



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

English

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
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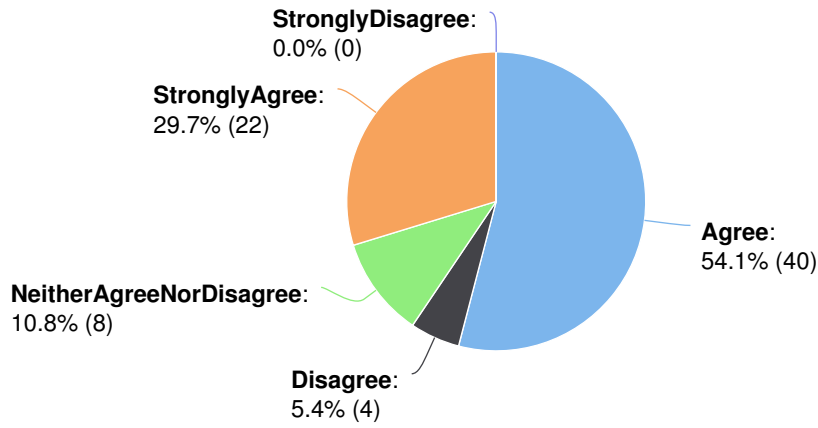
Investing in Your Future

Number of respondents

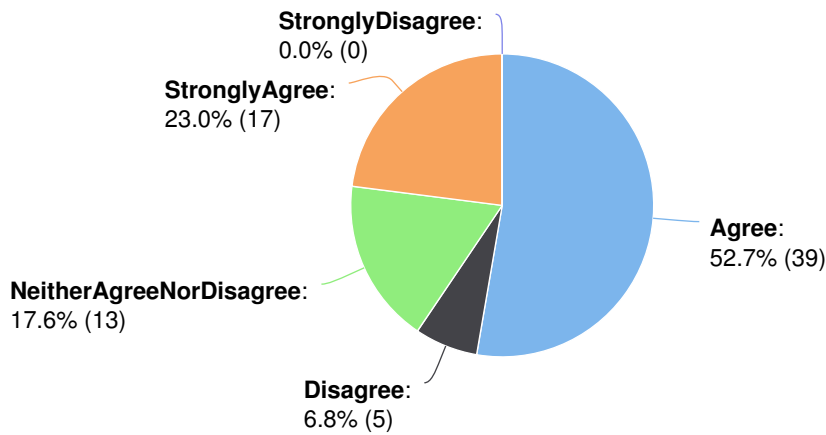
Education Officers	4
Head / Assistant Head of school / Deputy Heads	5
Head Of Departments	3
Inclusion Coordinators	0
Learning Support Assistants	7
Other	1
Subject Specialists	1
Teachers	51
University Lecturers	0
Vocational Education Training Lecturers	0

