

**Handbook for the Teaching
of
PSD**

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Acknowledgements

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Foreword

In view of the current reform, teaching, learning and assessment need to reflect the evolving needs of a differentiated classroom environment within a lifelong learning framework. This is in line with the philosophy underlying the National Curriculum Framework (NCF) consultation documents that have been launched in May 2011.

The Form 1 curriculum intends to promote ways that support the development of lifelong learning within a framework which is built on the principle of a continuum of learning. The Form 1 curriculum is a pedagogical tool that is intended to help teachers meet the different needs of the learners. It unpacks the subject into clear objectives and specific learning outcomes. Teaching and learning examples are intended as means of support for teachers as they work with the range of learners in the class. The Form 1 curriculum offers greater autonomy and flexibility to teachers. The learning and teaching process is envisaged to be active, engaging, meaningful and purposeful. Within this process, valuable information will inform further planning and guide the process that will lead to further improvement of learners.

The learning outcomes will now guide the learning and teaching process. This is an output model directly linked to the direction that is being promoted by the national qualifications framework which is directly referenced to the European qualifications framework. All outcomes are directly tied to the revised attainment level descriptors which describe in detail the learning achieved by the individual learner. The attainment level descriptors illustrate the evidence the teacher needs to elicit from a range of activities during the learning process through well thought-out tasks that demonstrate learners' understanding, progress and achievement.

This learner-centred curriculum respects the diversity of learners that we meet in our daily lives as educators and the ways in which they learn. It is built on the belief that all learners can learn. It is our responsibility as educators to provide the contexts and the pedagogical tools to make learning a meaningful process for all learners, to provide learners with experiences that lead them to experience success in their educational journey, supported by the necessary scaffolding and then to challenge them to the next steps and then to the next steps after that as learners grow into self-directed learners within a lifelong learning context.

Professor Grace Grima
Director General
Directorate for Quality and Standards in Education

Preface

The Secondary Curriculum for Form one reflects the aims and philosophy of the recently published draft National Curriculum Framework (2011) which aims at developing learners who are capable of successfully developing their full potential as lifelong learners. The achievement of these aims depends on the following cross-curricular themes for their success: eLearning; Education for Sustainable Development; Intercultural Education; Education for Entrepreneurship and Creativity and Innovation.

This Form One curriculum document reflects the principle of diversity of student learning needs. It recognizes the reality present in society where students have various differences in backgrounds, aptitudes, interests, intellectual abilities, needs, language competence and learning styles. The Form One curriculum document provides scaffolding to ensure that learners are supported through appropriate teaching and learning approaches whatever their level.

The National Curriculum Framework clearly states that current theories of learning are based on the social constructivist approach where individual learners construct their own meaning and where one needs to move away from teacher centered to learner centered learning. This should lead to students becoming more active learners responsible for their own learning and where the teacher moves away from having a central role to a situation where the learners acquire more responsibility for the learning that takes place.

This new documentation has been written in a style to assist teachers to develop their teaching practices. Successful education relies upon enthusiastic and committed teachers who are willing to contribute to the evolution of increasingly effective schooling processes. I look forward to seeing the quality of education continuing to evolve and that the intentions of the New Curriculum Reforms will become a reality for all our students.

Raymond J. Camilleri
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Handbook for the Teaching of PSD

1. Introduction

The purpose of the new curriculum has the overall aim to help schools and their teachers to improve the quality of their teaching and to enable students to raise their level of educational attainment. This is a common concern for many countries within the EU and the wider world.

It is being proposed that the traditional concept of having a syllabus that is time tabled is being replaced by the concept of a curriculum that is managed. This requires teachers to be given a unitised syllabus which covers all of the content that can be realistically and effectively taught within each year of schooling. This has led to the writing of a Teaching Objectives Framework.

Each unit to be taught contains much more than syllabus content, it contains pedagogical suggestions for good practice. The unit is not a strait jacket; it is given as an inspiration and catalyst for teachers to develop their own ideas according to their professional understanding and the abilities of the students in their classrooms.

It is presumed that curriculum content is constantly evolving as our society rapidly changes. The new document should be seen as a flexible evolving tool to support the overall aims of education.

There are a number of paradigms that underpin this approach to curriculum.

These are namely:

- That every student is entitled to a quality curriculum that enables him/her to reach the highest level of attainment that they are able to achieve;
- That in order to do this, student centred learning is an important approach to teaching and learning;
- That all students are on a continuum of ability (not failure) and that such a continuum needs to be identified within strands of learning for each subject. For each strand of learning there are ten levels;
- That the concept of diversity means all students (be they 'the gifted' or 'the least able') should be encouraged to work at their optimum level. In this context the term special educational needs is no longer required;
- That the curriculum management paradigm provides an important professional tool which can be practiced at all levels of the schooling process;

Each subject has the following documentation

1. The aims for each subject.
2. Strand definitions to indicate the focus of teaching throughout a student's school career.

3. Attainment level descriptors that indicate the learning outcomes of student learning at all levels of schooling.
4. A Teaching Objectives Framework that indicates the syllabus to be taught and which accepts that at each level and in every class there will be a variety of student learning outcomes.
5. Approaches to teaching and learning that are specific and differ for each subject.
6. A number of units which have important sections that relate to the above paradigms
7. e learning perspectives

Each Unit has a number of features

- A front page which indicates
 - the code and title of the unit
 - the length of a lesson and
 - the number of hours in which it may be taught
 - it identifies the key words to be addressed
 - the points to note especially about the subject approach to teaching and learning
 - a statement about resources including references to e learning
- A subsequent set of five pages which indicates;
 - the teaching objectives
 - examples of teaching activities and experiences that a teacher may wish to use or develop.
 - a column which indicates the range of learning outcomes that can be expected as a student response to each teaching objective. These relate to students attaining across the attainment levels five to ten. Subjects which are not taught at Primary School target different levels
- A set of three pages (where applicable) indicate
 - examples of work within the same teaching objectives for students who are working within attainment levels one to four.
- In some units, a final page that
 - indicates aspects of e Learning that is relevant to that unit

2 General Guidelines in using the curriculum documentation

2.1 Who is the curriculum documentation for?

Curriculum documentation is for teachers, heads of schools, education officers and education support staff and audit teams. The curriculum documentation provides information and suggestions for schools when planning a balanced school curriculum in every lesson for every student. The teacher may

- Make use of this handbook to strengthen the development of students with suitable learning experiences.
- Make and prepare relevant teaching materials according to the suggestions from the selected curriculum units and teaching activities in accordance to students' learning needs.
- Adjust and revise curriculum units to support overall curriculum planning.

This curriculum has been written for ALL students.

2.2 The aims of the PSD curriculum

Personal and Social Development enables students to become healthy, independent and responsible members of society. Personal and Social Development embraces students' empowerment at every stage of learning, thus helping students to experience the process of democracy. Personal and Social Development also encourages students to play an active role in the school council and in the life of the school which is a reflection of what goes on in the wider community. In so doing students learn to appreciate what it means to be a positive member within a diverse society.

Personal and Social Development is indispensable to the development of independent and active citizens in the ever changing communities. Personal and Social Development is a student centred subject since learning is elicited from the participant's own experiences, real or simulated.

The aims of Personal and Social Development are:

- to provide opportunities for students to learn, achieve and develop emotional literacy, self-confidence, self-worth and self esteem
- to enable students to cope confidently with change and become independent and responsible members within the school and the community by providing opportunities for sharing and working together
- to help students understand their identity and social responsibilities within the local and international community
- to provide students with the opportunity for exploration of knowledge, the clarification of values and attitudes, and the growth of skills necessary to build healthy relationships, develop good communication skills, make informed choices and decisions about one's health and sexuality, the environment and career development
- to prepare students for the opportunities, responsibilities and experiences of life through the development of skills related to problem solving, critical analysis and conflict resolution

2.3 Approach to teaching and learning for PSD

Each subject has its own unique approach to teaching and learning. This approach happens no matter what system of classroom management is implemented. An approach to teaching and the way the students are expected to learn will relate closely to the nature of the subject content. The following text is the approach for teaching and learning in PSD:

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PSD methodology has strong democratic roots and embraces empowerment at every stage of learning. In the local context, it is based on two pillars: The Experiential Learning Cycle (ELC) and Processing.

ELC is learning which takes place through an active process and involvement of the whole person. In PSD sessions, the teachers try to bring the world to the students and, at least at that point in time, students are glimpsing a natural way of learning. The interactive process of action, reflection and planning is at the heart of all PSD lessons.

PSD must, because of its very nature, assume that attitudes and skills are acquired through ECL. These are skills we use everyday to survive better in a healthy democratic community. Sessions are held in groups of not more than 16 students to ensure that students are given the environment to truly learn experientially. The classroom is arranged in a circle or a horse-shoe formation such that each participant can view each other and the PSD specialist will give equal time and attention to individual participants.

The best lessons are those in which students are encouraged to participate in the learning process through a range of fun and appropriate activities such as group work, educational games, role plays, case studies, photo stories, fantasy exercises and any other activity that engages students.

The activities and work selected by the teachers should be age appropriate and tailor made for the interests and needs of the students. The work should also relate to the work done in the previous years and to the topic being covered in the syllabus. Activities carried out in the classroom highlight the ELC aspect of PSD activities. These, however, can only become relevant if the teacher successfully helps students to translate the activities into skills, skills which eventually become part of their daily repertoire. The activities must also successfully help students to develop positive attitudes and acquire the necessary knowledge. This is carried out through processing.

During processing, the teachers use different communication skills such as questioning, probing and paraphrasing skills to help students reflect, discuss and dialogue with each other. During this part of the session the PSD teachers also use the group's skills, presence and participation to motivate them to analyze, challenge and act upon their participation during the activity. It is therefore important for the teachers to establish a classroom climate which encourages respect and mutual esteem if all students are to benefit fully from the opportunities for learning provided within the classroom. The teachers

should encourage students to work together, to be prepared to work with anyone in the class and to cooperate and support each other. Changing groupings ensures that students experience different opinions and attitudes. This will also help promote cooperation, tolerance, teamwork and self-esteem.

