



## Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

# Religion

educators feedback



Operational Programme II - Cohesion Policy 2007-2013  
*Empowering People for More Jobs and a Better Quality of Life*  
Project part-financed by the European Union  
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Co-financing rate: 85% EU Funds; 15% National Funds

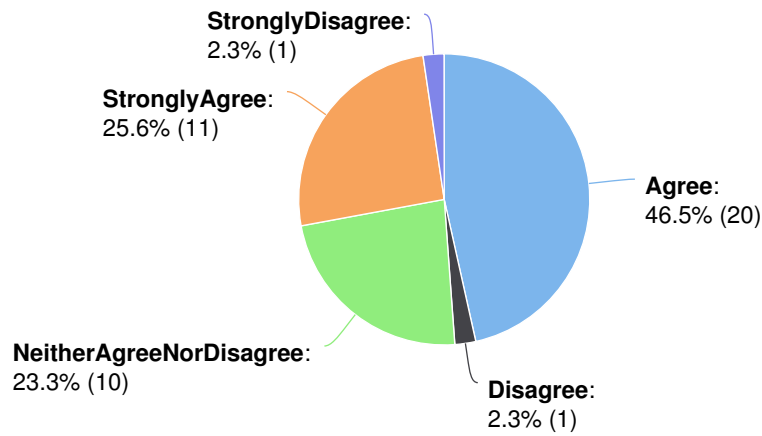


*Investing in Your Future*

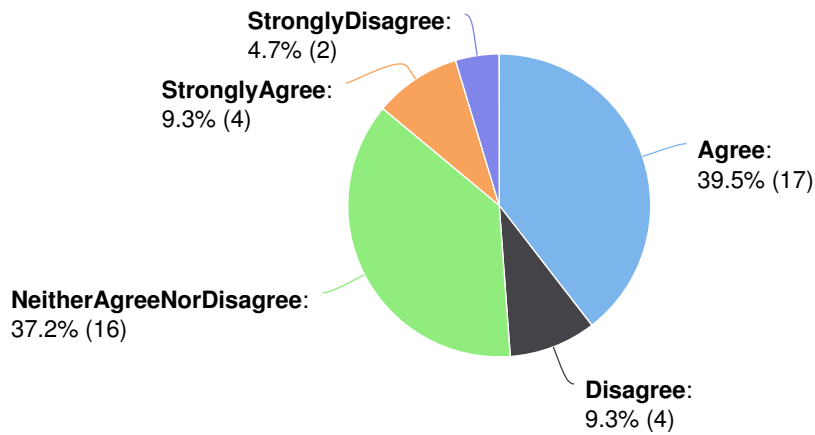
## Number of respondents

|  |    |
|--|----|
| Education Officers                             | 13 |
| Head / Assistant Head of school / Deputy Heads | 2  |
| Head Of Departments                            | 0  |
| Inclusion Coordinators                         | 0  |
| Learning Support Assistants                    | 2  |
| Other  | 0  |
| Subject Specialists                            | 0  |
| Teachers                                       | 25 |
| University Lecturers                           | 0  |
| Vocational Education Training Lecturers        | 0  |