Statistics

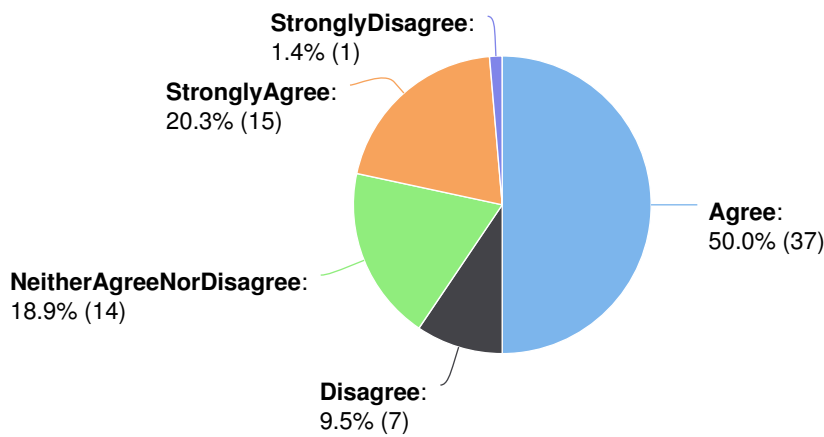
Focused on the learner



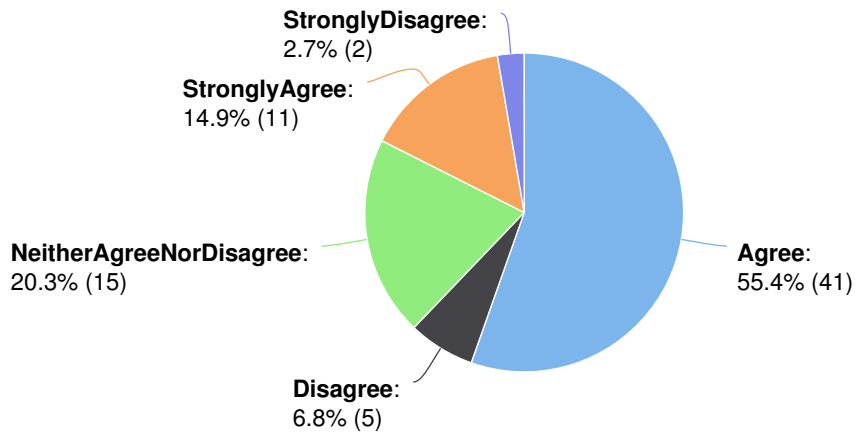
Comprehensive



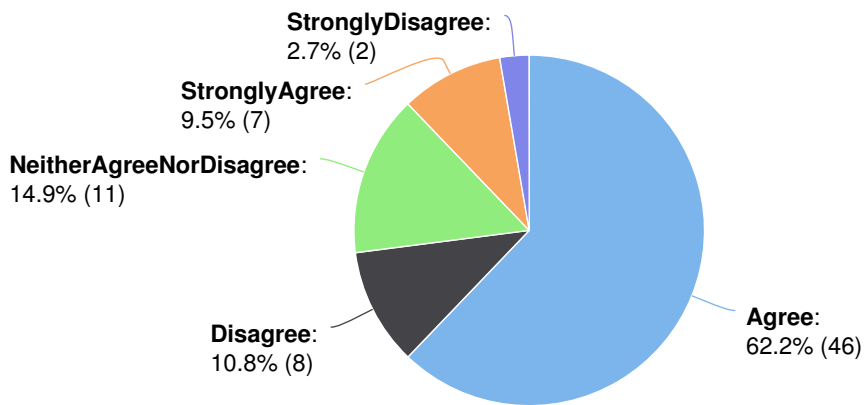
Clear



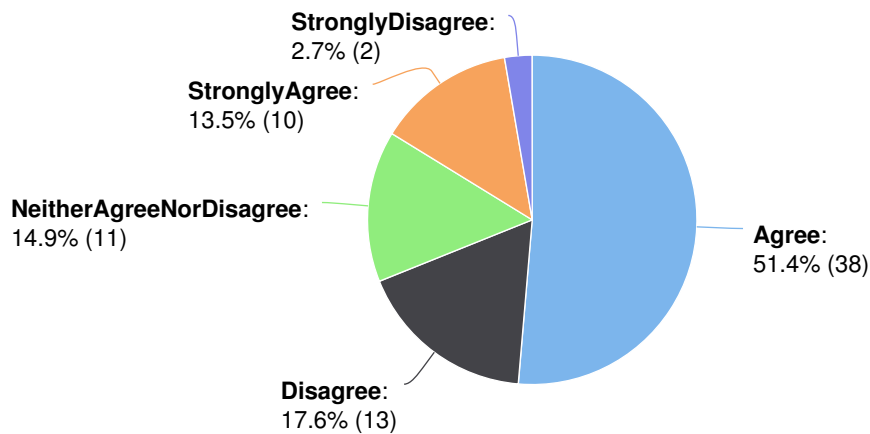
Articulate



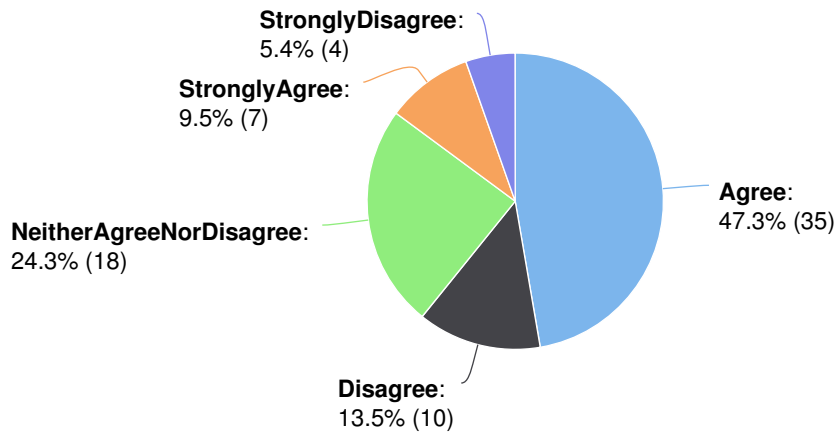
Good for providing direction for learning activities



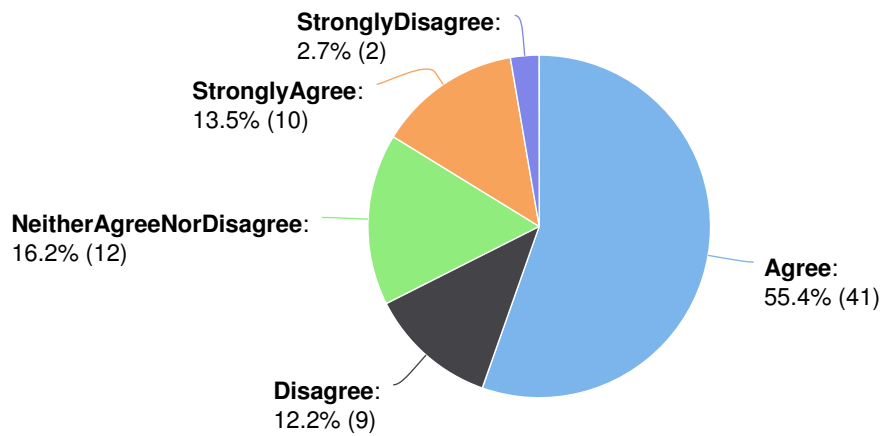
Good guidelines for teaching and assessment