2.4 The Teaching Objectives Framework for PSD

For each subject there is reference to the Teaching Objectives Framework that is structured to provide a unitized curriculum. The Teaching Objectives Framework identifies the content to be taught in any one year of schooling and in doing so relates to an effective syllabus/course of study that can be taught within the time available. The time available has been worked to within the assumptions that there are thirty weeks in a scholastic year and that a unit of work is seven hours long comprising of ten, forty minute lessons. It is acknowledged that different schools will have variations on this system but the one presented is the baseline for all schools.

The Framework identifies the units and their titles that are available in any one year throughout the eleven years of schooling in Primary and Secondary education. Each unit has a set of teaching objectives that cover the seven hour period that has been allocated. In this way it is possible to identify the content that can be reasonably expected to be taught. This is not a learning outcomes Framework. For each teaching objective there will be a range of learning outcomes according to the diversity of attainment of students within any one classroom.

The Teaching Objectives Framework is the heart of the curriculum.

PSD Teaching Objectives Framework

	Unit Titles	Key Teaching Objectives
Form 5		
Teaching Block 1	Understanding myself within a social context	Re-establishing the importance of co-operation, teamwork and respect
Teaching Block 2	Explore similarities and differences between people	Understanding that values affect one's sexual experiences
Teaching Block 3	Reflecting on one's lifestyle choices	Explore opportunities in learning and work

Form 4		
Teaching Block 1	Understanding myself within a social context	Re-establishing the importance of co-operation, teamwork and respect Developing social skills that help in strengthening relationships Challenging forms of prejudice and discrimination
Teaching Block 2	Explore similarities and differences between people	Understandings the qualities, attitudes and skills needed for employability
Teaching Block 3	Reflecting on one's lifestyle choices	Learn to enjoy life in a healthy way Reflecting on the progress achieved throughout this year
Form 3		
Teaching Block 1	Understanding myself within a social context	Re-establishing the importance of co-operation, teamwork and respect Re-establishing the importance of relationships and how these affect one's life
Teaching Block 2	Explore similarities and differences between people	Helping students accommodate diversity in all its forms Helping students feel positive about their changing self
Teaching Block 3	Reflecting on one's lifestyle choices	Learn to enjoy life in a healthy way Reflecting on the progress achieved throughout this year
Form 2		
Teaching Block 1	Establishing a positive environment	Re-establishing the importance of co-operation, teamwork and respect Re-establishing ground rules for a positive working environment
Teaching Block 1	All about Me	Build a positive self identity Understanding personal qualities, feelings and values
Teaching Block 2	Promoting the use of social skills (communication, assertiveness, collaboration and dialogue)	Developing different communication skills in various contexts Understanding the feelings and emotions brought about in various contexts
Teaching Block 2	Understanding growing up changes and making responsible choices	Identifying the physical, sexual and emotional changes Acknowledging the need for maintaining a healthy lifestyle

Teaching Block 3	Roles and Responsibilities within different social contexts	Understanding that people have multiple roles and responsibilities in society Making positive contributions to society
Teaching Block 3	Making good use of my time	Identifying how to utilize time more effectively Reflecting on the progress achieved throughout this year
Form 1		
Teaching Block 1	Getting to know my new school environment and peers	Familiarizing oneself with the new school environment Making a positive contribution for the development of Ground Rules
Teaching Block 1	Respecting ourselves and others	Identifying and developing positive communications skills Understanding how different relationships cause different emotions
Teaching Block 2	All about Me	Identifying and celebrating uniqueness To help students identify their feelings in various situations
Teaching Block 2	Roles and responsibilities within different social contexts	Understanding that people have multiple roles and responsibilities in society Making positive contributions to society
Teaching Block 3	Understanding growing up changes and making responsible choices	Identifying the physical, sexual and emotional changes Acknowledging the need for maintaining a healthy lifestyle
Teaching Block 3	Making good use of time	Understanding the balance between and the importance of both study and free time Reflecting on and discussing both the topics brought up during the scholastic year and also the feelings associated with parting

Year 6		
Teaching Block 1	Promoting a sense of well-being	Appreciating one's attributes, skills talents and dealing with change
Teaching Block 2	Promoting the use of social skills (Communication, assertiveness and collaboration)	Building and maintaining a range of positive relationships
Teaching Block 3	Promoting good decision making skills	Identifying problems and making informed choices
Year 5		
Teaching Block 1	Promoting a sense of well-being	Appreciating one's attributes, skills talents and dealing with change
Teaching Block 2	Promoting the use of social skills (Communication, assertiveness and collaboration)	Building and maintaining a range of positive relationships
Teaching Block 3	Promoting good decision making skills	Identifying problems and making informed choices
Year 4		
Teaching Block 1	Promoting a sense of well-being	Appreciating one's attributes, skills talents and dealing with change
Teaching Block 2	Promoting the use of social skills (Communication, assertiveness and collaboration)	Building and maintaining a range of positive relationships
Teaching Block 3	Promoting good decision making skills	Identifying problems and making informed choices
Year 3		
Teaching Block 1	Group building	Strengthening children's sense of belonging to their class and school
Teaching Block 2	Getting along with people around me	To recognize different ways of behaving with different people

Teaching Block 3	Keeping myself safe	Identifying dangerous situations
Year 2		
Teaching Block 1	New friends	Getting to know each other better
Teaching Block 2	Sharing	Identifying the importance of sharing with trustworthy people
Teaching Block 3	People who help me	Understanding that different people are special for different reasons
Year 1		
Teaching Block 1, 2 or 3	Myself	Identifying likes and dislikes and celebrate their uniqueness

2.5 The value of a unitised curriculum

There is a clear relationship between the volume of content to be taught as projected within a syllabus/course of study and the level of attainment that each student can achieve. The greater the volume of content then less time is available for teaching each aspect of that content. By writing a unitised curriculum the balance between the range of content and the time available for student learning can be achieved. For this new curriculum, in many areas this has meant a reduction in what was being offered in the preceding syllabus. Each unit then has a specific set of objectives which can be reasonably expected to be learned as the allocated time for that unit is made available on the school timetable.

In addition by having a unitised curriculum it is easier for the teacher and the subject Head of Department to manage the curriculum for they are able to quantify the number of specific objectives that it has been possible to deliver and subsequently to make decisions about which units should be presented in which order throughout each year of schooling

2.6 Strands of learning for PSD

A strand of learning represents a goal that a student can attain throughout Primary and Secondary education. Each subject will have several strands of continuous learning called attainment level descriptors, which begin in Year One of Primary School and end in Form Five of Secondary School. Each strand is defined and the strands for PSD are:

Strand 1. Personal Identity and Relationships

Personal Identity and Relationships focus on the social and emotional aspect of effective learning such as self awareness, self esteem, managing feelings, empathy and social skills (communication, assertiveness, collaboration and dialogue) in various contexts.

Strand 2. Healthy Lifestyle and Social Responsibility

Healthy Lifestyle and Social Responsibility focus on the ability to stay healthy through making informed and responsible choices which ultimately are of benefit to both self and others. Education for health is concerned with the social and emotional aspects of learning, and relates to issues that are real and relevant to many young people, including sex and relationships, body image, drug use (including alcohol and tobacco) and other addictions.

2.7 The use of the attainment level descriptors for PSD

There are ten levels of attainment level descriptors. Level Four is equivalent for Year One and two in Primary school and each level then progresses at two yearly intervals.

Each strand of learning has a set of attainment levels which describe the progression in student learning. There are ten attainment level descriptors that cover the full range of attainment of ALL students. The attainment level descriptor Four is indicative of what the average student can learn by the end of Year Two in Primary education. Each subsequent level represents the range of attainment that an average student can be expected to achieve every two year years. Attainment levels one, two and three are indicators for students who may not attain level four at the end of Year Two. Attainment level ten is for those students who significantly exceed the expected level of attainment at Form Five.

The attainment level descriptors are observable statements of learning outcomes that students can attain. There are approximately eight of these statements in each attainment level descriptor. The statements are referred from the Teaching Objectives Framework and indicate a sample of what can be expected to be learned. Once a student has attained the majority of the learning outcome statements in an attainment level descriptor they are assumed to be working within the next level. The attainment level descriptors for PSD are:

Strand 1. Personal Identity and Relationships

Personal Identity and Relationships focus on the social and emotional aspect of effective learning such as self awareness, self esteem, managing feelings, empathy and social skills (communication, assertiveness, collaboration and dialogue) in various contexts.

Attainment Level 1

Student encounters activities and experiences. Student follows a slow moving object. Student watches their hand when it moves. Students apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents. Student makes sounds when not distressed. Student shows interest in adults. Students use emerging conventional communication. Students vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. Student

attempts to activate an object by giving it back to the adult. Students can remember learned responses over increasing periods of time e.g. use a stick to get an object without demonstration. Student follows a slow moving object. Student watches their hand when it moves.

Attainment Level 2

Students become aware that all people are different and develop an awareness of themselves as individuals. Students express their feelings, likes and dislikes using single elements of communication such as words, gestures, signs or symbols. Students can communicate about their needs and wants. Students encounter the need to make simple choices. Students recognize the importance of expressing feelings and being in touch with oneself. Students identify a range of personal feelings through shared exploration. Students recognize that there are special people in their lives and with help, identify who these people are. Students begin to respond to the feelings of others. Students are aware of themselves as part of the family and show recognition of at least one important family member. Students become aware of the different functions and roles in the family. Students get to know each other and the teacher better, building a sense of safety, care and respect towards each other, their class and their school.

Attainment Level 3

Students communicate feelings and emotions in simple phrases. Students identify ways of expressing their feelings appropriately in a range of situations with supported participation. Students show a basic understanding of what is right and wrong on the basis of the consequences of their actions. Students develop an awareness of the needs and feelings of others. Students identify people students like to spend time with and learn how to develop friendship. Students make purposeful relationships with others in group activities. Students communicate their understanding of themselves as members of a group.