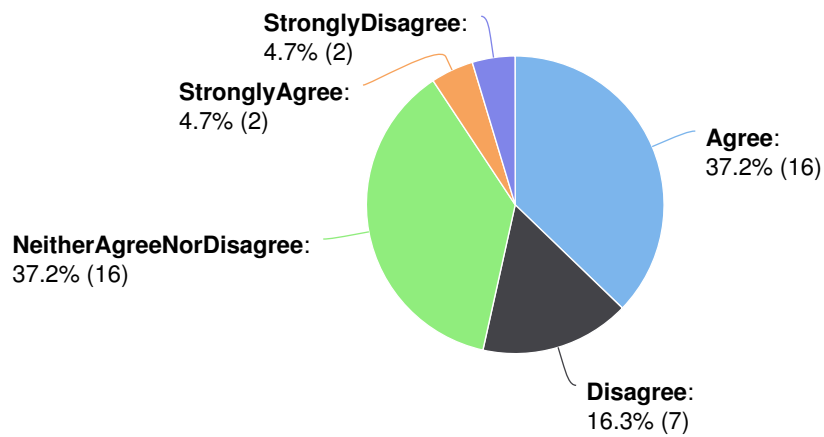
## Focused on the learner



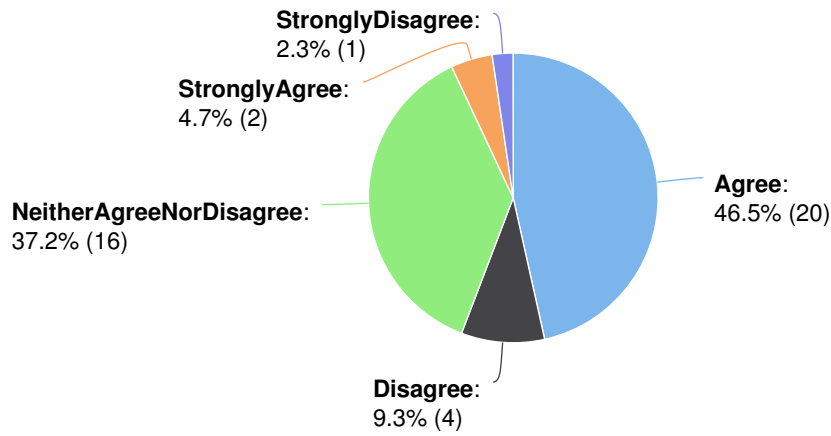
## Comprehensive



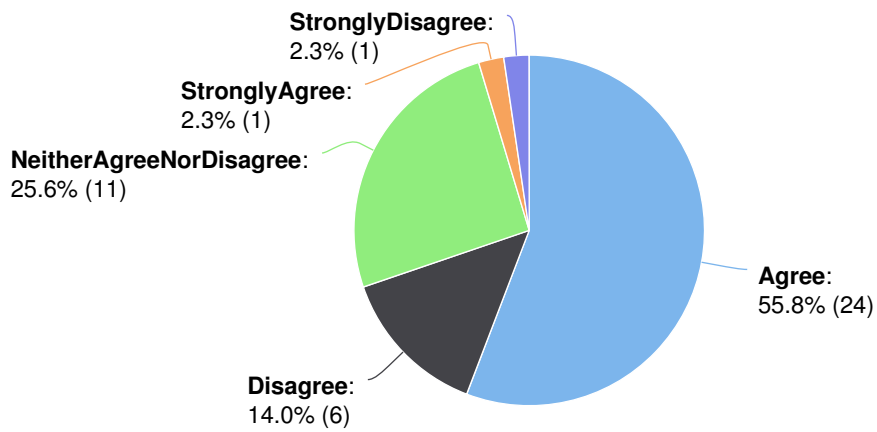
## Clear



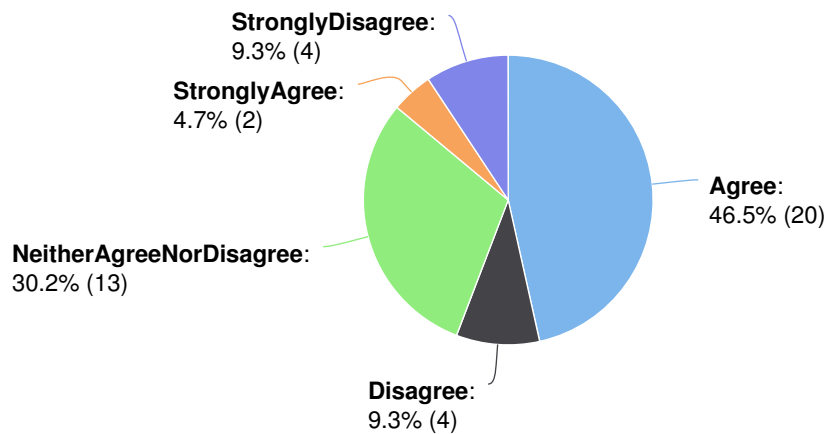
### Articulate



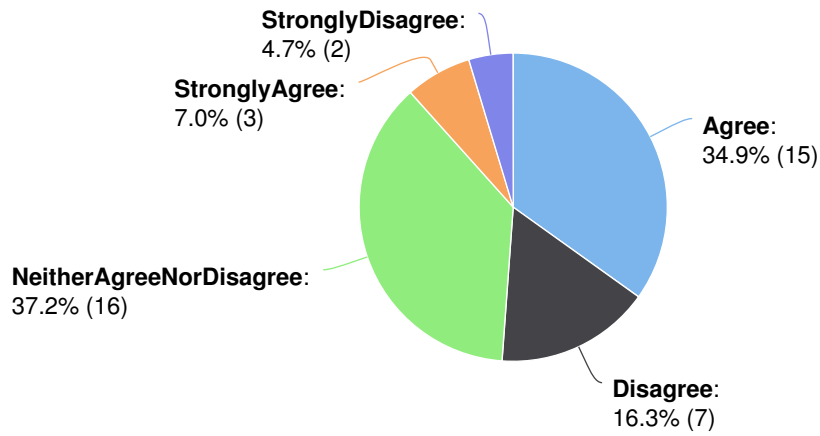
### Good for providing direction for learning activities