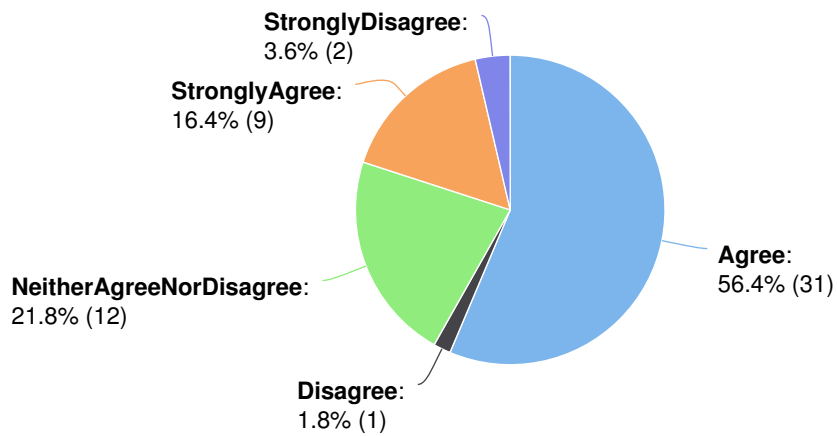
Measurable



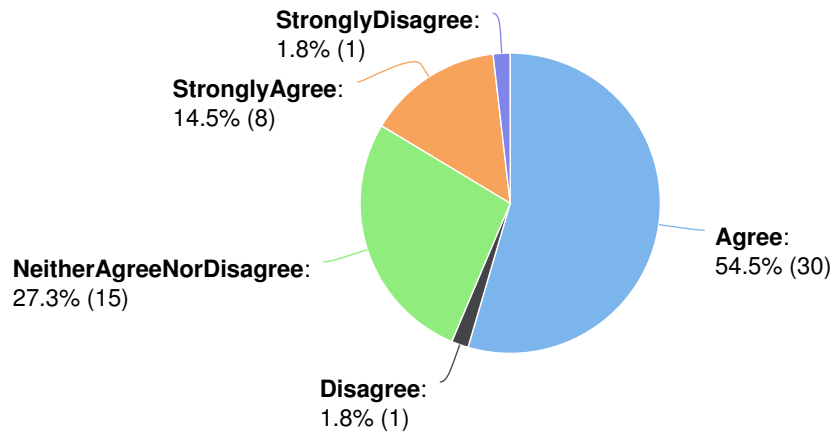
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#9

teacher english primary church_school

General comments or concerns about the subject:

I WISH TO ADD LO
I CAN RECOGNISE RHYME IN POEMS AND STORIES AND
I CAN WRITE MY OWN SIMPLE POETRY
AND /OR RHYMING SENTENCES

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Rhyme us very important in a language.
Cap ability of recognition

#16

head_of_department english primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#23

other None Assistant Director (Assessment)

General comments or concerns about the subject:

1. Words like onomatopoeia at this level are unthinkable. Focus should be on acquiring the 4 main skills of the language.
2. Parameters need to be identified to make it easier for the teacher to know what will be taught at this level and fair for the students to know what will be assessed.
3. Outcomes need to be more measurable and specific avoiding words like understand, appropriate or defining what is meant by this.
4. What is meant by adding detail and interest? What would the teacher need to do?
5. Not all outcomes are conducive to a task that can be done in class and therefore lead to assessment. For every outcome one needs to be sure that it can be measured through a task. I can understand the basics of text organisation is not a good outcome (not specific at all).

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#24

teacher english secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#28

head_assistant_head_of_school_deputy_head english primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#31

teacher english secondary state_school

General comments or concerns about the subject:

Level 6: 6. I can my ideas about a story or poem read aloud, backing up my comments with evidence about the characters and events- There is a verb that is missing.

Listening Level 5: Understanding content and making inferences are two different subskills. At this stage, they should be outlined in two separate outcomes.

Language Awareness and Production: There should be greater emphasis on the communicative function of language rather than grammar points. Therefore more emphasis on language functions should be made.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#32

teacher english primary state_school

General comments or concerns about the subject:

It's not possible to achieve all these outcomes with the present materials.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#51

teacher english secondary

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#52

teacher english secondary

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#59

learning_support_assistant None primary church_school

General comments or concerns about the subject:

The learning outcomes are the organisers for ensuring that learning takes place across a broad range of contexts. The experiences and outcomes describe the expectations for learning. As a Learning Support Assistant I always hope that taken together experiences and outcomes develop the knowledge and understanding skills and capabilities. However at times I still feel the need of additional support to enable any child to benefit from education. When looking at the class situation with 3 children with different statements and educational needs, and other children with other needs and a psychological report, the above foci though the ideal are not always met at once. Taking one focus and following it up thoroughly might be more ideal. Again, I am only commenting from my point of view. However I feel that further support needs to be given in these class situations.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#63

teacher None primary church_school

General comments or concerns about the subject:

In time, I would appreciate resources to help in the learning and teaching.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#74

teacher english secondary church_school

General comments or concerns about the subject:

What about empowering teachers in order to teach? Students need exposure to the language and someone to help them reflect on the new material. Provide teachers with financial aid to invest in new resources which will engage the students as they transmit their knowledge. I think doing this would result in a far better educational system rather than shackling teachers with expectations.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

"I can use appropriate language and specific vocabulary accurately to suit different purposes when interacting with others." This objective is too generic to be placed in Level 5. Such a statement encapsulates the ultimate communicative goal in language learning. I think the programme outlined is too intensive, and thus doesn't focus on the learner's needs which might include scaffolded learning and repetition of previously taught material. The teacher will either struggle to cover all the indicated goals or actually monitor that none of the students fall behind. Reading a newspaper article at the age of 8 and 9? These documents show to which extent policy-makers are detached from the classrooms. On a positive note, I find the learning outcomes outlined in the writing section feasible and realistic.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

In my opinion the valid work done on the form 1 and 2 curricula during the past few years addressed adequately the reality of the classroom, whilst this framework does not reflect that reality.

#79

teacher english secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#87

teacher english secondary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

5. I can detect bias in the reporting of others, and can report on this. - At Form 3 this might be too much. 9. I can listen to a range of formal presentations, and summarise their content accurately. - When presentations are done by the class, these are rarely summarised by the rest of the group. I would not include this as a target to be achieved by all. 2. I can use and explain spelling rules. I am aware of well-known exceptions to these rules. - again at Form 3 this is not something that is consciously explained by the students themselves. 1. I can use a wide range of complex sentence structures. - Unfortunately, year after year, we teachers keep coming across a diminishing standard of mastery of the language. Reading is a challenge for many students, and far from a priority, this reflects itself in the students' work.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

There is already quite a moutful of outcomes as it is.

#90

teacher english secondary church_school

General comments or concerns about the subject:

Most comment that our country's level of English is deteriorating. Whether this is true or not is up for discussion. However, there is an amount of data which could be analysed and discussed to find out how true this statement is. This includes exam papers which take place yearly. How much are these feeding the teaching that takes place later? Also, language is learned through exposure. How much are we exposing our students to correct language? How important is learning English in these students' lives? How important do they think learning English is? These are fundamental questions which educators need to address. Finally, learning outcomes are crucial, they focus on what the students can do! This is what we need to emphasise, a positive learning experience where students feel that making mistakes is part and parcel of learning and that they are learning to communicate and not for the test!

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I think that certain learning outcomes are not subject-specific. For instance, "I understand that my opinions are important and seek to share them with others." is highly subjective, unmeasurable and personally think it would be an outcome which would be tackled in PSCD rather than in an English classroom. Though we are aiming at cross-curricular themes, if we are to remain compartmentalised with our subjects, then an outcome such as the one quoted should be eliminated.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Rather than include, I would try to break them down more. Make them less vague and more specific.

#92

learning_support_assistant None primary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#95

teacher None primary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

No, but some objectives need to be more specific as they are too general

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

yes, especially those related to the writing tasks , both short and long ones

#96

teacher english primary state_school

General comments or concerns about the subject:

well written and very good guidelines

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#98

learning_support_assistant None primary state_school

General comments or concerns about the subject:

As an LSA I took in mind all subjects in general.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#100

teacher english primary state_school

General comments or concerns about the subject:

I particularly agree with learning outcomes that go beyond the text. After administering the PM Benchmark Assessments for the first time this year with the Year 3 students, I confirmed my observations that when it comes to acting on a text literally, most children manage to do it, especially when going through the text again. However, when it comes to inferential reasoning, nearly all the students find it harder and they still tried to look up the answers from the text.

I like this point 'I can express my opinions about a story at my own reading level, giving clear reasons why I like or dislike the text.' because it makes one reflect about the text and children will learn to choose their favourite genres, having a reason why. This will help them read more according to interests.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I can use a range of strategies to aid comprehension and find the required information in the text.

Apart from this (which I agree with), I would add a separate learning outcome, where from a young age children are encouraged to go beyond the text - by exploring its implications. For example prediction through discussion - example: Where do you think Mum went after shopping?

#101

teacher english primary state_school

General comments or concerns about the subject:

they are very good guidelines for us educators

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.**Are there any Learning Outcomes you (respondants) would include? Specify which and why.**

#102

teacher english primary private_school

General comments or concerns about the subject:

cjhcgkm

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

gyl

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

gylgk;

#105

teacher None primary church_school

General comments or concerns about the subject:

This is too much! In my fifth year of teaching (yr6) i always had to spend summer HOLIDAYS/ SDP's / in services and courses either going through the NCF or the learning outcomes of each subject. This year this has to be done again but also considering each level for each students in class. This is exaggerated work when the students in class do not take anything with them and they have to sit for the benchmark exam which at the end is a paper which is the same for EVERYONE. It is better to make amendments to the curriculum and lessen the stuff and focus more on the student in a holistic approach, rather than bombarding the students with so many things of which they take very little. The marks show that the level is diminishing year by year. why categorize? wasn't that the reason to eliminate junior Lyceum.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.**Are there any Learning Outcomes you (respondants) would include? Specify which and why.**

In the English language - Awareness and production one should also focus on the SUBJECT and OBJECT of the sentence. because children tend to construct phrases without one or the other.