Attainment Level 4

Students can talk about themselves and name things that make them unique. Students say something special about themselves. Students identify and talk about their strengths. Students can talk about likes and dislikes. Students will be capable of finishing individual and group tasks they are entrusted with and engaged in. Students understand and express basic feelings. Students are capable of speaking about the techniques of how they learn. Students know that they belong to a class community by showing that they know the name of the teacher and their class mates. Students show respect for self and others when saying thank you and please. Students are capable of taking turns in speaking. Students show the ability to take up roles in a group suggested by the teacher. Students can give and receive compliments. Students can identify short-term personal plans and aspirations by talking about how they plan to spend their free time.

Attainment Level 5

Students talk about their talents and physical qualities. Students show commitment in individual and group tasks they are entrusted with and engaged in when they show that they can work on their own or with others. Students understand, express and control basic feelings. Students know that they belong to a classroom and school community by showing that they know the name of the school, the names of their school mates, teachers and other members of staff. Students are capable of reflecting and talking about possible study skills habits. Students are able to describe the best methods of study that suit their personal learning style. Students know how to talk about difference and sameness. Students give reasons for opinions and actions. Students talk about what can hurt them and hurt others. Students begin to choose to take different roles in a group. Students are capable of using task functions to help keep the group focused and directed towards achieving its goals. Students show appreciation of compliments and acceptance of constructive criticism. Students can identify both short-term as well as long-term personal plans and aspirations such as talking about how they intend spending their holidays.

Attainment Level 6

Students appreciate and talk about their talents and qualities and those of others. Students show how to handle different feelings in diverse and challenging situations. Students know that they belong to a classroom, school and college community by naming the schools that make up the college. Students are capable of reflecting and talking about possible study skills habits and the things that help and hinder such an activity. Students are able to describe the best methods of study that suit their personal learning style and give examples of how they can improve such skills. Students know how to understand, talk about and accept differences. Students understand and talk about why people experience different feelings when in hurtful situations. Students show an understanding that they can have different roles in different contexts and situations. Students are capable of using task functions as well as maintenance functions to help the group to stay focused and ensure that everyone is able to contribute to their maximum potential. Students show that they can co-operate and work together within different groupings. Students can express themselves assertively in a variety of ways and in different contexts and situations such as when taking part in a role play. Students can identify both short-term as well as long-term personal plans and aspirations such as talking about the transition and choice of subjects.

Attainment Level 7

Students are able to talk about their opinions, views and positive qualities. Students show that they can deal with challenges and feelings brought about by changes in their life. Students show that they can adapt to the new school community and to the new school timetable. Students know where to seek assistance when necessary. Students understand the basic rules within the class and the new school community. Students show an understanding of why rules are necessary in different contexts and situations. Students are able to identify and explore different types of communication. Students demonstrate an understanding of how to deal positively with challenges in relationships. Students demonstrate good time management skills and decision making skills that facilitate better choices. Students are capable of using task functions as well as maintenance functions to help the group function effectively and deal positively with conflicts and disorderly behaviour within the group. Students can express themselves assertively and persuasively in a variety of ways and in different contexts and situations. Students can draw out personal plans and realistic learning goals to be able to deal with the different challenges within the secondary sector. Students reflect and talk about the different skills

required in different option choices. Students discuss about the different possible strategies required to make informed option choices.

Attainment Level 8

Students are able to discuss how one's perception of self can be affected by the changes brought about during teenage years. Students are able to reflect on and talk about the changing moods brought about by changes in one's life. Students are able to recognize and articulate their needs in various contexts and situations. Students are able to identify, explore and use appropriate communication skills accordingly within various contexts and situations. Students are capable of coming up with a number of ideas or alternatives in planning, executing and completing individual and group tasks. Students are capable of selecting and describing learning strategies that take account of their own learning preferences. Students are able to understand the rights and responsibilities within various contexts and situations. Students will be able to explore and talk about issues related to relationships and friendships. Students will be able to discuss and understand that they are responsible for their own decisions and actions in different contexts and situations. Students can list the skills and qualities necessary for employability.

Attainment Level 9

Students are able to reflect on how one's values affect one's choices in life. Students are able to recognize, articulate and manage their needs in various contexts and situations. Students will be able to explore issues related to intimate relationships. Students will be able to discuss responsibility for one's decisions and actions in relation to relationships in various contexts and situations. Students continue to develop skills related to the task and maintenance functions within the group. Students will continue to develop conflict resolution management skills to be able to help the group function effectively. Students are capable of selecting and describing learning goals that take account of their own learning preferences. . Students show that they are capable to gather relevant information so that they can make informed short and long term decisions in view of the termination of compulsory schooling. Students show that they are aware of the necessary tools, skills and attitudes needed to continue in one's desired career choice or employment.

Attainment Level 10

Students are able to reflect on how one's values affect both one's choices in life and the choices of others. Students show that they are able to search for, gather and evaluate the necessary information to make informed choices. Students will be able to explore, understand and reflect on complex issues related to relationships. Students are capable of selecting and describing challenging learning goals that take into account their own learning preferences. Students show that they have the necessary tools to take initiatives within the group, manage and lead by using the appropriate and effective measures. Students show that they are able to assess their needs, interests, skills, abilities and attitudes in relation to the different options in their personal life, career choice and work.

Strand 2. Healthy Lifestyle and Social Responsibility

Healthy Lifestyle and Social Responsibility focus on the ability to stay healthy through making informed and responsible choices which ultimately are of benefit to both self and others. Education for health is concerned with the social and emotional aspects of learning, and relates to issues that are real and relevant to many young people, including sex and relationships, body image, drug use (including alcohol and tobacco) and other addictions.

Attainment Level 1

Student encounters activities and experiences. Student follows a slow moving object. Student watches their hand when it moves. Students apply potential solutions systematically to problems, for example, tipping a container in order to pour out its contents. Student makes sounds when not distressed. Student shows interest in adults. Students use emerging conventional communication. Students vocalize sounds similar to models immediately and imitate at least one invisible gesture immediately. Student attempts to activate an object by giving it back to the adult. Students can remember learned responses over increasing periods of time e.g. use a stick to get an object without demonstration. Student follows a slow moving object. Student watches their hand when it moves.

Attainment Level 2

Students become aware that all people are different and develop an awareness of themselves as individuals. Students express their feelings, likes and dislikes using single elements of communication such as words, gestures, signs or symbols. Students can communicate about their needs and wants. Students encounter the need to make simple choices.. Students recognize the importance of expressing feelings and being in touch with oneself. Students identify a range of personal feelings through shared exploration. Students recognize that there are special people in their lives and with help, identify who these people are. Students begin to respond to the feelings of others. Students are aware of themselves as part of the family and show recognition of at least one important family member. Students become aware of the different functions and roles in the family. Students get to know each other and the teacher better, building a sense of safety, care and respect towards each other, their class and their school.

Attainment Level 3

Students communicate feelings and emotions in simple phrases. Students identify ways of expressing their feelings appropriately in a range of situations with supported participation. Students show a basic understanding of what is right and wrong on the basis of the consequences of their actions. Students develop an awareness of the needs and feelings of others. Students identify people students like to spend time with and learn how to develop friendship. Students make purposeful relationships with others in group activities. Students communicate their understanding of themselves as members of a group.

Attainment Level 4

Students learn to build new relationships by sharing and working with others. Students contribute to make the class a healthier, safe and happier place by acting in a responsible manner. Students can help to make the class a good place to learn by obeying classroom rules. Students show that they know basic rules of personal hygiene when they wash their hands before eating. Students show that they know basic rules about healthy eating when they bring healthy snacks to school. Students know about dangers around them when they talk about what harms them. Students can describe the groups and communities they belong to. Students are able to discuss with others the similarities and differences of different groups of people. Students are able to say what their basic needs are, such as love, food and care. Students use decision making skills when they are in the yard playing. Students begin to explore what is fair and unfair in play activities.

Attainment Level 5

Students show respect and care for others when they talk in a respectful way to others. Students actively participate in initiatives within the class setting to contribute to the well being of themselves and others. Students contribute to make the class environment conducive to learning when they obey class rules. Students apply the rules that are essential in keeping safe and healthy by being careful when playing and in class. Students are able to name and show awareness of the occupations within the school community. Students demonstrate the necessary skills to make informed choices when faced with new challenges regarding personal hygiene, nutrition and safety by being able to mention good examples. Students show that they can take responsibility for their choices and actions when they choose to obey. Students show an awareness of the changes in their bodies by indicating which parts of their body is continually changing. Students are able to present ideas of their own to others when they share their thoughts and opinions. Students show an appreciation of others' ideas when they are able to listen and accept the thoughts and opinions of others. Students can discuss and describe some features of the different groups and communities they belong to. Students begin to recognize some features of democracy such as voting during student's school council elections. Students take an active part in decision making activities within the class and school community when they suggest or participate in student led initiatives.

Attainment Level 6

Students mention the good points of others which show that they can appreciate the enrichment created by diversity. Students develop positive attitudes and skills by actively involving themselves in initiatives within the school setting or/and community setting. Students can name and show awareness of the different jobs within their community. Students are able to name and discuss about gender issues. Students show awareness of and are able to mention age related healthy lifestyle choices. Students show an awareness of how their body is changing and can speak about its effect on moods and feelings. Students talk about the coping skills necessary when dealing with change. Students identify different and opposing views and can explain their own opinion about what is fair and unfair in different situations. Students are able to make valid contributions during discussions. Students continue to develop their active participation in democracy through reflecting on the process involved during student's school council elections. Students take an active part in decision making activities within the class, school and local community when they suggest or participate in student led initiatives

Attainment Level 7

Students are able to discuss how stereotypical messages related to gender, race, religion, sexual orientation and culture may affect one's perceptions, beliefs and career choices. Students name and show an awareness of the different jobs within their local community and how these contribute to the well being of the local community. Students reflect on how they can contribute to their school and the local community by giving examples. Students will explore and identify how the use of illicit substances affects one's social and personal life and that of others. Students describe and show awareness of the physical, emotional and cognitive changes in self and others. Students will develop an understanding of the importance of taking care of oneself by listing the necessary hygiene actions. . Students are able to discuss and debate topical and controversial issues. Students are able to communicate their views clearly, giving reasons for their opinions. Students are able to recognize and accept ideas which are different to theirs. Students take an active part and work collaboratively within the class, school and local community when they suggest or participate in student led initiatives. Students are able to discuss on how they spend their free time and the importance of after school activities.