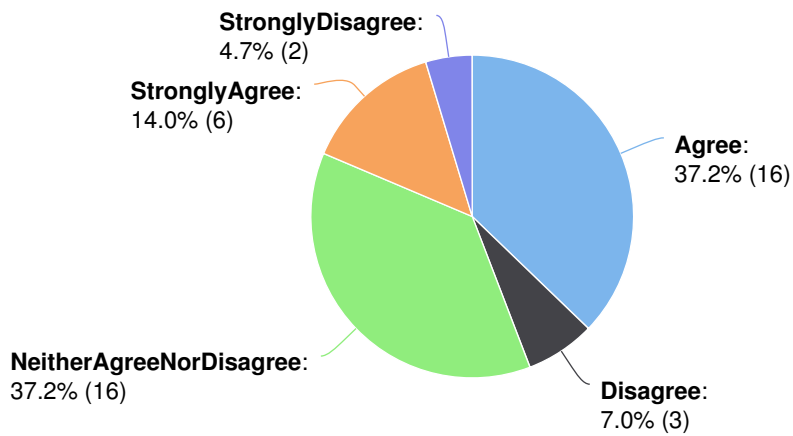
### Good guidelines for teaching and assessment



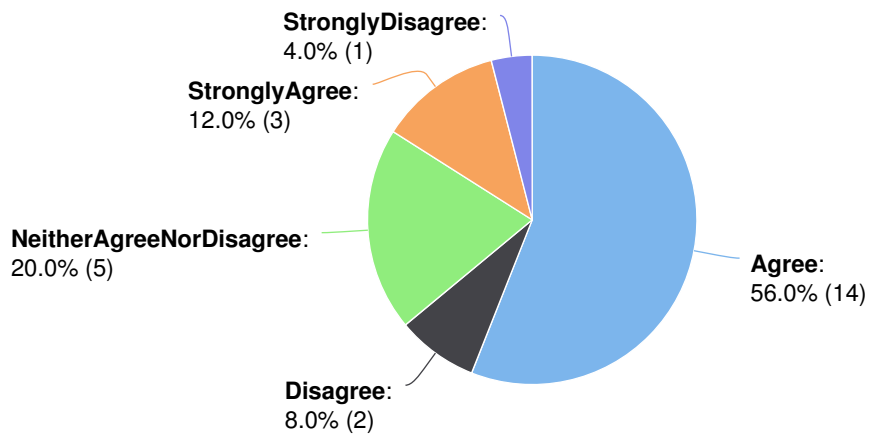
### Measurable



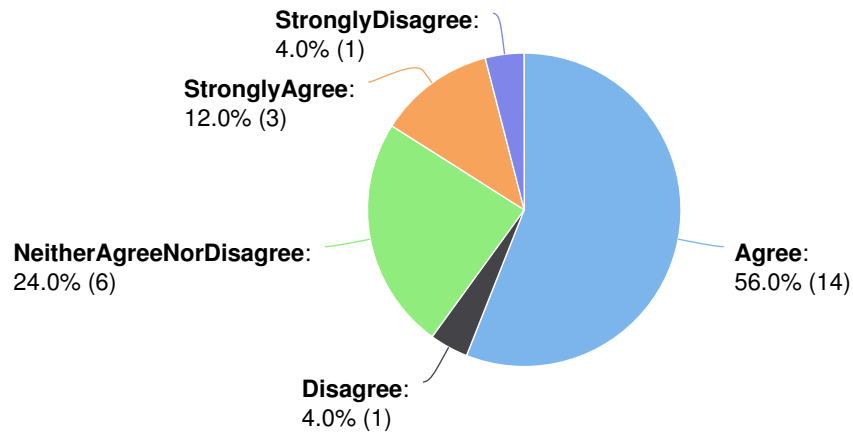
### Suitable for providing progression



### 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

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#25

teacher religion primary church\_school

**General comments or concerns about the subject:**

My concerns are that unfortunately Religion is taken for granted- it became just a "subject". Children are absorbed with technology and they are losing all their creativity, especially when it comes to discussing certain topics in Religion. It could also be how it is taught or that they are demotivated with the topics presented.

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

No as I think that they all make sense and are useful.

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

No as I think they are already very detailed.

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#26

teacher religion primary church\_school

**General comments or concerns about the subject:**

I think we have to focus more on the values of respect and diversity.

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

No as all the objectives mentioned above are useful.