In the English Language - Writing there should also be included the use of adjectives

#108

teacher None primary

General comments or concerns about the subject:

The outcomes listed are very specific and can be attained.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.**Are there any Learning Outcomes you (respondants) would include? Specify which and why.**

#110

teacher english primary church_school

General comments or concerns about the subject:

The learning outcomes are stated clearly. They provide an overall understanding of the subject, thus encouraging both spoken and written English. They cover many aspects of teaching the language and encourage fluency in the subject.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#118

teacher None primary church_school

General comments or concerns about the subject:

Learning Area Outcome: Subject Focus: Listening and speaking There are too many outcomes to be achieved and the overall level to be achieved is well ahead of the realistic level that can be achieved in the primary education years. Only a few would have learnt so many outcomes to a significant level in the primary period. It is not realistic and does not reflect the real common situation. However it can be a very high expectation level that one can strive towards with the objective of going somewhere near. For example No. 6 requires a certain maturity that comes along with age besides the skills of making and backing up a comment about characters and events. No. 8 also requires great maturity besides listening and speaking skills in finding the points in role-plays that have to be emphasized.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Subject Focus: Reading

No. 5 is not realistic at all. It is rare to find children perform as literary critics at this age.

No. 9 Few children at this age can understand an argument developed in a book. Argumentative books are well beyond most primary Year 5 children.

Subject Focus: Literature

Children need not discuss literary devices at this age. These literary devices alienate them at this stage.

Subject Focus: Writing

No. 8 should be more clearly explained, that is the need to plan and group ideas before beginning writing the creative work in earnest.

No. 10 is difficult to achieve since it is difficult to understand what one is feeling and even more difficult to write about them 'effectively'.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Subject Focus: Language Awareness and Production

Outcomes are quite reachable and age appropriate except No. 4 which expects too much from 10 year olds.

#135

teacher english secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#136

teacher english secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#137

head_assistant_head_of_school_deputy_head None primary state_school

General comments or concerns about the subject:

The programme which the outcomes are offering take into consideration the vocabulary a child has in relationship to his age. I offers a sound English background and aim to provide grammatical tools needed for students to progress from the Primary years to the secondary years as smoothly. the framework is designed for students who have English as their official language and so the level of language obtained continues to mirror this status.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#140

teacher english secondary church_school

General comments or concerns about the subject:

It is unfair to include all students, for both church and government schools, and force them to undertake and follow the exact same curriculum following the same text books, without leaving church schools the autonomy they have always benefited from due to the different structure and learning outcomes of the school. I believe that teachers need to be given the correct instruction and education of the strategies to be implemented beforehand rather than just reading through the information online and trying to understand the outcomes alone. If we are moving towards equality among schools, which I believe in, I believe that teachers actually facing certain problems are consulted and heard beforehand, not after actual implementation.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#141

learning_support_assistant None primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#145

teacher english primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Literature is difficult for students to understand especially when using words such as onomatopoeia. We should focus more on writing and not literature.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#147

english primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#172

teacher None primary state_school

General comments or concerns about the subject:

It is very important to engage students in hands-on activities even at an early stage. When students are involved in hands-on programmes they will remember the material better, feel a sense of accomplishment when the task is completed, and be able to convey that experience to other learning situations. When hands-on teaching is adopted in schools, the information has a better chance of being stored in the memory for future reference. All educators must provide students with direct experiences in the form of materials, objects, latest technology, situations and information in order to trigger students' creativity to assist them in problem solving, promote student independence, and help low-ability students overcome hurdles. As an educator myself I am fully aware that it requires a great deal of preparation time to develop such activities, but hands-on teaching makes teaching fun and most importantly students have fun doing it.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

No

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I truly believe that educators should be trained and constantly assisted to succeed in their goals throughout the years. The Education Department should provide appropriate guidance and counseling services (in-services courses) for all teachers in this particular area.

#173

teacher None primary state_school

General comments or concerns about the subject:

I think that our children focus on texts that have questions to answer. We, educators and parents, should enhance reading for pleasure and make them aware of the different genres, thus they start making a difference between authors and genres and find for themselves the books they enjoy reading.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I think that at level 5 children should only be aware of the rhyming words in poems as literary devices.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

No, the learning outcomes presented are clear and help in teaching.

#185

teacher primary church_school

General comments or concerns about the subject:

As a teacher the learning outcomes for this particular subject are very clear and they are a good guidelines for the primary teacher to work on especially on an individual basis.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#199

teacher None primary state_school

General comments or concerns about the subject:

That more emphasis has to be put on this subject as from what I'm observing the general level of this language is going down year after year.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

none.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Nothing that comes in mind.

#203

head_of_department None primary state_school

General comments or concerns about the subject:

Having reviewed the Level 5 learning outcomes for English, I can say that there is a smooth progression from Level 4 to Level 5.

The Reading outcomes direct learners to go beyond the text and help them to think outside the box.

The Writing outcomes help learners to gain confidence in different genres of writing and this in turn will help them gain confidence in different genres of reading.