Attainment Level 8

Students will identify and develop the necessary skills to accommodate and challenge all forms of prejudice and discrimination within the different social contexts. Students show that they are responsible for their personal well being by being able to reflect on actions in their everyday life. Students are able to talk and discuss about illicit substances, their effects and risks. Students are able to discuss on ways of how they can actively help to protect the environment. Students are able to discuss and reflect about issues related to sexuality, including abstinence, conception, pregnancy and teenage pregnancy. Students will be able to identify and discuss issues related to STIs and contraception. Students will be able to talk about and dialogue issues related to pornography and its effect on body image, self esteem and relationships. .Students show awareness of the diversity of opinions on topical and controversial issues and describe some of the influences that shape these opinions. Students explore and interpret different sources of information and begin to assess their validity and/or bias. Students represent their views, ideas and opinions and argue persuasively.

Attainment Level 9

Students show an understanding of themselves as unique individual by being able to identify their strengths and weaknesses. Students will demonstrate how they can contribute to society (voluntary work, blood and organ donation, fostering and adoption). Students show an understanding of and are able to discuss about issues related to sexuality and violence in relationships. Students show an understanding of and are able to discuss about issues related to sexual orientation and sexual deviance. Students show that they value diversity by talking respectfully about persons who have different sexual orientations. Students show an understanding of and are able to identify risky behaviour within relationships and in their personal lives. Students develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas presented to them.

Attainment Level 10

Students actively contribute to society through voluntary work and involvement in the community. . Students are able to frankly discuss, converse about, and reflect about issues related to sexuality. Students are able to adopt a healthy and positive attitude towards sexuality. Students show an understanding of and are able to discuss and challenge issues related to sexual orientation and sexual deviance. Students show leadership skills during discussions and activities organized inside and outside the classroom. Students are able to make connections between information derived from different sources and their own experience in order to make perceptive observations.

2.8 The use of attainment level descriptors for national benefit

Attainment levels of all students should be assessed on an annual basis. This will allow all of the stakeholders to evaluate the progression in learning made by each student. The data collected will give a simple score of the number of the attainment level reached in each strand. This data can then be collated by the school, by the college or by the Department of Curriculum and e Learning to give a general picture of year-on-year progression of attainment. The data base will be used with clearly defined ethical responsibility so that students, classes or schools cannot be identified by other schools or colleges. This data is very informative to support school development planning as it provides objective evidence of the year on year progress that is being made. This data can be used to celebrate success.

2.9 The use of attainment level descriptors within lessons

The reference to the learning outcomes levels within a unit is to give the teacher a rough guide as to the possible range of student attainment in a class. Within a class of students there will be a wide range of diverse levels of student attainment. In order to support the teacher to appreciate this wide range of attainment it is possible to gauge the approximate level within which students find themselves. For example in Form One we might expect all students to be at level seven which is the average level for that year group. Yet within such a Form One class the diverse range of ability may be as wide from level one to level nine. In planning a lesson, teachers need to be aware of this possible range of ability so that effective teaching and learning can take place.

It is very important to note that an attainment level descriptor is a very indiscrete tool not to be used for weekly purposes at a classroom level. Within any one level reflecting annual attainment there will be many sub levels of attainment that different students will reach during a teaching block. Teachers should see the use of attainment level descriptors within the subject units to be a rough guideline to encourage their own more precise planning.

2.10 Avoiding the misuse of attainment levels and indicators of learning outcomes

It is important to note that the results of the attainment level assessment should not be used:

- to inform daily progression because any group of students at one attainment level will still have different levels of understanding
- to indicate a student's actual level of attainment on a daily basis.
- to assume that working in one lesson is equivalent to a year's progress.
- to assume that a student attainment level is the same across different units within the same strand

2.11 Avoiding the misuse of learning outcomes

The indicators of learning outcomes identified within the units are based on the teaching objectives. These indications of learning outcomes are only a small sample of all the learning outcomes that will emerge from a teaching objective. Teachers need to be aware that there are many learning outcomes that different students will achieve during the course of a unit. Teachers should not teach to the learning outcomes.

It is also important that teachers do NOT assume that the indicators of learning outcomes in the unit reflect the focus of the whole unit. The driver of the units is the set of teaching objectives NOT the indicators of the few stated learning outcomes.

When using the indicators of learning outcomes in the units it is important to acknowledge that these are a very rough guide for the teacher to begin to bring down the extensive range of other possible learning outcomes that a teaching objective will facilitate.

3. The structure of units in the PSD curriculum documentation

The curriculum documentation is written in the form of units and has the following content;

3.1 Unit code and title

The title of each unit reveals the content of the unit and each unit is coded for the schools or teachers to record information collected.

3.2 Strands and Attainment Levels

Each unit reveals the specific strands that are being delivered so as to remind teachers of the teaching aim of that specific strand and provide relevant learning experience for students.

3.3 The teaching objectives

The specific objectives for each unit are drawn directly from the general objectives within the Teaching Objectives Framework. There are the specific teaching objectives within each unit. These unit specific objectives are in two categories, a set for those students who are within their year related range of ability and then a set for those whose ability requires a further level of assessment. Selected from mainstream teaching objectives, these objectives are adapted to suit the needs of students with learning difficulties.

Teaching Objectives facilitate the focusing of knowledge, skill and attitude to be included in a unit. Usually there are three to five teaching objectives in a unit. Teachers may adjust the requirement of target attainment according to students' abilities, and then plan teaching and a variety of class activities accordingly.

3.4 Vocabulary

Relevant vocabulary included in the units that students need to experience and learn.

3.5 Points to note

These should cover reference to the subject approach to teaching and learning, but they may refer to health and safety issues that teachers need to consider and deal when teaching the unit.

3.6 Resources

A list suggesting teaching material required when teaching the unit. These include a variety of materials to support e Learning.

3.7 Examples of teaching experiences and activities.

The teaching and learning content of each unit should correspond to the teaching objectives of the curriculum units. Next to each exemplar teaching situation the specific teaching objective is clearly stated. The examples given for each specific objective reflect ideas to catalyse and inspire teachers to think of their own ideas and materials. The teaching examples indicate different activities for students who are attaining at different levels. The activities are also written in such a way as to encourage student centred learning. In creating student centred learning opportunities the teacher must appreciate the difference between teaching objectives for the lesson which indicate the focus of the learning opportunities provided, and the learning outcomes which indicate a range of possible responses that students may give.

3.8 Differentiated Learning Outcomes

The differentiated learning outcomes show an indicative range of attainment levels for different students. They are given as a rough guide to stimulate the teacher's planning. In their class the range of attainment may be wider or narrower. In preparing the unit the teacher should reflect on the range of ability of the students in that class. There can do so by referring directly to the attainment levels. As a consequence of the range of attainment levels the teacher may need to plan for different teaching activities occurring at the same time.

4. The units for PSD

The units have three consecutive parts. The first part relates to the attainment levels of students from 5 to 8. The second part refers to attainment levels of students from 1 to 4 and in this part the objectives are similar to those in the first part but they may have been adjusted and this is indicated by the numbering of the objectives. Some units have a third part which refers to e learning activities that relate to all levels of attainment.

The teacher is expected to select the range of objectives (from parts one, two and three) needed according to the range of attainment levels of the students in their class.

5. Assessment Strategies

Assessment needs to be effective, meaningful and must have a purpose. The purpose of Assessment for Learning is to provide feedback for teachers and learners on the teaching and learning taking place on a day to day basis at classroom and school level. This evidence will enable the teacher to adjust the learning programme accordingly in order to improve the quality of learning. Assessment tasks and procedures should be consistent with the aims of each strand of the subject and with the activities being done in class to achieve these aims. In this way assessment will be a vital part of the learning programme. The teacher needs to think of assessment tasks that disclose what has been learnt, what needs further prompting and the next step in learning for the student.

Assessment strategies refer to the different method of data collection and how they are reported in both formative and summative contexts. A number of basic specific strategies include clear and shared learning intentions, specific and reachable success criteria, effective questioning, feedback that feeds forward, self and peer assessment. Assessment for learning and teaching is an essential part of promoting students' active participation at the level of their understanding.

There is an important distinction between strategies to assess attainment as opposed to achievement. Assessment of attainment relates to the 'academic' work in the subjects of the curriculum. Assessment of achievement relates to the broader issues that relate to attainment but includes other concerns such as student effort and motivation. In this context we can have a student at level three who is a high attainer and a student at Level nine who is a low attainer. Understanding this distinction is important if the teacher is to ensure that effective progression in learning takes place.

Assessment of the attainment level descriptors should only be summative once a year. Attainment level descriptors contain a number of learning outcomes that reflect a small example of all the learning outcomes arising from the units and their objectives. In assessing an attainment level descriptor the teacher should recognize each of these learning outcomes and use 'a best fit' approach in deciding which learning outcomes within a level that a student has attained.

Assessment of unit- based work should be formative and ongoing. As students complete their work examples of it can be kept. The teacher may also make written comments in their own diary and separately encourage the students to write their own evaluation. The collection of this formative data can be used to inform the attainment level that best fits the student. It is important that the evidence be collected systematically to allow objective judgment as well as subjective reflections about the achievement of the learner.

A classroom culture where a growth mindset is promoted needs to be created. It is a culture where learning is a priority, where learners yearn for that information that will stretch their knowledge, where the classroom changes into learning communities. Assessment for learning strategies are further elaborated in the Appendices.