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

No as they are already very detailed.

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#47

teacher religion secondary state\_school

**General comments or concerns about the subject:**

learning outcomes are too vague and some of them are not measurable. Some of the learning outcomes are too difficult to comprehend as an educator let alone as a student. One must bear in mind that the cognitive development of the students varies according to intelligence, family background etc.

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

no, but concrete and hands on experience activities need to be produced otherwise, the book is a good resource but it will be chalk and talk

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

Learning how to respect other religious beliefs and impregnate on the notion to fight racism due to different religious beliefs.

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#61

teacher religion secondary state\_school

**General comments or concerns about the subject:**

I believe that the learning outcomes are a lot to focus on all. It is important for the teacher while teaching to have outcomes, but not a lot. The teacher needs to keep in mind the diversity of the students and their needs.

In my opinion these outcomes are a lot we need to limit them.

**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.

#69

teacher None primary church\_school

General comments or concerns about the subject:

So many learning outcomes!!! Why does religion have to be so complicated!!! How much time is allotted on the time tabletable?  
Are the learning outcomes all covered by the new religion teetextbook?

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.

#80

teacher religion primary state\_school

General comments or concerns about the subject:

I believe that for a subject like Religion, Learning Outcomes should be more oriented towards daily life experiences. I noted that many Learning Outcomes start with "I can use talk...". How much space is given during Religion lessons for spoken interaction between students? What about discussing religious fanaticism and intolerance in Religion lessons and ways of eradicating them in our society? In this way students will be able to develop their own thinking, come out with new ideas, communicate them to others, show respect for different views. Religion should be used as a learning instrument to grow good values in students. Consequently summative assessments should be more practice-oriented rather than recalling knowledge of facts; students should be asked on giving examples on the various topics focused upon during the scholastic year. The oral component should be introduced in assessment.

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

Some LOs are repeated word for word.

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

#93

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.

#94

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

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

To include more prayers besides the ones listed in the book

#129



teacher religion secondary church\_school

**General comments or concerns about the subject:**

I have been through levels 8-10 Learning Outcomes in Religious Education, since I teach Forms 4 and 5. Some brief points:

The following outcomes are not measurable:

- I am committed to social justice and a democratic and inclusive society.
- I have a principled and ethical approach to life.
- I am willing to act to make the world a more equitable and sustainable place.
- I uphold fundamental democratic values and promote social justice.
- I am proud of Malta.
- I am a person committed to social justice and a democratic and inclusive society.

We can 'measure' what a student says in class, and hence statements such as "I can participate in thoughtful and informed debate" and "I can use talk to share my ideas in a collaborative way" are verifiable. However, we cannot assess what is going on within a student's mind.

In the following, the meaning is not clear:

- I can describe how the life of a committed Jew and Muslim positively challenges my way of Christian/Catholic living.
- I respect and value diversity and challenge social justice.

The following statement is incorrect:

- Christmas is the beginning of our salvation and Easter its accomplishment.

Thorough proofreading is needed.

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

See "General Comments" above.

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

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#150

teacher None primary state\_school

**General comments or concerns about the subject:**

I teach early years and the learning outcomes are not applicable for my year group

**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.**

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#171

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.**

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#174

teacher religion secondary state\_school

**General comments or concerns about the subject:**

I think, that there is too much work to cover and certain unimportant details should be removed from the syllabus, as this leaves little time for group work and other activities, like outings related to the subject. It is also very difficult to find time for revisions and tests of each unit.

I feel, that the syllabus should focus more on teaching the students about the importance of religion in today's social realities and of how religious faith can help us live better lives, because of sound moral values being taught.

**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.**

#207

teacher religion 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.**

#213

teacher religion secondary church\_school

**General comments or concerns about the subject:**

According to me the learning outcome instead of being: 'Religious and Ethics Education' it will come Religious and Catholic Education. According to these learning outcomes what I read is that children during religion lessons they are going to focus more on social skills than on faith skills. Im not saying that we should not start from them (kids) but we also need to take to another level that of a Religious and Catholic Education. Where they learn more about Catholic life, how we should follow Jesus footsteps and so on.

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

I can use talk to organise and rehearse ideas, arguments and language structures before I write.

I can plan my written work and think what I want to communicate before I start to write.

I can select appropriate texts for my purposes. I can approach differences of opinion and conflicts of interests through dialogue and consensus.

I can claim my rights in appropriate and respectful ways knowing that my fellow learners and teachers have equal entitlement to their rights. I can use talk to share my ideas in a collaborative way, appreciating the social elements of conversation such as waiting my turn and listening to what others have to say.