The outcomes help the educator develop a balanced literacy model presented through the National Literacy Strategy 2014 - 2019.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#204

teacher None state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#209

teacher english primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#214

teacher None primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#223

learning_support_assistant english secondary church_school

General comments or concerns about the subject:

I feel that it is not clear what approach a teacher is to adopt when teaching grammar. It is all very well to say that the focus is for student to be able to write appropriately etc. Will students be given the strong grammar foundation which is necessary to obtain the required level? To me it seems as if the Tefl model will be applied.

Regarding the framework in general, will each and every school be in a position to carry out its own teaching a learning programme of will this be a one size fits all?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#240

head_of_department None primary state_school

General comments or concerns about the subject:

Learning Outcomes are very clear and specific covering all strands. Thus ensuring that direction is followed accordingly for teaching, assessment and learning. Learning activities have to be developed accordingly enabling a learner-centred approach. What might be challenging is putting this into practice especially when it comes to higher-order thinking, co-operative learning, learning to learn, establishing fundamental skills like listening to each other, turn taking, taking initiative, forming opinions.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#241

None

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#246

teacher None primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#256

subject_specialist None church_school

General comments or concerns about the subject:

I believe that the learning outcomes reflect the work done on Form 1 & Form 2 English Curriculum (2011/ 2012). I think that the learning outcomes are very useful but on their own, without a context, they can never be effective guidelines.

I believe it's very important and here I quote that:

"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 students."

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

not really!

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#261

teacher None primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#264

teacher None primary state_school

General comments or concerns about the subject:

Some of the above learning outcomes are unreachable for Year 3/4 students, especially for those students with learning difficulties.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Keeping in mind the slow learners and the average pupils, I think that they lack proper vocabulary so they are going to find it very hard to communicate with other peers, to express themselves and involve in discussions/role plays. They need a lot of support.

In my opinion, an average child (referring to Year 3 and Year 4 pupils) is going to find it very challenging to participate in writing for a range of purposes and to write in some genres. They need a lot of support to reach these outcomes.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#276

learning_support_assistant None secondary church_school

General comments or concerns about the subject:

Will secondary schools adopt Tefl courses approach?

What about logistics? If the primary school is in one town and the secondary school is in another location, how is the middle school going to work out? Will the school be provided with funds to be able to host more classes?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#283

head_assistant_head_of_school_deputy_head None primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#291

teacher None primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Learning Outcome - I can identify the use of simple literary devices eg: onomatopoeia - is too complex for year 3 students.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#297

teacher ethics secondary state_school

General comments or concerns about the subject:

the outcomes provided are not really attainable for the students i worked with

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

I would go for more basic outcomes

#302

teacher english secondary state_school

General comments or concerns about the subject:

Sample lessons for each learning area outcome would be greatly useful for us teachers. This will also give a clearer indication of the type of learning activities that we can use in the classroom.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

teacher None primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

teacher english secondary state_school

General comments or concerns about the subject:

Students don't have good foundations to build on. We need a specific syllabus and clearer teaching guidelines. Outcomes are sometimes measured in ways which are subjective to particular school so standards vary.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Outcomes 4,5,6,8,10 in Listening and Speaking as these require adult logic. In my opinion only a small percentage of the adult population can manage that!

Reading outcome 5. Once again too advanced.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Considering the students I had these couple of years, I would suggest concentrating on basics rather than aiming too high. I have been teaching 20 years and the level has fallen miserably. I would much rather invest in a good system of imposing self-control and discipline in class rather than bending over backwards as usual to motivate students. They actually believe that they have many rights and no duties at all.

We should also focus on maturity and character formation.

teacher None primary state_school

General comments or concerns about the subject:

Listening and Speaking

Number 9 and 16 -

(Not all children are able to speak properly, depending if they are foreigners, if they are exposed to English at home.)

Language Awareness and Production

Number 3 - (Not all children are able to use appropriate verbs.)

Reading

Number 3 and 16 - (Not all children are able to read fluently).

Literature

Number 4 - Onomatopoeia is beyond year 3 level.

Writing

Number 7 and 14 - Not all children are able to write in different genres. Paragraphing are beyond year 3 level.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

teacher None primary state_school

General comments or concerns about the subject:

In year 3, pupils are still getting in terms with sentence writing. So paragraph writing will be a great challenge for most of them. During this year they will also start learning how to deal with comprehensions.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Literacy no. 4

Literacy devices are difficult for 7 year olds especially devices such as onomatopoeia etc.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#376

head_assistant_head_of_school_deputy_head None secondary state_school

General comments or concerns about the subject:

In general, some of the verbs used in these Learning outcomes are vague and often not observable or measurable.

English

- I can participate in discussion, and can clearly make my points.

How can the teacher measure participation? The teacher might not do tasks to involve all the students and consequently students do not participate. Does this mean that the student did not reach the outcome?

What does clearly mean? As clear for you might not be clear for me.

- I can participate in writing for a range of purposes and write in some genres.

This outcome is also too vague. What kind of genre? There are so many different types that I think it are better to mention which genre.