6. Facilitating student centred learning with Curriculum documentation

The curriculum documentation is written to encourage the teacher to ensure that every student has the maximum opportunity to learn. One important element is to reflect on the limited ineffectiveness of the traditional approach of teacher led teaching and to explore the value of student led or student-centred learning as being a more efficient way of encouraging student curiosity and raising standards of educational attainment

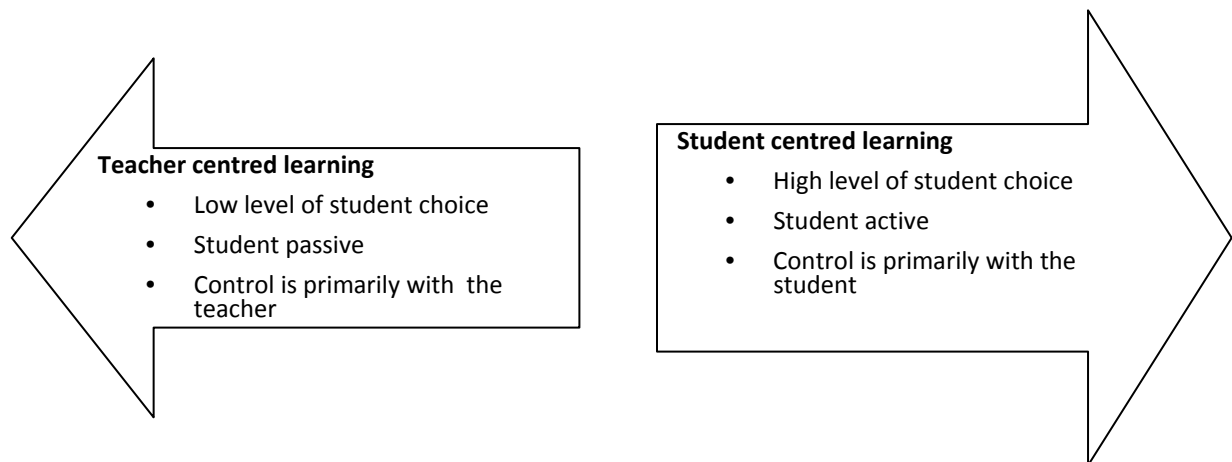
Traditionally teachers have taught their children using the same teacher led teaching method. They have decided on the lesson and one activity that they want to teach to all the students at the same time. Every student had the same experience and sometimes follow up exercises were given for two different groups. Teachers are encouraged to change their approach from teacher-led teaching to student centred learning.

6.1 What is student centred learning?

There are many terms linked with student centred learning e.g. Flexible learning, Experiential learning, Self-directed learning. Student centred learning is about the shift in power from the expert teacher to the student learner. The paradigm shifts away from teaching is to move the power from the teacher to the student. In student centred learning, the teacher is a leader who is perceived as an authority figure in the classroom but is sufficiently secured within themselves to trust the capacity of the others to think and learn independently. The learner has full responsibility for their learning.

6.2 Teacher-centred and student-centred contrary perspectives

There are two very different approaches to enabling students to learn. One is where the teacher tells the students all that he thinks that they need to know. This direct teaching usually is given from the front of the class and the teacher controls all of the student learning by efficiently telling the whole class what needs to be learned. At the other end of the spectrum there is student centred learning where the teacher is only one of several resources available to each different student in the class.



6.3 Student centred learning continuum

Within the various understanding of student centred learning there are a range of interpretations. In the limited interpretation the teacher decides what each individual student needs to know and sets the behavioural objectives to indicate efficient learning. Each student only learns what the teacher tells them but the information is specific to each student. At the other end of the student learning continuum, the student is in total control of what they learn and when they learn it. In this case the transmission of knowledge is not so efficient, but the control of the learning and understanding is very effective because it is monitored by the student themselves. In between these two extremes there are many interpretations of the term 'student centred learning'. The key factor is that the student is in control of the flow of learning information, no matter what are their disability related barriers to learning.

6.4 Implications for curriculum design

In order for a teacher to encourage student centred learning, there needs to be a clear curriculum framework through which students can progress, week by week and year by year. This framework should provide a curriculum of opportunity for each student to follow during their career through school. At the school and classroom levels there needs to be effective and appropriate curriculum design with the following features:

- a. The curriculum should be unitized with clear objectives
- b. Within a unit students should have a choice of what they wish to learn in the lesson

6.5 Lesson planning for student centred learning

Student centred learning requires the teachers to plan their lessons effectively. A lesson plan for a group of students should address the following questions:

- a. Are the indicative learning outcomes clear
- b. What are the identified learning processes for the beginning, middle and end of the lesson?
- c. What resources are identified?
- d. Is there any guidance for behaviour management?

6.6 Understanding the difference between the teacher's lowest conceptual level which is above the students' highest conceptual level.

Across all of the range of ability there is evidence that teachers in a teacher-led teaching context, significantly overestimate the level at which their students are capable of learning. Teachers use their lowest level of understanding to give students access to their lessons. Again and again, at all levels of attainment, there is evidence that the majority of students in a class fail to have a high enough level of understanding to appreciate the lowest level of their teacher. The teachers continue to teach what they know but fail to recognize that many of the students have no idea what the teacher is saying or doing. This is one of the greatest problems with teacher led teaching. Student centred learning would overcome this as the students level of understanding is the starting point which they control.

7. The use of curriculum documentation for curriculum planning

The value of unitized Curriculum documentation is that they support curriculum planning at both the school and classroom level. This approach means that the attainment of the students drives the balance of the school curriculum and not the subjective decisions of the school's senior management team. In the three tables below we can see that a unitized curriculum within a scheme of work allows the senior managers monitor at a school level what is happening at the classroom teaching level as well as at the classroom timetabling level.

7.1 Teaching hours for the allocation of subjects

At a school level the scheme of work allows for the allocation of teaching hours in Form One

Maltese	English	Mathematics	Integrated Science	Religion	Total teaching hours
84	105	105	84	42	
Geography	Arts Education	History	PSD	Social Studies	
21	21	42	42	21	
ICT	PE	+ 1 foreign language option	+ other option		
21	42	84	42		756 hours

(The above data is based on scholastic year 2010-2011)

7.2 Yearly planning statement

This document can then be converted into a yearly planning statement for each class. This allows the senior management team to understand and then monitor what is happening across one year in any one class.

School Yearly Planning 2011-2012

Form One

	Teaching Block (TB1)	Teaching Block(TB2)	Teaching Block (TB 3)
Maltese	Unit 1 Jiena Unit 2 Film li ma ninsa qatt Unit 3 Int sabiħa o Malta tagħna Unit 4 Darba waħda	Unit 5 Logħob u festi Unit 6 Sur editur Unit 7 L-istorja ta' Jo Unit 8 L-iskola	Unit 9 Jason Unit 10 Storja ta' vera Unit 11 Naraw fejn aħna Unit 12 Aħna tfal bravi
Maths	Unit 1 Properties of whole numbers Unit 2 Angles Unit 3 Number patterns & co-ordinates Unit 4 Decimal number & money Unit 5 Fractions	Unit 6 Metric measures & time Unit 7 Triangles & scale drawing Unit 8 Accuracy & number machines Unit 9 Polygons & symmetry Unit 10 Displaying data, central tendency & probability	Unit 11 Using letters instead of numbers Unit 12 What are directed numbers? Unit 13 What are straight line graphs & transformations Unit 14 Solid Shapes & Volume Unit 15 Solid Shapes & Volume
Arabic	Unit 1 Map Detectives	Unit 2 Exploring Malta (1)	Unit 3 Exploring Malta (2)
English	Unit 1 The way we live Unit 2 Going on holiday Unit 3 The world of science Unit 4 The world around us and beyond Unit 5 Families	Unit 6 Friends Unit 7 The right job for me Unit 8 Let's sing & play Unit 9 Adventure Unit 10 Let's play this game	Unit 11 Different ways of buying & selling Unit 12 Let's imagine Unit 13 Television Unit 14 Follow the rules Unit 15 Let's save the world
History	Unit 1 Beyond history Unit 2 Meeting civilizations	Unit 3 The Roman eagle spreads its wings Unit 4 The Roman eagle spreads its wings	Unit 5 Under the rule of the crescent Unit 6 Studying history

Social Studies	Unit 1 Living in a society –socialisation	Unit 2 Living in a democracy	Unit 3 – The person as a consumer – goods & Services
PSD	Unit 1 Getting to know my new school environment & peers Unit 2 All about me	Unit 3 Respecting ourselves & others Unit 4 Understanding growing up changes & making responsible choices	Unit 5 Roles & responsibilities within different social contexts Unit 6 Making good use of my time
Music(General) Music (Option)	Unit 1 Musicking Unit 1 note values, time names & signatures Unit 2 Pitch & pitch inflections	Unit 2 Music in Art Unit 3 Intervals & aural awareness Unit 4 The triad & its application	Unit 3 A golden treasury of medieval & Renaissance music Unit 5 Writing & performing strands
Textile Studies	Unit 1 One way to sew it up! Unit 2 Christmas Stocking	Unit 3 taking a look at textiles Unit 4 rags to riches	Unit 5 Creative Design Unit 6 Colour your Life
PE	Unit 1 Fast, high & far Unit 2 Let’s dance	Unit 3 That’s a cool work out Unit 4 A cool routine	Unit 5 Just between us Unit 6 Send it up high Unit 7 Outdoor 1- follow it, find it
Integrated Science	Unit 1 In the lab Unit 2 Grouping Unit 3 Ecology Unit 4 Energy around us	Unit 5 Energy & sustainable living Unit 6 Chemical reactions Unit 7 Cells & body systems Unit 8 Reproduction	Unit 9 Acids & alkalis Unit 10 Materials Unit 11 Electricity Unit 12 Forces
Religion	Unit 1 My journey Unit 2 The power within	Unit 3 Choosing the way Unit 4 The backpack	Unit 5 Challenges Unit 6 Never alone
Art	Unit 1 The magic of line	Unit 2 A kaleidoscope of colour	Unit 3 Patterns galore Unit 4 Textures to see, textures to touch
Drama	Unit 1 Let’s polish it	Unit 2 How do I behave?	Unit 3 We become someone else

