



Curriculum Analysis – Malta

Early Years Cycle ¹ (0-7 year-olds)	
<p>Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)</p>	<p>The aim of the Learning Outcomes Framework (LOF) is to free schools and learners from centrally-imposed knowledge-centric syllabi, and to give them the freedom to develop programmes that fulfil the framework of knowledge, attitudes and skills-based outcomes that are considered to be the entitlement of all learners in Malta.</p> <p>The Early Years Cycle² includes childcare (0 to 3-year olds)= , Kinder 1 (3 to 4-year-olds) and Kinder 2. These constitute Level of Attainment 1, 2 and 3 in the LOF curriculum with no clear-cut boundary between levels to give more autonomy to the educators and encourage a learner-centred approach³.</p> <p>The principle that should guide assessment in childcare is one that considers it to be a tool for learning; it should inform educators in ways that enable them to support children’s learning. Assessment in the early years should be: formative; informed by an understanding of learning as co-constructed in interactions with people, places and things; inclusive of children’s voices and parents’ perspectives; and credit-based.</p>
<p>Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/) Please note that information is needed only for the categories actually addressed by the curriculum.</p>	<p>SELF-MANAGEMENT: This pertains to the managing emotions and behaviours to achieve one’s goals. Learning outcomes 1 and 5 address this dimension.</p> <p>SELF-AWARENESS: This pertains to the ability to accurately recognise one’s emotions and values, as well as one’s strengths and weaknesses. Learning outcomes 1 and 2 address this dimension.</p> <p>SOCIAL AWARENESS: This entails showing understanding and empathy for others. Learning outcome 3 addresses this dimension.</p> <p>RELATIONSHIP SKILLS: This entails forming positive relationships, working in teams and dealing effectively with conflicts. Learning outcomes 3 and 4 both address this CASEL dimension.</p> <p>RESPONSIBLE DECISION-MAKING: This pertains to making ethical and constructive choices about personal and social behaviour. Learning outcome 2 address this CASEL dimension.</p>
<p>Topics and themes covered, including any domains and issues addressed</p>	<ul style="list-style-type: none"> ● <i>Learning Outcome 1: Children who develop a strong sense of identity</i> Learners develop in a safe, secure environment which they can trust, develop a sense of independence and autonomy and become responsible and resilient in the face of challenges. ● <i>Learning Outcome 2: Children who have a positive self-image</i> Children who believe in themselves fully aware of their potential and capabilities and who develop positive attitudes which

¹ <http://curriculum.gov.mt/en/resources/the-ncf/pages/default.aspx#Consultation>

² <http://curriculum.gov.mt/en/Resources/The-NCF/Documents/NCF.pdf>

³ <http://www.schoolslearningoutcomes.edu.mt/en/subjects/early-years>



	<p>enable them to take the initiative and become risk- takers.</p> <ul style="list-style-type: none"> ● <i>Learning Outcome 3: Children who are socially adept</i> Children who are capable of establishing relationships with others, who develop empathy, respect and acceptance of different points of view and who learn to collaborate with peers and adults with diverse backgrounds and needs. ● <i>Learning Outcome 4: Children who are effective communicators</i> Children who are capable of using different forms of media for communication, who interact and engage with varieties of text and printed material increasing their awareness of purposes/functions, who are familiar with symbols and patterns and their use, who are aware of different language systems (Maltese and English), who engage with digital literacy as a means of retrieving data as well as representing and communicating ideas, and who are versatile with the use of numbers, data handling, shapes and measurement and print in context as a means of production of knowledge and information as well as meaning making and comprehension. ● <i>Learning Outcome 5: Children who nurture positive attitudes towards learning and become engaged and confident learners</i> Children who develop a range of cognitive skills to include labelling/identifying, recognition, sorting, hypothesising, predicting, comparing, sequencing and grouping.
<p>Recommendations</p>	<p>All 5 CASEL Dimensions are addressed with the LOF for the pre-primary (childcare, kinder 1, kinder 2). However, whereas four out of the 5 CASEL dimensions are adequately addressed, more emphasis needs to be placed on emotional expression and emotional regulation, resilience skills, and the ‘RESPONSIBLE DECISION-MAKING’ dimension.</p>



