching methods and strategies

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

-  Learning to Learn and Cooperative Learning
-  Digital Literacy
-  Education for Diversity

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

-  Education for Sustainable Development
-  Education for Entrepreneurship, Creativity and Innovation.





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

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

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

#### Addressing CCTs through cross curricular or whole-school activities

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

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

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

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

## C. REACHING DIFFERENT LEARNERS WITHIN EACH LEVEL

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

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

### Diversity of learners

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

The NCF addresses the needs of:

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

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

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

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

**Progression and differentiation in learning**

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

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

**Strategies for teaching a mixed ability class**

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

**Personal Learning:**

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

Taken from the Learning to Learn and Cooperative Learning CCT

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

Create a dynamic learning environment by:

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

Engage learners by:

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

Turn learners into resilient learners by:

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

Use group work to:

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



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

#### Values- based education

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

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

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

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

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

**PE & Sports educators should:**

- plan differentiated lesson content and schemes of work with extended material where appropriate.
- give permission to gifted learners to move on to other appropriate tasks when they exceed the performance of their peers.
- encourage gifted and talented learners to find creative solutions to challenges, take risks and learn how to cope with failures.
- motivate gifted and talented learners to carry out independent work and provide them with leadership opportunities.
- encourage these learners to fully engage in extracurricular opportunities provided by the school.
- regularly motivate these learners and ensure that they are not under-achieving through regular monitoring.

Inclusion has become prominent within PE discourse (Fitzgerald, 2006) and there has been a shift in the inclusion of all learners. Educators must ensure that all learners are enabled to participate through an inclusive programme. Adapted physical education is one of the models that can be adopted. The following principles need to be adhered to in order to attain an inclusive PE programme:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Overcome barriers to learning and assessment for individuals and groups.

(Fitzgerald, 2006: 754)

## 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.

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

Learners learn by doing and they learn from and with others, so it is not intended that learners learn passively about concepts which could affect their lives. They need to be immersed in the activities in the pitches, courts, gymnasias, pools, or the outdoors, and through engaging in discussion and practising authentic situations that generate personal meaning. All activities need to be highly contextualised so that the learners see the relevance and are engaged in the process. In order for the transfer of learning to occur, learning needs to be authentic and identifiable by learners in realistic situations outside the boundaries of the school thus enabling them to identify with the wider community.

Through structured outcomes each learner moves along a learning continuum by scaffolding their own experiences. The learner focuses on the most salient characteristics that facilitate further development. The learner needs to be competence-oriented such that they can acquire the attitudes, skills and knowledge (ASK) required in the area of the subject being learnt. The learner is guided to learn by doing (experiential learning) and to reflect on such practice. Through opportunities of social interaction, the learner speaks about and trains within the common domain that interests them (Communities of Practice) and builds on personal levels of performance (constructivism). The learner continues to develop better insight and problem-solving abilities (cognitivism) and to appraise the self as they achieve higher self-esteem (humanistic). As learners acquire growth mindsets, they learn to be more competent (self-efficacy). It is also important that learners recall routines or moves and that they are able to model particular movements (behaviourism). Yet PE should use this method sparingly and not hold this traditional way of teaching PE as the main learning theory. Above all, learning needs to guide the learners to fill the gaps of their learning and help them to move onto the next step (AfL). No activity is good enough for the whole class and differentiation is a tool which the educator should embrace in his teaching.

Guided by these learning theories, learners will be engaged to explore, analyse and think critically as well as solve problems, evaluate, produce and reflect. The learner is encouraged to be creative and critical from a young age. These elements should not occur later on in their development, as the lack of them in the earlier years will impinge on the learner's overall development.

The development should highlight hands-on problem-solving and decision-making exercises to enhance creativity and autonomy and make allowance for *differentiation* to meet the different needs and abilities of learners. This implies that the learning outcomes need to highlight the identification of a task and its planning, implementation and evaluation, so that the educator can consolidate the learning or use it to scaffold other outcomes. The assessment of learning needs to be evident by an ongoing reflective process which supports the development of lifelong learning within a framework that is built on the principle of a continuum of learning. This will be the framework of learning as the learners explore the interdependent relationships between the sport setting, their individual development and their development within the group/team.

*'For assessment to support learning, it must provide guidance about the next steps in instruction and must be provided in a way that encourages the learner to direct energy towards growth, rather than well-being'* (William, 2010:15).