For me these do not reflect Religion Education. Children ask more about what should we do as Christians on certain circumstances and that is what we should help them to discover not how we talk and plan our written work.

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

- I understand why Jesus used parables while he was teaching.

- I understand why God sent Jesus to save us.

- I understand why we need the sacraments etc.

For me they should be more like Catholic teaching. We need to help students understand more from where Christians came, the history, the feasts etc so they could strengthen their faith. Then they could also compare Christian traditions to other religions. By these children could achieve other social skills such as respect other religious etc.

#228

teacher religion secondary state\_school

**General comments or concerns about the subject:**

I don't think that this framework is clear in the sense that though the titles as relevant I couldn't relate them 100% to the teaching syllabus at present and in case that new books are going to be issued I hope that they will be on time for us to prepare the teaching material and as well to be present in our library before school starts in both Maltese and English version. Other resources such as cd's or workbooks are highly recommended.

The statement 'I think that the learning outcomes proposed for this subject are: Articulate' is not clear as if you meant that the students will be more religious confluent, I think that depends more from the actual textbook and the lesson itself or at least I couldn't see this framework articulated!

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

Subject Focus: Word of God- The Bible. I've seen this in the previous levels as well so I think 'not really take out' but the first part of it can be integrated throughout the rest more then being as a section in itself.

TO ADD:-

Probably I will add 'Love to nature' in general and respect to animals as a part of God's creation more then just 'I can explore the ways in which faith and science can complement each other on the topics of creation and evolution'

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

TO ADD:- Religious vocations such like priests, missionaries, church voluntary work etc... not just 'I can explore the meaning of the Church as a missionary Community' or 'I can demonstrate in various ways, sensitivity and compassion towards the requirements of others' but more hands on. I wish that a working portfolio will be added in the O'Level exam where every form 5 student (year 11) who wish to sit for this exam will be obliged to do any voluntary work, say 50 hrs, and present the experience in a write up or presentation and that will carry say 15 marks from the actual exam. If this seems impossible it can be added as a part with the end of year 11 exam. I believe that being a practical Christian in life is

#260

teacher

religion

secondary

state\_school

***General comments or concerns about the subject:***

Nispera:

\*li l-kotba godda li jirriflettu s-sillabi l-godda jkunu lesti fil-hin, biex jintuzaw mill-istudenti mill-ewwel.

\* li s-sillabi u l-objettivi jkunu wkoll miktuba bil-Malti biex jinftiehm aktar.

\*li l-objettivi u sillabu u ktieb(anke text fuq internet) jaslu ghand l-ghalliema ferm minn qabel ma tibda s-sena skolastika biex inkunu nistghu nippreparaw minn qabel. La darba dawn is-sillabi l-godda ser jibdeu f'Settembru 2016 suppost hemm ic-cans biex jinkitbu l-kotba bil-Malti u bl-Ingiliz ukoll.Qed ikollna hafna studenti barranin li huma Kattolici, jekk ikun hemm ktieb bl-Ingiliz ukoll mill-ewwel, iktar ser naghtuom ic-cans li jaghzlu li jitghallmu r-Religjon u mhux L-Ethics.

\*li s-sillabi ma jkunux vasti hafna u li jkunu ta interess ghall-istudenti.( form 3 bhalissa ok, form 4 vast hafna, form 5 hekk u hekk). Nispera li t-tibdil li ser issir ikun ghal ahjar u mhux ghall-aghjar. Nispera li nibqghu niffukaw fuq ir-Religjon u li nghallmu r-Religjon u mhux affarijiet ohra. Grazzi.

***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.***

#266

teacher

None

primary

state\_school

***General comments or concerns about the subject:***

We still don't know the new Religious Syllabus so we can't compare and discuss yet. Hopefully the new syllabus was considered together with these learning outcomes.

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

Discussion on different religions. 7 year olds are too young to discuss different religions. We only discuss them if the need arises.

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

#277

education\_officer religion state\_school

**General comments or concerns about the subject:**

The fact that the 4 RE strands have been elaborated more to deal with real life situations was a great improvement. The Learning Area Outcomes are built in a scaffolded and student-centred approach. Learning area outcomes are not always specific and well defined. Sometimes they are very generic and therefore not clear enough. They should indicate more specifically the RE content the student has to learn in that particular attainment level. They include too many possible alternatives, making them more difficult to be measured and assessed.