Curriculum Analysis – Malta

Primary School Cycle	
<p>Introductory overview of the curriculum (e.g. what is the focus, what are the approaches, how is it delivered, etc.)</p>	<p>The aim of the Learning Outcomes Framework (LOF) is to free schools and learners from centrally-imposed knowledge-centric syllabi, and to give them the freedom to develop programmes that fulfil the framework of knowledge, attitudes and skills-based outcomes that are considered national education entitlement of all learners in Malta.</p> <p>The primary spans from Year 1 to Year 6 although in the NCF (2012), Year 1 and Year 2 (5 – 7 year olds) are considered to be part of the Early Years cycle.</p>
<p>Goals and expectations, level of attainment, statutory requirements, etc. which are connected to the affective domain of learning; please provide information against the core competencies indicated (based on the attached CASEL segmentation; more information can be found on http://www.casel.org/core-competencies/)</p> <p>Please note that information is needed only for the categories actually addressed by the curriculum.</p>	<p>SELF-MANAGEMENT: This pertains to the managing emotions and behaviours to achieve one’s goals. The following address this CASEL dimension:</p> <ul style="list-style-type: none"> ▪ Subject focus 1 of the Arts: Encouraging the personal and collaborative responses of the learner: promoting curiosity, exploration, experimentation and invention. ▪ Subject focus 3 of the Arts: Demonstrating understanding of Materials, Techniques, Skills, Media and Aesthetic Qualities. ▪ Subject focus 3 of Drama: Reflecting on Drama. ▪ Subject focus 1 of PE & Sport: Becoming an independent learner within a student-centred learning environment. ▪ Subject focus 1 of PSCD: Developing my personal identity and intrapersonal awareness. ▪ Subject focus 3 of PSCD: Understanding myself as I am growing up. <p>SELF-AWARENESS: This pertains to the ability to accurately recognise one’s emotions and values, as well as one’s strengths and weaknesses. The following address this CASEL dimension:</p> <ul style="list-style-type: none"> ▪ Subject focus 3 of the Arts: Demonstrating understanding of Materials, Techniques, Skills, Media and Aesthetic Qualities. ▪ Subject focus 3 of Drama: Reflecting on Drama. ▪ Subject focus 4 of Ethics: Fostering a positive sense of ourselves. ▪ Subject focus 6 of Ethics: Contemporary Moral Language and its Central Concepts and Metaphors. ▪ Subject focus 2 of PE & Sport: Harnessing Physical Literacy. ▪ Subject focus 4 of PE & Sport: Addressing challenges and developing problem-solving skills through Physical Education. ▪ Subject focus 1 of PSCD: Developing my personal identity and intrapersonal awareness. ▪ Subject focus 5 of Religion: Connectedness with myself, others and God. ▪ Subject focus 10 of Religion: Understanding moral language.