Educators should make this experience relevant in ways which does not drive the teaching experience. Locally, educators are encultured to teach for assessment (the 'past paper culture'). Changing this would require time and work on pedagogical, managerial and administrative qualities. Work must start out in the younger streams where assessment becomes a methodology used to guide, help and motivate learners to learn rather than a tool which measures learners' ability and puts a mark on learners' levels of achievement as categorised by structured systems.

One possible method for shifting the whole philosophy of assessment is through empowerment. Peer assessments help promote the social and cognitive domains and allow for opportunities of high educational value. A sense of responsibility and other qualities can be instilled through learner empowerment. The introduction of creative methodologies should be done progressively and with responsibility. Assessment should be looked at not as tool of measure and worth, but as a pedagogical method and form of support.

There is no pedagogy without assessment and there is no assessment without pedagogy. In an authentic learning environment, assessment needs to occur within an authentic environment. Over the years, educators have invented marks; awarded marks for effort or any other glorified cause, such as playing on school teams, or held exercises that had little or nothing to do with what learners had to practise in the lesson. This form of assessment is neither valid nor reliable. Above all assessment has to be fair and the educator should not surprise the learners with an assessment exercise on the day of their assessment. Learners need to know what assessment awaits them and they need to work together with their educator to be able to perform well on the day. The assessment procedure and assessment task need to be communicated to the learners. In this way assessment becomes part of the educational targets and not a hidden secret tool to validate learner learning. This guarantees fairness and makes the assessment more meaningful. It guides the educator's and learners' efforts and helps create goals for the different levels of the learners in the class. Having said this, the educator should not teach for the test, but test what has been learnt by the learners. In this way an educator can assess how effective they were in their teaching.

Assessment for Learning (AfL) should be the way forward. Criteria need to be constructed by the educator in collaboration with the learners, and therefore such practice gives rise to ownership from the learners' part. Whereas the objective of learning creates focus, success criteria drive learning forward. Success criteria are not used to judge the learner's level but rather to understand where the gap in learning lies and, consequently, to be able to provide adequate instruction to fill in that gap and expect the right evidence from the learner that proves that learning has occurred and the gap has been bridged. If assessment is ongoing and the aim is for such assessment to aid learners' development throughout the unit there is no need for the traditional end-of-unit assessment, which is usually very time-consuming and takes away precious time from the teaching and learning process.

Assessment needs to happen at all times and AfL should be an integral part of PE, forming the learners as they experience and learn. Questioning helps them to scaffold their competences (ASK) while individual and group work helps them to work together by giving feedback to each other. The educator needs to introduce the learning intention at the start of the session and guide the learners to a host of outcomes that they might be able to acquire throughout the lesson. This helps the learners get closer to their end goal.

*End of unit assessment/controlled assessment* - this needs to be as least time-consuming as possible, yet it should be authentic and reflect the outcomes that the learners have been trying to achieve. Therefore, in Dance and Gymnastics it should be equivalent to a routine; in Games it needs to reflect the Teaching Games for Understanding (TGfU) or similar pedagogy (Game Sense Approach, Play Practice); in Athletics it is about timings and distances; in Fitness it is about performing in each of the Fitness areas (4Ss – Strength, Suppleness, Speed, Stamina); in Swimming it is about timings and in Outdoor Education it is about the areas covered. However these criteria need to emerge from the outcomes.



### 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 but also be proportionate and manageable. Learners should be involved in the selection of evidence. The evidence should show that the learner has understood a significant body of knowledge, has responded consistently well to challenging learning experiences, and has been able to apply what they have learnt in new and unfamiliar contexts.

Learning, teaching and assessment should be designed in ways that reflect how different learners progress in order to motivate and encourage them in their learning. To support this, all learners should be involved in planning and reflecting on their own learning through formative assessment, self- and peer evaluation, and personal learning planning. Once learners are given the chance to interact with their peers and receive constant feedback from their educator, they are ultimately guided to make decisions on how to improve their PE knowledge and skills. 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 PE. 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 at which they have been attained.

PE & Sports 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.

The learner does not have to be secure in every outcome at one level in order to move onto the next. When appropriate, the learner should have the opportunity to engage in learning experiences at the next level. Educators should plan have learners experience all the outcomes, but should take a holistic view. When learners have had a deep learning experience at one level, they should move onto the next.

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

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

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

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

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

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

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

In PE 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 the learning and achievement of learners.
- collaborative planning with other educators, 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 learners' work from other classes or groups, in order that 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 educators 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 educators.