All in all, I think that some outcomes are too vague. The verb used needs to be more specific. When writing outcomes it is extremely important that first the teacher asks, "Can I measure this outcome? Is it specific enough for both for me and the student"?

All the following verbs must be avoided – Appreciate, collaborate, am aware, learn about, be aware, I can use talk. These verbs are not specific and cannot be measured.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#377

head_assistant_head_of_school_deputy_head None secondary state_school

General comments or concerns about the subject:

I can ask and understand detailed questions. I can respond with supplementary questions, and evaluate the response. Too many outcomes in just one sentence.

Not all outcomes are clear and measurable and there seems to be no progression. Apart from the fact that the teacher needs parameters.251478

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#394

learning_support_assistant None primary

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#395

teacher None primary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#399

teacher english secondary church_school

General comments or concerns about the subject:

If LOs are also intended for assessment purposes, they need to be specific so that they can be used fairly. The interpretation of what needs to be assessed cannot vary. LOs should not be prescriptive: they need to be more descriptive and specific, avoiding vagueness. They should guide, not mislead; promoting quality, validity, reliability and fairness. LOF English-CEFR? Clear indications are extremely important at all levels. Re Level 7: Listening & Speaking: LAOs 1-10: to be specific. 3: content-dependent; drawing on main point: good skill-needs to be learner-friendly & achievable at right levels. Gap in level between Forms 1 & 2: LOs should be separate and specific by Form. Language awareness & production: LOs appear vague: terms need to be clarified e.g. n.3 tenses: which past? which present? which future? Literature: positive LOs; 5.: to be specific Writing focus also on punctuation; awareness & practice of style.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#407

education_officer english secondary

General comments or concerns about the subject:

Although I agree in principle and appreciate all the effort that is being put into this project by all involved and especially into its coordination, I have some points and queries which I would like to make. In 1. I would delete by 'responding to question...inferences' as this is too specific. It could figure in the assessment part. Also, does making "inferences" mean you can listen and understand or speak with meaning? This is an intellectual process and, in my opinion, must not figure in this subject focus. The same applies to 2. What does 'watching' have to do with listening and speaking? What if the student is visually impaired? Does that mean s/he will be penalized? 3. The same applies to "perform"...4 "In the same style"? what does that mean? 8. Grammar? will be focused upon in another part 11. has nothing to do with L&S. 16 "other people understand me". seems my limit is

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#409

education_officer english

General comments or concerns about the subject:

My comments are the same as for Level 5.

6 there's a verb missing. Organise? is this listening and speaking? I appreciate the difficulty describing listening and speaking in a vacuum..but this is what has to be aimed at if it is to be measurable .Nothing is 100% measurable but we must try so as not to penalize irrelevance.

For level 5 I would reword point 16 thus " I can communicate effectively at my level and when others use the same or slightly higher language level." ..I didn't have enough space to put this in level 5.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#410

education_officer english

General comments or concerns about the subject:

Subject Focus: Language awareness and production. level 5

1. space between 'patterns' and 'showing'.
- 3.in simple present/present continuous tenses and simple past tense.
- 5 'accurately' instead of 'effectively'.

The emphasis should be on accuracy in this focus.

Level 6.

3.reworded: "I can consistently use the correct form of the verb in all present tenses ie simple present /present continuous/present perfect/present perfect continuous and the simple past tense/past continuous. I can refer to the future accurately."

Level 7

- 1."accurate" instead of "proper"
3. Reworded:"I can use the past and present tenses and refer to the future accurately when talking and writing."

Level 8

3.I can use Conditional sentences fairly accurately.(the Conditional is a conceptual tense which benchmarks language production on a similar level as the Passive voice.

Level 10

- 1.Delete 'of'

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#411

education_officer english

General comments or concerns about the subject:

Subject focus: Literature.

Level 5

- 1.What does 'learn' mean? do we mean memorize?
- 2."I CAN listen...
- 3.delete "listen to and".
- 3.delete 'they' in 'how they feel and act' and replace with 'characters'.

Level 6

- 1.'learn' ?? as in above.
- 4.'characters' instead of 'they' and 'my' instead of 'their'

Level 7

- 4.'were' instead of 'was'...

Level 8.

- 7.'appreciated WHEN acted out'

Please note that as an EO (ERCS, QAD) I am not coordinating the subject but I have taught English at all levels for many years. I hope my comments will be taken in the spirit in which they were written. Well done.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#426

teacher None primary state_school

General comments or concerns about the subject:

In Level 5 Punctuation is not mentioned.

In Level 5 Simple past tense is mentioned. What about irregular past? It is also useful for students to learn the irregular past tense.

It is also good to indicate how to write the 'r' 'f' 'k' in cursive writing so that all teachers teach them in the same way.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#427

teacher None primary state_school

General comments or concerns about the subject:

There is a need for more guidance of grammar points to be taught.