	<p>SOCIAL AWARENESS: This entails showing understanding and empathy for others. The following address this CASEL dimension:</p> <ul style="list-style-type: none"> ▪ Subject focus 4 of the Art: Art in Context. ▪ Subject focus 2 of Ethics: Religious and Secular Cultures and Belief Systems. ▪ Subject focus 3 of Ethics: The Human Community. ▪ Subject focus 7 of Ethics: Respect for others. ▪ Subject focus 8 of Ethics: Engaging in Moral Debate. ▪ Subject focus 10 of Ethics: Justice and Fairness. ▪ Subject focus 1 of PSCD: Developing my personal identity and intrapersonal awareness. ▪ Subject focus 5 of PSCD: Citizenship. ▪ Subject focus 1 of Religion: Community life, relationships and roles in communities of faith. ▪ Subject focus 2 of Religion: Religion and Society. ▪ Subject focus 4 of Religion: Beliefs, Traditions, Practices - World Religions, selected study. ▪ Subject focus 3 of Social Studies: Social Groups and Social Institutions. ▪ Subject focus 6 of Social Studies: Culture. <p>RELATIONSHIP SKILLS: This entails forming positive relationships, working in teams and dealing effectively with conflicts. The following address this CASEL dimension:</p> <ul style="list-style-type: none"> ▪ Subject focus 4 of Drama: Working Together in Drama. ▪ Subject focus 9 of Ethics: Collaborating with others in the construction of a shared and mutually enriching vision of life. ▪ Subject focus 5 of PE & Sport: Working towards students' holistic development. ▪ Subject focus 2 of PSCD: Developing healthy and respectful relationships. ▪ Subject focus 11 of Religion: Maturing in education through the virtues. ▪ Subject focus 2 of Social Studies: Populations, Development and Environments. <p>RESPONSIBLE DECISION-MAKING: This pertains to making ethical and constructive choices about personal and social behaviour. The following address this CASEL dimension:</p> <ul style="list-style-type: none"> ▪ Subject focus 2 of the Arts: Interpreting and Evaluating Art. ▪ Subject focus 4 of the Art: Art in Context. Subject focus 6 of Religion: Challenging aspects in human experience. ▪ Subject focus 8 of Religion: Challenges in the light of Catholic Tradition and the Biblical message. ▪ Subject focus 5 of PSCD: Citizenship. ▪ Subject focus 1 of Social Studies: The Self within Society. ▪ Subject focus 4 of Social Studies: Power and Politics. ▪ Subject focus of Social Studies 7: Social Change. ▪ Subject focus 8 of Social Studies: Crime, Deviance and Social Control.
<p>Topics and themes covered, incl. any domains and issues addressed</p>	<p><u>Level 4 (year 1 and 2)</u> Same learning outcomes as Level 1 to 3, with increasing depth in terms of knowledge, attitudes and skills (see p.2). <u>Level 5 (year 3 and 4) and Level 6 (year 5 and 6)</u></p>



→ **ART**

Subject focus 1: Encouraging the personal and collaborative responses of the learner: promoting curiosity, exploration, experimentation and invention.

I value my background and everyday experiences as sources of inspiration and can relate the visual arts to my immediate environment; I am able to draw on my curiosity, imagination and divergent thinking processes to pose questions and explore ideas, spaces, materials and technologies; I can apply skills and dispositions such as goal setting, working independently and collaboratively, showing initiative, experimentation and adaptability.

Subject focus 2: Interpreting and Evaluating Art.

I understand how to employ basic ethical decision-making when reflecting on my own and others' art works and when creating art works that involve the intellectual and cultural property rights of others; I can interpret a variety of artistic forms, recognising and evaluating traditional, historical and contemporary works and identifying possible meanings; I understand the role of the visual arts in fostering lifelong learning. I am also aware of professional arts companies, galleries, museums, cultural organisations and creative adults, in Malta and the wider world, and their role in achieving such learning.

Subject focus 3: Demonstrating understanding of Materials, Techniques, Skills, Media and Aesthetic Qualities.

I can interpret, communicate and present ideas, problems and arguments in a number of visual modes; I can apply my understanding of the properties of media and of techniques to specific tasks and purposes that will benefit user groups and audiences.

Subject focus 4: Art in Context

I understand the capacity of visual arts to address moral, ethical, social and political issues relevant to Malta and the wider world. I appreciate that the arts can be challenging and provide a space for addressing social difference as well as facilitating social and cultural cohesion; I understand that imaginative activity can be harnessed to produce outcomes that contribute to the culture, creativity and wealth of Malta and the wider world; I know how to learn and update my knowledge of the arts.

→ **DRAMA**

Subject focus 1: Making Drama

I can devise scripted and improvised scenes, exploring real and imaginary narratives using drama skills and theatre conventions to engage an audience.

Subject focus 2: Performing Drama

I can experiment with movement, expression, voice and language and use theatre arts technology to create tension, mood and atmosphere and I can adapt and sustain different roles, to enter into the fictional world of drama.

Subject focus 3: Reflecting on Drama

I can analyse and evaluate the effectiveness of the technical aspects of structure, meaning and impact of performance and I can give and receive constructive comments, on my own and others' work.

Subject focus 4: Working Together in Drama

I can collaborate, share ideas and respond to others, in and out of role, to support and develop actions, ideas or emotions to communicate with an audience.



→ **ETHICS**

Subject focus 1: Learning about, and from our own, experience of the world, and from the beliefs, practices and traditions of others.

I can learn about, and from, my own experience of the world and from the beliefs, practices and traditions of others.