*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.*

#278

education\_officer religion secondary state\_school

**General comments or concerns about the subject:**

The learning Area Outcomes are once again too generic. The RE teachers are going to find it very difficult to interpret these outcomes and implement them. The emphasis is more on skills and attitudes than on presenting a scaffolding type of structured RE content. Learning Area Outcomes are based on moral issues and values, but RE requires that these must be seen from a Christian perspective and strengthened with the corresponding Biblical message.

*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.*

#280

education\_officer religion secondary state\_school

**General comments or concerns about the subject:**

Not all learning Area Outcomes are attainable and provide the right direction for the learning activity. This is due to the fact that they are not specific and very generic. The verbs that give direction to the Learning Area Outcomes does not show all levels of cognitive complexity, i.e. they do not move from lower level to higher order thinking.

*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.*

#281

education\_officer religion secondary state\_school

**General comments or concerns about the subject:**

Learning Area Outcomes are more specific, even though at this level I would expect more depth in the subject. Application of attitudes is crucial in today's world but students need to learn and experience the Tradition of the Roman Catholic Church. Outcome statements do not always use active verb that can be measured with a scored task.

*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 religion secondary state\_school

**General comments or concerns about the subject:**

The topics mentioned above seem to be interesting for the students and they can also be used to apply in their own real life as the subject we teach should be. I hope that the topics are not too vast so as not to make it difficult for us teachers to cover all the syllabus. I suggest that the books will be printed in both Maltese and English to cater for all the students and before the scholastic year starts so that we will be able to prepare the lessons beforehand. Also it would be helpful for us teachers if we are given resources to cover the new syllabus.

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

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

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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.**

education\_officer religion secondary state\_school

**General comments or concerns about the subject:**

Learning Area Outcomes are generally specific and are based on learning that comes through practice and experience gained in real life situations. This is a very good idea but RE content needs to be more intertwined with a clear Christian message; the knowledge that a student should know and possess at this particular attainment level. The outcomes should be a better guide for the RE teacher to help the students broaden the Christian perspective. The RE teacher should be in a better position to enable more his/her students to reflect and revise their actions in the light of the Christian message.

**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.**

education\_officer religion primary state\_school

**General comments or concerns about the subject:**

A higher order of cognitive level is presented in this attainment level, i.e., to analyse and interpret RE knowledge to one's life and real life situation. These outcomes are aimed to support students in their search for meaning and to foster an appreciation of the rich diversity of religious traditions and Religious beliefs. I fully agree with these learning outcomes because they are adequate at this attainment level. However, at this point one needs to upgrade the previous outcomes at the different attainment levels in order to achieve a smooth and adequate transition from the previous levels to this last stage.

**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 religion secondary state\_school

**General comments or concerns about the subject:**

Bhala edukatur nemmen li ghandna nippreparaw lill-istudenti taghna sabiex ikunu responsabbli tal-ghazliet li jaghmlu. Dan ghandu jsir fid-dawl tal-figura ta' Gesu' - il-Mudell taghna. Inutli nghabbu lill-istudenti b'hafna nformazzjoni li xi drabi tista' tkun 'zejda' ghalihom, imbaghad ma jkollniex cans nimirhu fuq problemi/issues aktar konkreti.

Importanti hafna li bhala edukaturi jkollna f'idejna il-kotba li se nuzaw matul is-sena skolistika fix-xhur ta' qabel ma nibdew nuzawhom. Dan ikun ta' beneficju sabiex nkunu nistghu nippreparaw ahjar il-materjal tal-lezzjonijiet.

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

TALB BL-AMMENT

STORJA TA' MALTA

HAFNA DEFINIZZJONIJIET

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

teacher religion secondary state\_school

**General comments or concerns about the subject:**

Bhala edukatur nemmen li ghandna nippreparaw lill-istudenti taghna sabiex ikunu responsabbli tal-ghazliet li jaghmlu. Dan ghandu jsir fid-dawl tal-figura ta' Gesu' - il-Mudell taghna. Inutli nghabbu lill-istudenti b'hafna nformazzjoni li xi drabi tista' tkun 'zejda' ghalihom, imbaghad ma jkollniex cans nimirhu fuq problemi/issues aktar konkreti.

Importanti hafna li bhala edukaturi jkollna f'idejna il-kotba li se nuzaw matul is-sena skolistika fix-xhur ta' qabel ma nibdew nuzawhom. Dan ikun ta' beneficju sabiex nkunu nistghu nippreparaw ahjar il-materjal tal-lezzjonijiet.

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

Talb bl-ament, bhal Beatitudnijiet u xi Salmi, storja ta' Malta u dati, dettalji zejda dwar Sesswalita', hafna definizzjonijiet.