5. I can use basic punctuation such as fullstops, commas and capital letters appropriately. I can show this understanding when writing or reading (silently or aloud). What about inverted commas? Inverted commas are valuable in writing and in reading for proper intonation.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#440

teacher None primary state_school

General comments or concerns about the subject:

I think some of these outcomes need to be more specific and give clear guidance to educators for example grammar points to be taught at this level. In Language Awareness and Production lacks the skill regarding Punctuation, which I think at this level students need to be aware at least of the Capital Letters and the full stop. Regarding cursive writing one should have a clear guidance of how this need to be carried out as there are some letters that changed by time. At this level especially in year 4 I will introduce the irregular past tense as the students for sure will encounter such tenses in books and other reading material. They will also need it when they come to produce their own writings. On the whole they are reachable learning outcomes where students will benefit in their learning.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

I am not that sure about re-introducing cursive writing as nowadays we are much more oriented in using electronic devices to write and send mails etc.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#441

teacher None primary state_school

General comments or concerns about the subject:

Outcome Literature NO 3 is not very clear especially the last part.
Punctuation: the function of inverted commas and exclamation marks are missing.
Irregular past tense is missing too and at this point students need to know it. They need it for oracy, reading and writing.
Is cursive writing necessary nowadays?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Writing No 3 because nowadays cursive writing is not used frequently and students are more engaged in electronic devices so touch typing will be needed in the future.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#467

teacher english primary state_school

General comments or concerns about the subject:

Jiena nahseb li l livelli li qeghdin timxu fuqhom qeghdin jitolbu wisq aktar milli tfal Maltinjifilhu,. Irridu nzommu f'mohhna illi l-Ingiliz mhuwiex il-lingwa materna taghhom u ghaldaqstant l-Ingiliz misteni huwa goi wisq bhala livell. Dan qed jidher speċjment fil karti tl-ezamijiet ta year 4.5.6 u anke fil-karti alternattivi tal-Ingiliz. Fdawn tal-ahhar il-livell qed ikun ezagerat meta rridu niehdu inkonsiderazzjoni li dawn it-tfal jaghmlu sena jinghataw lezzjonijiet alterattivi mill-ghalliema tal-Complementary imaghad jigi l-ezami u nfaqqghulhom karta tal-ezami diffiċli hafna ghalihom. Nispera li l-opnjoni tieghi ma taqax fuq widnejn torox u opinjib d ligejjin minghand min jahdem mat-tfal u jqatta' hinijiet twal maghhom jigi mismugha. Grazie

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#471

teacher None primary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Perhaps a more clear learning outcome re-inferential questions in reading comprehensions.

#532

teacher english secondary state_school

General comments or concerns about the subject:

Class Population - my main concern with the LOF is how possible it is to put each student's learning needs at the centre of the learning process, if the teacher has a class of 25 students. I do not think it is the ideal situation if we are aiming at formative assessments rather than summative ones.

Teacher Assistants - I teach CCP and CCS classes and it is here that the teacher really focuses on students' learning needs and is able to focus on each and every student's strengths and weaknesses. These classes are smaller and LSAs play an important role: they are more of a Teacher Assistant and I believe it is a successful formula.

Human Resources - enough teachers to offer all tracks to each respective Form.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

No. I think that Learning Outcomes are adequate.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Rather than learning outcomes, I am more concerned about the approaches which are going to be introduced to reach the set objectives.

Approaches take by schools

I strongly believe that since we are moving towards formative assessment, it is very important for the teacher to have the opportunity to work closer with her students. For example, tutorials should be introduced. In this manner the teacher will have the opportunity to sit down with a group of students and dedicate the time needed to empower the student. I believe that these tutorials are essential when it comes to oral skills and writing.

Direction for learning activities

An additional section dedicated to suggested learning activities as well as suggested reading would be helpful.

#553

teacher None primary independent_school

General comments or concerns about the subject:

Learning outcomes must be measurable and therefore outcomes such as 'I can understand the basics of text organisation' (and others beginning with immeasurable verbs such as 'I know', 'I understand', 'I appreciate', 'I learn' etc) are too vague to apply and implement in practice. Such outcomes would need to be reworded in a manner that provides an indication for assessment, such as 'I can demonstrate understanding of the basics of text organisation by explaining text structure in my own words/by reading with correct intonation' and so on.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

As stated above, I would remove any outcomes which are vague and immeasurable:

Reading:

2. I can read and understand a wide range of age-appropriate texts across genre, independently and in groups, i.e., or guided reading.
3. I can read and understand age-appropriate texts online, across genre, and understand the different parts of the text, e.g. headings and subheadings, and the way hyperlinks work.
8. I can understand the basics of text organisation.
1. I can learn simple poems and recite them.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

There are no learning outcomes which refer to phonological awareness or specific reading/writing techniques, and none related to attitudes towards reading. I would include LOs similar to the following:

Reading:

- 1) I can blend phonemes in new words in order to decode their meaning
- 2) I can recognise sight words and high frequency words and use this skill to gain fluency in my reading

Writing:

- 1) I can use skills of phonological awareness and apply phonics-based spelling rules in order to spell phonetic words
- 2) I can use visual and kinaesthetic techniques [such as 'look, cover, write, check'] to memorise the spelling of tricky words

Attitudes/Dispositions:

- 1) I can demonstrate positive attitudes towards reading by actively seeking out books which are of interest to me and by talking about my favourite genre/s with others