Italian	Unit 1 Start Unit 2 Myself & others Unit 3 On the road Unit 4 In the city	Unit 5 What do you do? Unit 6 My identity Unit 7 The family Unit 8 Whose is it?	Unit 9 My home Unit 10 The Colours of life Unit 11 Daily routine Unit 12 What day is today?
French	Unit 1 Recognising French in various forms Unit 2 My school mates Unit 3 All about myself Unit 4 My clothes, likes & dislikes	Unit 5 Life at school Unit 6 Consolidation & revision Unit 7 My family Unit 8 Time & date	Unit 9 Where am I? Unit 10 Let's visit Paris! Unit 11 Where is all? Unit 12 Consolidation & revision
German	Unit 1 Let's start Unit 2 All about myself Unit 3 Family & friends Unit 4 How much, how many?	Unit 5 Daily routine Unit 6 What is the weather like? Unit 7 Free time & hobbies Unit 8 Yes, of course	Unit 9 What I can do & what I want to do Unit 10 Have you heard? Unit 11 At home Unit 12 Consolidation & revision
Arabic	Unit 1 Let's get started Unit 2 The Arabic Alphabet Unit 3 All about me Unit 4 Identifying yourself & others	Unit 5 Sentence structure & punctuation Unit 6 Family & relatives Unit 7 Colours, Shapes & descriptions Unit 8 My house; types of houses	Unit 9 My school & its environment Unit 10 Can you tell me where is.....? Unit 11 Numbers (1-10) days of the week & months Unit 12 What I have learnt this year
Design & Technology	Unit 1 Gifts of the forest Unit 2 Plastic investigator	Unit 3 Test it yourself Unit 4 Treasures from under ground	Unit 5 One way operation Unit 6 Sensible energy sources
ICT	Unit 1 Collecting and sharing information	Unit 2 Texts, pictures and numbers	Unit 3 Presenting and publishing information

Spanish	Unit 1 Ready, set, go! Unit 2 Hello, how are you? Unit 3 Where are you from? Unit 4 the family is well, thanks.	Unit 5 How hungry! Unit 6 Everyone has their favourite colour Unit 7 Home, sweet home Unit 8 Come on!	Unit 9 My daily routine Unit 10 It's raining cats & dogs Unit 11 More beautiful than most Unit 12 Beach or mountain?
Graph Communication	Unit 1 grasping the principles of basic geometric construction Unit 2 constructing angles & patterns by means of compass & set squares	Unit 3 Constructing triangles & quadrilaterals Unit 4 Constructing circles & polygons	Unit 5 Projecting isometric drawings Unit 6 Introducing information graphics
Home Economics	Unit 1 Discovering Home Economics Unit 2 Pyramid power	Unit 3 Smart snacking Unit 4 Breakfast Time	Unit 5 Sweet Endings Unit 6 Roll up your sleeves

7.3 Weekly Timetable

This document can then be used to identify a time table for any one class according to the relevant teaching block. So for example if we take the subjects for Teaching Block One above we can then produce a timetable for that Teaching Block.

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Unit 1 Properties of whole numbers	PSD Unit 1 Getting to know my school...	English Unit 1 The way we live	Int. Science Unit 1 In the lab	Geography Unit 1 Map Detectives
English Unit 1 The way we live	PSD Unit 1 getting to know my school..	Maltese Unit 1 Jiena	Italian Unit 1 Start	Religion Unit 1 My journey
Maltese Unit 1 Jiena	PE Unit 1 Fast, high & far	Maths Unit 1 Properties of whole numbers	Religion Unit 1 My journey	Maths Unit 1 Properties of whole numbers
ALM Unit 1 Musicking	Italian Unit 1 Start	Maths Unit 1 Properties of whole numbers	English Unit 1 The way we live	Italian Unit 1 Start
Maths Unit 1 Properties of whole numbers	History Unit 1 Beyond History	Italian Unit 1 Start	Maltese Unit 1 Jiena	Maltese Unit 1 Jiena
Home Econ. Unit 1 Discovering home	English Unit 1 The way we live	Int. Science Unit 1 In the lab	ICT Unit 1 Collecting & sharing information	English Unit 1 The way we live
Home Econ. Unit 1 Discovering home	Int. Science Unit 1 In the lab	PE Unit 1 fast, high & far	Social Studies Unit 1 Living in a society-socialisation	Int. Science Unit 1 In the lab

Such a system means that there is a direct and manageable link between what is being taught in the classroom and what is planned at a senior management level. This also means that the results of the attainment levels of student assessment can influence that balance of hours allocated to each subject. If this happens then it is possible to say that the balance of the subjects taught in any school is driven by the student's level of attainment i.e. it is a student centred curriculum.

8. The important contribution of eLearning.

eLearning is about making learning more flexible by providing access to tools that give greater possibilities to teaching and learning. The question, "What can teachers and students do today that they could not do without technology?" has to be the guiding rule that helps teachers and students use the tools to achieve skills that are expected in a 21st century learning environment. Digital technologies give control over to the users as to when and where they study while allowing them to develop at their own pace. Digital technology has the potential to provide a student centred learning environment tailored to meet individual needs.

8.1 Digital Technologies

eLearning provides a range of technologies including:

1. Generic software applications, word processors, spread sheets, and statistical tools which can be used to develop ideas and skills and to present and publish results and findings;
2. Subject specific software;
3. Presentation technologies - including interactive whiteboards, projectors, digital cameras, recording mics and presentation software;
4. The Internet - which provides access to a range of digital resources including on line libraries, databases and "Cloud computing".
5. Conferencing - which includes e-mail, Blogs and Wikis, discussion boards, bulletin boards and chat tools that can support a range of collaborative activities;
6. Multimedia to support a variety of learning styles and includes the use of images, sound, video and animation;
7. Computer assisted assessment - automatic on-line testing which will be available on the National VLE. Some teachers are already using such software that is available on the Web;
8. Computer assisted learning - using the computer to support learning e.g. online tutorials that might include video or animation and feedback within a structured framework;
9. Video conferencing, involving the use of audio and visual communication can be used to share ideas collaboratively;
10. Streaming - digital audio and video delivered via the web can give students access to real situations that might otherwise be inaccessible;

11. Simulations and Models that enable students to explore real world models and develop practical skills in a safe environment;
12. Games including robotics, game consoles and 3D worlds where the student learns through experimentation and interacts with others in a simulated environment;
13. Visualisation tools including mind mapping and concept mapping tools that are used to represent complex information.
14. the list is not exhaustive and the creative teacher will be helped and supported in exploiting emerging technologies to enhance the teaching and learning.

8.2 Leaders' role

Digital technology plays a critical role in allowing teachers to focus on student-centred approaches. Integrating digital technology into the curriculum is an essential way to retool our schools and turn them into learning spaces that will prepare our learners for tomorrow. Integrating technology into the curriculum is not the same as being competent in using the computer. Leaders should stop thinking about technology training and how it can be used in the classroom and start thinking about curriculum training that incorporates technology.

9. Appendices

Appendix 1: PSD: Rationale

Primary Schools

Together with promoting children's spiritual, moral, social and cultural development, a school curriculum should prepare all children for all opportunities, responsibilities and experiences of life (Mason, H. 2001). PSD involves providing children with skills and processes involved in becoming happy and fulfilled individuals in a healthy and supportive environment.

Through their socialisation process, children should begin to take more responsibility for their behaviour. According to Kohlberg (1979), children younger than nine years of age are in the Pre-conventional level of moral reasoning. This stage describes children as wanting to abide with rules as a means of avoiding punishment. Thus students can begin to understand that there are consequences to behaviour (Clarke-Stewart, A. 1985). Therefore, for effective PSD methodology to take place, information and skills development pertaining to behaviour management should start at this stage. It is with this in mind that establishing Ground Rules is of the utmost importance when developing a PSD syllabus. This will also help to cater for the child's need for stability (Erikson, 1963). Moreover, children at this stage should be made aware of how to take responsibility for their own behaviour, their immediate environment and the needs of others.

Children in their early years at school embark on a journey whereby students begin to learn about themselves as developing individuals. The first part of this syllabus reflects this. Topics are centred around the self and the skills taught pertain to the necessary tools required for this developmental stage. These topics include amongst others – Being special, Self-esteem, and What makes Me Special. In this way children are acquainted with skills pertaining to the self.

At this stage children should also be developing a feelings vocabulary. Students can now be taught how to feel positive about themselves, learn to recognise what students have achieved and how to celebrate this achievement (Piaget, J., & Inhelder, B., 1969). This feeling of self-worth is crucial for the development of a healthy life-style. Moreover, once this process has been started, students can be encouraged to identify other people's feelings and needs. Students will also be able to respond to them accordingly.

Another basic milestone that children need to overcome is that of acquiring necessary skills to build healthy and satisfying relationships. At this stage, children's primary socialisation process moves to secondary socialisation through school and other extra-curricular activities engaged in by the child. Consequently, skills pertaining to forming relationships both with peers and adults need to be developed.

This is why topics such as – Friends, The Family, Sharing, Trust need to be covered. At this stage, it is important that children also develop the necessary skills to keep themselves safe and free from danger. It is for this reason that skills pertaining to forming relationships need to be followed by skills about

safety issues. With this in mind topics such as Identifying Danger, Personal Details and Whom To Give Them To, and Safety at Leisure have been included.

At this stage children start to take up some responsibility for developing a healthy life-style. Furthermore, the cultural context is of the utmost importance in the planning and implementation of topics. Therefore culture must be given due consideration when preparing lessons.

Other social skills are imparted through the PSD methodology itself. Skills such as listening, turn-taking, responding, resolving simple moral dilemmas, and dealing with feelings of injustice, are developed. As with all other primary subjects, the PSD specialist should apply and integrate Thinking Tools into the PSD methodology as a way of reinforcing the tools. Through modelling by the PSD Specialist, a number of skills are demonstrated. This puts into the limelight the role of the PSD specialist, who, through his/her behaviour introduces basic skills, especially those related to Listening, Turn-taking and Empathy.