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

education\_officer religion primary state\_school

**General comments or concerns about the subject:**

In my opinion, although there are a lot of direction from the part of the Cross-curricular themes, teachers who will be working this framework out, will need a lot of direction and will need to be shown ways and means to arrive at the objective of the particular Learning Outcome. Teachers need to amalgamate the outcomes with the cross-curricular themes. This will require a lot of training and preparation. I think that the presentation should have been different because the Learning Outcomes specific to the subject is given a number just as the cross-curricular theme. It should have been clear that for every outcome specific for Religion, there are some cross-curricular themes combined to it. I find that the LO are very general and sometimes not so reachable for the years at hand - in this case for children between 7 and 9 years of age.

**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.**

education\_officer religion primary state\_school

**General comments or concerns about the subject:**

Teachers need a lot of training to amalgamate the outcomes with the cross-curricular themes. Subject Focus : Community Life ....  
- I would add on no.10: I am able to live harmoniously with others even when they adhere to a different faith other than mine.  
Subject Focus : Connectedness with myself ... - I think that besides LO no. 1 there should be: "I can acknowledge the strengths of my character and thank God for them. I am aware of ways and means to keep on working on these strengths to use them for the benefit of myself, of others, and of the natural environment(eg care for others and animals). Children should be aware of the long History of the Church. At this age, children can explore by themselves how saints dedicated their lives to God.

*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.*

#366

teacher None primary state\_school

*General comments or concerns about the subject:*

Jekk is-sillabu tar-raba' sena se jinbidel, nixtieq li l-'Inservice Course' isir f'Lulju u mhux f'Settemberu biex aħna l-għalliema jkollna ċans niffamiljaraw ruħna mal-ktieb u mas-sillabu u b'hekk ikollna ċans nippreparaw matul is-sajf. Jekk isir f'Settembru ftit li xejn ikun hemm żmien ta' preparazzjoni. Barra minn hekk, il-ktieb għandu jasal f'idejn l-għalliema minn żmien qabel biex ikun hemm żmien biex niffamiljaraw ruħna miegħu.

*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.*

#373

education\_officer religion secondary state\_school

*General comments or concerns about the subject:*

I think that a lot of work has to be done before these LOF will be given to teachers. Although on the whole one can see progression, but persons who are going to work it out in the classroom, has to be given direction. I can really understand that this is in fact A FRAMEWORK, but unfortunately the Maltese teachers are not yet trained for such a framework to be work and accomplished. There are two Subject Focus: Major World Religions - Selected Study and Beliefs, Traditions, Practices - World Religions, selected study, which I think can be amalgamated into one Subject Focus. It is of great importance that at this age (11 to 13 years of age) students become acquainted with contemporary Christian role models.

*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.*

#374

education\_officer religion secondary state\_school

*General comments or concerns about the subject:*

Subject Focus: Community ... - no1 - what type of communities it is intended that students study here? SF: Religion and Society - no 23 - Patron Saints of Malta and Europe. Christmas and EASTER are not taught in the way they are taught at the Primary level. They need not be mentioned specifically in Level 8. At this level, without ignoring Christmas, the event of the Annunciation is given more and due importance. Our Saviour was made flesh not at Christmas but at the moment Our Lady said her FIAT to the Angel. SF: Connectedness .. - no 22: .. the various experiences of others (eg the Good Samaritan, the Holocaust).

*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.*

education\_officer religion secondary state\_school

**General comments or concerns about the subject:**

I think that a lot of work has to be done before these LOF will be given to teachers. Although at this stage, I think they are becoming more articulated and specific, on the other hand teachers need guidance how they are going to work them out. These are the years which lead to the MATSEC and so clearer guidance has to be sent forth so that it will be easier both for teachers and students to reach the objectives as expected by the Assessment Markers.

*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.*

head\_assistant\_head\_of\_school\_deputy\_head None secondary state\_school

**General comments or concerns about the subject:**

Some of the verbs used in these Learning outcomes are vague and often not observable or measurable.

- I can read text in a fluent manner and understand what is written, gain knowledge and enjoy the process.

What kind of text? How will the knowledge be gained? Why does the student have to enjoy the process? Is this measurable? And if the teacher does not make it enjoyable for the student?

- I remember by recalling, recognising or locating information.

What skills are we assessing here? Recalling skills? How will the teacher be able to assess the student when it comes to recognising? What type of assessment shall the teacher use to measure this outcome?

- I can use talk to organise and rehearse ideas, arguments and language structures before I write.

This outcome needs to be more specific or else must be divided into more outcomes. There are too many outcomes in just one sentence.