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.

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)*

PE & Sports educators should:

- plan differentiated lesson content and schemes of work with extended material where appropriate.
- give permission to gifted learners to move on to more appropriate tasks when they exceed the performance of their peers.
- encourage gifted and talented learners to find creative solutions to challenges, take risks and learn how to cope with failures.
- motivate gifted and talented learners to carry out independent work and provide them with leadership opportunities.
- encourage gifted and talented learners to fully engage in extracurricular opportunities provided by the school.
- regularly motivate gifted and talented learners and ensure that they are not under-achieving through regular monitoring.

## C. RELIABLE AND VALID WAYS OF ASSESSMENT

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

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

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

The SLOs have been written in a way that is designed to ensure that the learning expectation is clear. They also act like an anchor for any and all related assessment activity by defining the learning that is in scope for assessment activity and by omission being clear about what is not in scope. This makes the assessment process and assessment expectations more transparent for the learner. At times SLOs involve an additional layer of detail delivered through 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.

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 Levels 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.

*Adapted from *Designing Effective Activity Centers for Diverse Learners: A Guide for Educators 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 educator 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.

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 the skills and provides coaching throughout the process of moving toward differentiation as a teaching approach.

## E. REPORTING PROGRESS

### Learner and Parent/Guardian Reporting

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

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

#### National expectations for reporting

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

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

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

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

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

### Reporting process

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

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

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

### Internal Reporting

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

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

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

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

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

#### How it is done elsewhere

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

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

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

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

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



## Digital Literacy

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

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

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

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

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



## Theme Learning Outcomes:

### Information Management

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

### Communication

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

### Collaboration

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

### Use of Digital Media

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

### Managing Learning

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

### Managing Internet Use

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



## Education for Diversity

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

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

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

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

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

### Theme Learning Outcomes:

#### Self Awareness

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

### Social Change

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

### Communicating for Diversity

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



## Education for Entrepreneurship, Creativity and Innovation

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

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

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

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

### Theme Learning Outcomes:

#### Personal

- I can work effectively on my own.
- I am resilient and can persevere.
- I understand the importance of nurturing a positive self-image, self-esteem and self confidence.
- I recognise the importance of integrity and ethical values.
- Interpersonal
- I know how to communicate my proposed strategies to others effectively.
- I am able to contribute to a team.
- I am able to take the lead.

**Cognitive**

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

**Practical**

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



# Education for Sustainable Development

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

ESD seeks to ensure that learners:

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

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

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

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

## Theme Learning Outcomes:

### Learning to Know

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



### Learning to Do

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

### Learning to Be

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

### Learning to Live Together

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



# Learning to Learn & Cooperative Learning

The aims of Learning to Learn are for learners to:

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

## Theme Learning Outcomes:

### Social Learning

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

### Personal Learning

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

### Cognitive Learning

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

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

### **Creative Learning**

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



## Literacy

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

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

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

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

### Theme Learning Outcomes:

#### Listening and speaking

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

#### Expressive language

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

### Reading and understanding

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

### Writing

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

### Accuracy

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

### Planning and reflection

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

### Embedding as a process

There are three main ways to approach the delivery of the knowledge, skills and understanding addressed in the Cross Curricular Themes (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.

### 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 where the best opportunities to do this can be found. 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; and/or
- 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 Cross Curricular Theme icon which is attached to the SLO in question also includes a heading to identify which particular aspect of the Cross Curricular Theme is the 'best fit', i.e. the part of the Cross Curricular Theme 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 PE & Sports include:

I am aware of the number of different ways in which different skills can be learnt and the ways that are most effective for me in different contexts. I can reflect on my learning and plan my own future learning tasks for improvement in my performance.

 COGNITIVE LEARNING


Taken from Level 8, Subject Focus: Becoming an Independent Learner within a Learner-Centred Learning Environment

I am able to negotiate the type and range of physical activities and sports that I can engage in with my educator and others in my class. I have opportunities to continue to engage in activities from previous years as well as opportunities to engage in physical activities and sports outside the school context. I am developing an intrinsic interest in physical activity and sport.

 SOCIAL CHANGE

Taken from Level 9, Subject Focus: Harnessing Physical Literacy

I can offer solutions to a group during a problem-solving activity in a physical activity setting.

 EXPRESSIVE LANGUAGE

Taken from Level 6, Subject Focus: Addressing Challenges and Developing Problem-solving Skills through Physical Education







## Learning Outcomes Framework

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