Children should also try to understand basic political processes that shape their daily lives. The PSD Syllabus provides activities where children can learn skills about democratic decision making and deciding on how to support others.

As the children grow older, students embark on a new journey, whereby students are seeing themselves as changing and as growing individuals. Students can begin to explore social and interpersonal issues such as independence, self-confidence and maturity. It is essential that at this stage children consolidate ideas and skills pertaining to relationships. The children's relationship building process is analogous to the concentric circles formed when a stone is thrown into a pond. At pre-school level, students only have the family as their sole point of reference. Through primary school, another circle is formed. The socialisation process then continues to grow so that during the late primary years, their circle of socialisation is expanding concentrically. Therefore, children need to be equipped with the right skills to anticipate possible needs. In PSD this will be done by assessing the future developmental needs of children and equipping them with the necessary skills.

It is essential that children during the late primary years begin to understand more about the effects of their own choices and behaviour on local, national and global issues. Therefore it is of utter importance that PSD specialists help students develop skills related to these themes. During the late primary years, children are faced with major transitions in their lives, namely puberty and transition to secondary school.

Children require skills that will help them navigate through these transitions, in a smooth way. Apart from information on how to deal with changes that occur during puberty and the transition to secondary school, children should be given skills on how to deal with transitions as a component of every day life. Linked specifically to this are basic skills on how to make decisions, which will influence the children's future. Consolidation and reinforcement are important for an appropriate accumulation of knowledge, together with development of skills and abilities. This is why at the end of each year through closing sessions and throughout the whole syllabus, topics and objectives are reviewed from time to time. In this way children are given the possibility to acquire new skills and compare them to those already assimilated, thus building a strong foundation for new competencies.

Secondary School

Adolescence is a period of major changes, which are not only physical but also cognitive, emotional and moral.

These are all very important aspects that have been taken into consideration when working on the development of the Secondary PSD Syllabus. A clear identification of all this can be seen both through the specific topics chosen for each year, as well as, through such topics as, communication. This topic which is dealt with throughout all the secondary years, by applying different objectives, which cater for the specific needs of each particular stage of development reached by students.

Physical changes are the most obvious changes that take place during adolescent years (Santrock, 1996). These changes, many times, tend to influence, the young adult's perception of him/herself, more than any other. This is because these changes are concrete and more easily perceived by young adults. Coupled with these stressors, are also social influences and perceptions (Sprinthall, 1995). In view of all this, and to overcome any fears and worries that these transitions may bring about, specific topics are tackled. In Form 1, 2 and 3 importance is given to students' stage of physical development vis-à-vis same gender and opposite gender. In Form 4 and 5 lessons focus on sexuality related issues. However, in light of the great emotional and mood changes which come about during this period, Growing-Up topics not only consider physical changes but also emotional skills. To cater for the social issues related to physical development, Gender Issues and Media are also tackled.

Apart from physical development, throughout secondary school, the adolescent would be going through great cognitive changes. Consequently becoming more and more of an abstract thinker, reaching what Piaget termed as the *Formal Operational* stage (Inhelder & Piaget, 1958). However this does not come about overnight as some might think.

This change is gradual. It is also very important to keep in mind that there are still limitations to adolescent thought, which is expressed through what Elkind (1978) termed as adolescent egocentrism. In light of all this, topics such as *Decision Making*, have been addressed during different years and at different levels. For instance *Decision Making* in Form 2 is *Family* (Form 2), *Intercultural Awareness* (Form 3); *Expressing Oneself* (Form 4); *Interpersonal Skills* (Form 4) and *Aspects in Relationships* (Form 5) take all this into consideration. Teamwork and co-operation give students the opportunity to be directly involved in group work and activities of peer interaction, which, according to Tharp & Gallimore (1988), foster cognitive growth and increase critical reflection. Other topics and objectives conducive to this are, Media (Form 1) and Rights and Obligations as Consumers (Form 4).

Another aspect of the individual which goes through major changes during adolescence is the self. The young person strives very hard to develop his/her personal identity, termed by Erikson (1959), as Identity Formation. It is only through great support, and strong awareness of personal feelings that adolescents reach this state. Keeping this in mind, so helping students achieve this need, specific modules related to Self Confidence have been included throughout the five years. These are, *Myself* (Form 1), *Self Awareness* (Form 2); *Self-Expression* (Form 3) and *Expressing Oneself* (Form 4).

One must keep in mind that these developmental domains are not distinct aspects but that changes are taking place simultaneously in all spheres. Active exploration of identity, coupled with changes in the cognitive domain, helps the young adult advance in moral reasoning. With adolescence, young people no longer believe that moral rules are absolute. Students realise that people have different perspectives on moral matters. To help students reach this level of moral development, topics such as Values and Diversity, personal values in relation to sexual behaviour in Form 3, together with Tolerance of Ideas, have been emphasised. This is the case with the whole of this curriculum. By providing them with challenging ideas, students are helped to progress from the conforming attitude to please others, Kohlberg's (1979) 'good boy-good girl' orientation, to a more mature attitude which is of a more universal nature.

Kohlberg maintains that higher education has a positive effect on moral development. Here young people are placed in contact with moral issues that go beyond personal relationships, these issues which are discussed during Form 5.

Together with the developmental phases faced by students, considerable attention throughout this syllabus, has also been given to the time of year, transitions encountered by these young adults, and the importance of healthy living. At the beginning of each year a number of lessons have been allotted to help students not only get acquainted with the subject and its content but also to getting to know each other in *Back to School*. Although through their adolescent years students start to develop a sense of *Personal Identity* and *Independence* (Erikson 1968), according to Maslow (1970) individuals need to achieve affectionate relations with others – *belongingness* and *love needs*. It is through the development of these lessons and skills such as *Ground Rules*, and *Team-work and Co-operation*; that students will be given the opportunity, in a controlled and safe atmosphere, to develop this sense of Belonging.

Throughout the secondary years students go through a number of transitions, which obviously have an impact on them life and psychological well being. It is due to these changes, that the first module in Form One, emphasises those skills which students require during this period. The aim of these skills is to help students adjust to the new school environment new classmates, teachers and school rules.

Another transitional stage met during these secondary years comes along when students are faced with the choice of which subjects to opt for. Here skills such as decision making and the application of Thinking Tools, are tackled in order to help students go through this phase in a successful manner. The last major transition during the secondary years comes during Form 5. Here students start preparing themselves either for the world of work or else for tertiary education. Due to this, the main focus is to reinforce the major skills tackled throughout the secondary years together with social skills and issues which will help students socialise and deal with situations students might encounter once students leave school.

At the end of each year a number of lessons are dedicated solely to closure. This is vital for this syllabus to fulfil completely the need of our students. As with any other life situation all things come to an end. However, as in any life experience positive endings depend on the attention and considerable investment dedicated to these moments. Students are thus given the opportunity to reflect and

evaluate their year's experience in such a way as to deal with any unfinished business in the group and to allow for a safe parting atmosphere. As pointed out by Nelson-Jones (1991) the quality and effectiveness of the content of any lifeskills sessions depends on its closure.

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Appendix 2: Assessment for Learning - important general principles

Assessment for Learning (AfL) occurs when evidence is used to adapt the teaching to meet the needs of the students. Assessment for Learning enhances learning for all types of students because it is there to build a bridge between what is known and what lies on the next step.

1. Understanding what students know

Before starting to teach a new topic or concept, we need to become aware of what are the pupils' perceptions on the subject. Techniques that can be used include Brainstorming, Questioning, Survey, Concept Mapping, Mind web, Discussion, Short test, Evaluate written work done at home or at school.

2. Effective Questioning Techniques

We should consider the use of open challenging questions which allow a range of correct responses and require students to think. More wait time is required. This wait time has to be of around five seconds. Students usually leave the answering of questions to the few most able students in class or else when we use a 'hands up' technique, only those that are sure of the answer put up their hand as the others would not want to risk. What about the rest of the students? How will we know that these students have grasped the concept or the skill? Therefore avoid the hands up technique and give everybody an opportunity to answer. Questions can be of the following type:

- **Literal Questions**
Simple recall: Who? Where? When? What?
- **Application Questions**
Can you think of another situation similar to this?
Do you know of another story that deals with the same issues?
Do you know where else this can be used?
- **Analytical Questions**
What makes you think that?
Can you support your view with evidence?
Why do you think this was written/given in such a way?
Why did you decide to do it in such a way?
- **Synthesis Questions**
What is your opinion?
What evidence do you have to support your view?
Given what you know about... what do you think?
If you were.... what would you think

- **Evaluation Questions**

What makes this ... successful?

Does it work if done in another way?

Which is better and why?

3. Oral Feedback during the lesson

Feedback is fundamental. It gives the opportunity to students to improve in their learning. Feedback has to be from teacher to student, student to teacher, and student to student. Good Oral Feedback should

1. focus on the student's work not on the person
2. state specific ways on how the work can be improved
3. compare the work the student produced with what was previously done
4. do it all along the activity
5. be critically constructive use
6. se comments that push the learning forward
7. use a language that does not intimidate the students
8. consider all the students' comments
9. focus on the learning intentions explained at the beginning

4. Oral and Written Feedback after the lesson

'It is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written feedback'. (Black 2004)

Written feedback can be in the form of grades or comments or both. A numerical mark does not tell the students what needs to be improved in their work and therefore an opportunity to enhance their learning is lost. When a comment is written next to the grade, students tend to ignore the comment and all the corrections the teacher does. The mark becomes a measure of their ability.

Give students the correct advice that would lead them to correct their mistakes. This advice has to be concordant with the learning intention. The advice should be a very short piece of information about where the students achieved success and where they could improve against the learning intention.

The work should go back to the student who must be given time to carry out the requested changes. The work will then go back to the teacher who will correct it and give another advice on what can be done next to enhance learning.

Comments need to begin with what has been a success by showing what needs to be improved and by giving advice on how this improvement can be achieved.