All in all, I think that some outcomes are too vague. The verbs used need 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. 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.*

education\_officer None secondary state\_school

**General comments or concerns about the subject:**

The LOs here are again very wide and acting as a real frame. At this point, the material which needs to be provided has to let the student to explore knowledge on his/her own. Although it is a temptation to reduce teaching and learning to traditional lecturing, the LOs still leave room for creativity and exploration the teaching and learning grounds.

*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.*

religion secondary church\_school



**General comments or concerns about the subject:**

The following are some questions or statements about some of the learning outcomes:

1. I can research the vision, mission and contribution of two communities, reflect upon and discuss how their witness value on both a local and international level is challenging my way of life. (Do you mean religious or lay communities?)
1. I can describe how the life of a committed Jew and Muslim positively challenges my way of Christian/Catholic living. (It might be also important to explore/define what is a moderate lifestyle in contrast to fundamentalism due to the times we are living today).
20. I can discuss the central value of the Beatitudes to personal and social living (This seems to be difficult to be assimilated at this age).

**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.**

#396

teacher religion secondary church\_school

**General comments or concerns about the subject:**

The following are questions or statements about some of the learning outcomes:

1. I can explain the conception of the Ultimate Reality in different world -views and how it shapes everyday living. (I find 'can explain the conception of the Ultimate Reality' as too abstract of a definition.)
1. I can explore the unique characteristics found in the Holy Trinity: communion, love, mutual respect and dialogue can be mirrored in Christian life. (It might be too challenging for some to assimilate unless they already have a profound and nurturing spiritual formation).
1. I can research the life of St Thomas More and St Maximillian Kolbe while learning the values of integrity, honesty, faithfulness to God and faithfulness towards one's beliefs and conscience. (It might be also good to include religious/lay people living in the last decades so that the students can connect more.

**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.**

More emphasis on Nature.

#401

teacher religion secondary church\_school

**General comments or concerns about the subject:**

The following is a statement about a learning outcomes:

8. I can propose concrete how the right to religious freedom and freedom of conscience are essential for a peaceful co-existence within the Maltese and European society. (I would add a clarification to the definition of conscience, the importance of a formed conscience and the difference between conscience and opinion).

**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.**

Insights on the Theology of the Body.

#422

teacher None primary

**General comments or concerns about the subject:**

As I understand the subject, it will be very different from the current book, Nagħraf min jien permezz tal-oħrajn. Will books and activities be available as the subject starts being taught ( similar to Religion EO rooms where lesson plans and activities are available)? Will the primary teacher be expected to teach this subject as well without the appropriate training where we become more confident with the subject or a subject specialist will be coming to school?

*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.*

#453

education\_officer

None

*General comments or concerns about the subject:*

Rather than repeat cross-curricular learning outcomes over and over again (across learning area outcomes and across levels) I believe it would be more user-friendly to declare the cross-curricular learning outcomes that would be achieved through the subject and then focus more on the development on specific area/subject focus learning outcomes. If I take the first subject focus LO listed above: "I can describe the meaning and relevance of a community life, of a faith community and religious group, reflect upon the key values I need to develop in order to live harmoniously within such a community," it is clear that this can be broken down into more specific LOs. There are two verbs: "describe" and "reflect", so why not at least two LOs? Also, the subject itself is complex: 1. "the meaning" and 2. "relevance" AND not just of one element but at least three: "community life", "a faith community"...

*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.*

#456

head\_assistant\_head\_of\_school\_deputy\_head

religion

secondary

church\_school

*General comments or concerns about the subject:*

I would like that the title is made more specific. According to me, Religion is not ethics and Ethics is not Religion. Rather I would suggest - Catholic Religion and Spirituality. I wonder if the topics offered in all the year groups follow the newly published Religion text books. Also I noticed that there is too much emphasis on other religions and little reference to the Bible - source and foundation of our Catholic Religion (throughout the levels).

Thanks for your attention

*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.*

#476

teacher

religion

secondary

church\_school

*General comments or concerns about the subject:*

Many learning outcomes (mostly those in bold) are very abstract and I doubt how some of them can be measurable or assessed. Many are repeated in the different subject focus. The phrase 'I can use talk' is so often used but how can this be assessed? How can this outcome be measured?

I feel that the learning outcomes written in normal text (eg. subject focus: maturing in virtues nos. 1,10,17) are more appropriate, practical, measurable and related to the subject. Learning outcomes should be more on those lines.

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

Subject Focus: Community Life no. 6: is this not a learning outcome more appropriate to PSCD?

Subject Focus: Word of God-The Bible no. 3: are we doing philosophy or psychology of learning?

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

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teacher None 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.*

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