The feedback given has to cause thinking and students need to be given time to answer

- Focus on specifics by asking a specific question about what went wrong
- Delve and ask questions that prompt a student to be more specific

The feedback given should stimulate the student to improve. It should be challenging enough to motivate the students to learn. Visible improvements will increase the students' self-esteem.

5. Promoting Self-Assessment and Peer-Assessment

Self-Assessment.

Many studies show significant progress made by children who have been trained to be self-evaluative. At the end of every lesson students are asked to produce reflective comments about their learning, followed by a teacher's summary, unravelling misconceptions that might have been created and providing links with future learning. Self-evaluation has to be linked with the learning intentions and this will lead to student progress, more persistence and a higher self-esteem from the students' part.

Training students to be self-evaluative;

1. Explain why a self-evaluation is needed. Significant progress is made by students who are self-evaluative. When they compare their learning against the learning intentions, they understand where they stand in their learning. Then they can ask the necessary questions to move forward.
2. Recap the learning intention a number of times during the lesson.
3. Be prepared with a number of questions for the end of the lesson.
What did you find most difficult to learn?
Is there something which you are still unsure about?
Is there anything you need to know more about?
4. Give students some thinking time (15-30 seconds) to answer the above questions.
5. Use different approaches to get the answers for the above questions such as whole class responses, paired-responses, group responses.
- 6.

Peer-Assessment

When students are given the opportunity to verbalise what they have learnt, their brain will start processing the data by giving it a structure, forming bridges between what is new and those concepts/perceptions that they had before. This will make students aware of what has been learnt and what needs further clarification. Therefore it is of extreme importance that teachers give space and time for students to speak about the topic in question. Peer-assessment is the ability to assess the work of others, whether it is written, spoken, painted or any other practical piece of work. Students will be able to perform peer-assessment only if the teacher has given them clearly stated success criteria against which they can perform assessment. Skills which form the basis of peer-assessment: Students have to learn to observe to form an opinion and to know why they have formed that opinion.

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Appendix 3: Digital Technology Enhanced Learning.

Using Digital Technology to enhance learning is a requirement of the National Curriculum. It is the entitlement of all students. The entitlement documents that follow are not intended to be exhaustive, but indicate where Digital Technology might usefully support students in acquiring knowledge, being creative, collaborative and in communicating appropriately and effectively.

In many secondary schools access to Digital Technology at this point in time poses a number of challenges, so careful planning is necessary to use even a small amount with all students. The situation in Primary schools is less challenging as each class has at least three PC and the teacher's laptop. As any reform is a journey rather than a one-off event, it is envisaged that the entitlement documents will be updated periodically to accommodate new emerging technologies. It is not intended that all of the suggested links and possible activities be used and those described may be used in different ways. Some activities and ideas lend themselves to using the teacher's laptop and the interactive whiteboard at its most basic function. Other activities and ideas work best with a networked system and portable computers, and which make best use of the virtual learning environment. Students may be able to use ICT at home and this should be encouraged where it is appropriate.

The suggested ideas (at the end of each unit) exploit the software that already exists in school or is available freely in the public domain or cloud. Many of the activities are straightforward and easy to put in operation. Others may require support from e-Learning Champions in the school. In any case the best idea is for class teachers to consult the school's e-Learning Champion about what they want to do and how it might fit in the curriculum. It is not the intention of the e-learning entitlement documents to deliver students' ICT capabilities although some activities will consolidate what the students learn during discrete ICT and Computing lessons.

The PC and other digital technology

Primary and secondary school students need to be taught 21st century skills if they are to thrive in the technology-infused job sectors they will enter in the future. We need to fuse the traditional 3 Rs with critical thinking and problem solving, creativity and innovation, communication, and collaboration. It is no longer enough to instruct students in spoken and written communication. They need to be taught to communicate electronically including netiquette, email and Web interactions. Collaboration today happens also virtually, where materials and documents are shared without regard to physical space. More collaboration will be occurring in 3D, immersive environments so students need to be adept at navigating virtual worlds. It follows that students should be given opportunities to apply and develop their ICT capability through the use of digital technology and Web 2.0 tools to support their learning in all subjects.

Students should be given opportunities to support their work by being taught to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;

- exchange and share information, both directly and through electronic media especially Web 2.0 tools; and,
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Bloom's Digital Taxonomy

Bloom's Taxonomy in its various forms represents the process of learning. The six levels by Bloom have been simplified in some cases, like the three storey intellect inspired by Oliver Wendell Holmes and adapted to education by Art Costa, but basically Bloom's Taxonomy still represents how people learn. Bloom's revised digital map is an update of the original 1950 and 2000 map and accounts for the new behaviours, actions and learning opportunities that emerge with new technologies. The digital taxonomy addresses the following skills:

Key Term	Thinking skills	Digital skills	
Remembering	Recognise, listen, describe, identify, retrieve, name, locate, find	Bullet pointing, highlighting, bookmarking, social networking, social bookmarking, searching, Googling, local bookmarking.	Low order thinking skills ↑
Understanding	Interpret, summarise, infer, paraphrase, classify, compare, explain, exemplify	Advanced searching, Boolean searching, blogging, twittering (micro-blogging), categorising, tagging, commenting, annotating, subscribing.	
Applying	Implement, carry out, use, execute	Run, load, play, operate, hack (reconfigure or re program a system), upload, share, edit	
Analysing	Compare, organise, deconstruct, attribute, outline, find, structure, integrate	Mashing-up (as in layering of images on maps), link, validate, reverse engineer, crack, media clip	↓ High Order thinking skills
Evaluating	Check, hypothesise, critique, experiment, judge, test, detect, monitor	Comment in blogs, post, moderate, collaborate, network, refactor (as in improving code readability, i.e. undertaking tiny changes in program code to improve software), testing new code	
Creating	Design, construct, plan, produce, invent, devise, make	Program, film, animate, blog, video blog, mixing and remixing, wiki-ing, publishing, video casting, podcasting, directing	

Appendix 4: Matching software to Attainment Levels 1 to 3

The following level 1,2 and 3 attainment level statements all contain examples of software that can be used to support teaching activities.

Level 1:

A1i Using Big Bang, Switch It Patterns to attract attention, student may be passive or resistant.

A1ii Using Switch It Series, student shows alertness and simple reflex responses.

A2i Switching on a fan or tape recorder using a switch, watch and track images on a screen using Big Bang, Big Bang Patterns.

A2ii Turn towards familiar music and stories and respond to familiar events in a story. Repeatedly press a sequence.

A3i Communicate intentionally to ask for computer, press the Go button on a BeeBot to repeat a movement. Show pleasure at the responses e.g. Switch It Series build up.

A3ii Initiate a program - e.g. Touch Games, Switch it Maker 2 to start the sequence. Anticipate the next step in a program e.g. Choose and tell Legends. Use two switches to make a choice e.g. Switch Skills for Two, Choose and Tell Series. Use Choose it Maker 2 to make a simple decision. Show awareness of problem-solving e.g. pressing a switch repeatedly when the computer has been switched off.

Level 2

A4 Students recognise their own image (digital photographs in Switch It! Face Maker), start a story on a DVD.

A5 Matching activities in Skill Builders Matching Skills, Sorting Skills, recognising numbers and alphabet letters in Choose It Maker 2, Clicker 5. Use a communication grid to make needs and wants known Boardmaker Plus, The Grid 2.

A6 Use the computer or portable communication device to send a message, write their own name in Clicker 5, Symwriter. Save and retrieve work they have done in Clicker 5. Follow a set of instructions to control the Constructa-bot, Pro-Bot. Switch on the computer and load a familiar program independently

Level 3

A7 Choose which images to include in Switch It Maker 2. Give directions and instructions and use symbols to write messages in Clicker 5, Symwriter, Communicate in Print 2

A8 Record own voice on Easi-Speak or computer program e.g. Switch-it Maker 2, put together their own slide sequence using Switch-it Maker 2, select and insert a clip art into a word processor, Select a range of tools from a toolbar in Clicker 5, make animation in Textease.

Appendix 5: Online resources for attainment levels 1 to 3

The following list details sources of free software and guides that can be used to support students with individual educational needs and the use of Assistive Technology.

ACE Centre Advisory Trust <http://www.acecentre.org.uk>

ACE Centre access software, a free version of Switch Access to Windows plus Windows shareware.

Call Centre <http://www.callcentrescotland.org/resources>

Downloadable communication boards and resources, BoardMaker V6, Clicker 5 and PowerPoint resources.

Children's BBC (CBBC) <http://www.bbc.co.uk/cbbc/>

BBC web site for children with switch accessible online games.

Communication for All <http://www.communication4all.co.uk/>

An interesting website which supports inclusion

Crick Software Ltd <http://www.cricksoft.com/uk/> and <http://www.learninggrids.com/uk/>

freely downloadable Clicker 5 grids, a software package used to support students across all curricular areas.

Do to Learn <http://www.dotolearn.com>

Games, songs and fun activities.

Enchanted Learning <http://www.enchantedlearning.com/Home.html>

Online curriculum material including Languages, Physical Sciences, Geography, Sciences, Maths, Music.

Help kidz learn <http://www.helpkidzlearn.com>

a number of activities which can be used with a switch, tracker-ball or other hardware.

Hiyah <http://www.hiyah.net/software.html>

downloadable games including pre-literacy and early maths skills.

Inclusive Technology <http://oneswitch.org.uk/>

Ideas, games and resources for art, music and playing video and computer games using switches.

Intellitools Inc <http://www.intellitools.com/>

Activity exchange area including the Intellikeys concept keyboard and Classroom Suite.

Jigsaw Planet <http://www.jigsawplanet.com/>

Can create a puzzle with a minimum of 6 to a maximum of 200 puzzle pieces.

Mayer-Johnson resources www.mayer-johnson.com

Software downloads and a 30 day trial version of Boardmaker symbols.

Meldreth Manor <http://atschool.eduweb.co.uk/meldreth/textandinfo/comp.html>

Meldreth Manor School has downloadable PowerPoint and Illuminatus switch activities.

Northern Grid for Learning <http://www.northerngrid.org/sen/dbsenmain.htm>