Subject focus 2: Religious and Secular Cultures and Belief Systems

I can understand how religious and secular cultures and belief systems sustain different ways of life, and can co-exist harmoniously in societies such as the Maltese society, where moral and cultural difference is respected and valued.

Subject focus 3: The Human Community

I am able to understand and value the notion of a human community, and the diverse ways it expresses itself in, and to see this as a source of richness.

Subject focus 4: Fostering a positive sense of ourselves

I have a positive sense of myself which I nurture through self-care and self-mastery, and of my connectedness with others, with the natural environment (animal and material), and, if I am a believer, with an Ultimate reality.

Subject focus 5: Questions that are fundamental to Human Experience

I can formulate and express questions that are fundamental to human experience and endeavour to find an answer.

Subject focus 6: Contemporary Moral Language and its Central Concepts and Metaphors

I am able to understand contemporary moral language and its central concepts and metaphors, including those of rights, virtues, duties, obligations, autonomy, self-regarding and other-regarding acts, side-effects, and consequences.

Subject focus 7: Respect for others

I am able to reflect on that language critically but with due respect for those with different beliefs and a different moral outlook.

Subject focus 8: Engaging in Moral Debate

I can contribute meaningfully and reflectively to moral debate even on fundamental and contentious questions, duly respecting the right of others to think and argue differently.

Subject focus 9: Collaborating with others in the construction of a shared and mutually enriching vision of life

I can collaborate with others in the construction of a shared and mutually enriching vision of life.

Subject focus 10: Justice and Fairness

I am committed to be fair and just towards myself and others, to live a reflective life subject to my moral and other values, and mindful of my obligations towards others who form my society and community and towards other beings who form the world community, human and non-human (or animal), of which I am also an active and responsible member.

→ **PE & SPORT**

Subject focus 1: Becoming an independent learner within a student-centred learning environment.

I can negotiate my learning environment and engage and learn effectively in a number of contexts, both in the school and in the wider community.

Subject focus 2: Harnessing Physical Literacy

I can observe, analyse and appreciate my own performance and the performance of others to better understand the learning



	<p>process and enhance my and peers' learning experiences.</p> <p><u>Subject focus 3: Enabling learners for lifelong engagement in physical activity.</u></p> <p>I can develop skills, competencies and attitudes that will support my present overall health and well-being and encourage me to continue to lead a healthy lifestyle in the future.</p> <p><u>Subject focus 4: Addressing challenges and developing problem-solving skills through Physical Education.</u></p> <p>I am aware that learning and performing in physical activity and sport can help me be more aware of who I am and how I learn, and to feel positive about myself. I further demonstrate an understanding of the nature and purpose of a variety of physical activities and sports, and can use this understanding to solve problems and make appropriate decisions.</p> <p><u>Subject focus 5: Working towards students' holistic development.</u></p> <p>I recognise the fact that learning in and through a variety of different contexts, including physical activity and sport, will contribute to my overall health and well-being, including physical, social, emotional and psychological well-being. I can work effectively by myself, in pairs or in small groups to enhance my learning experiences and those of others.</p> <p><u>Subject focus 6: Becoming health-literate and knowing our bodies.</u></p> <p>I can demonstrate an understanding of my body, its growth and development and of how this, together with a well-informed and balanced approach to diet and exercise, can have a positive impact on my learning and holistic health and well-being.</p> <p><u>Subject focus 7: Breaking through barriers</u></p> <p>I can discuss and (critically) reflect upon the ways in which conceptions about health, physical activity and sport are socially formed in order to break down barriers, change perceptions and create much fairer experiences for all.</p> <p>→ PERSONAL, SOCIAL & CAREER DEVELOPMENT (PSCD)</p> <p><u>Subject focus 1: Developing my personal identity and intrapersonal awareness</u></p> <p><u>Subject focus 2: Developing healthy and respectful relationships</u></p> <p><u>Subject focus 3: Understanding myself as I am growing up</u></p> <p><u>Subject focus 4: Health, safety and wellbeing</u></p> <p><u>Subject focus 5: Citizenship</u></p> <p><u>Subject focus 6: Career Planning and Exploration</u></p> <p><u>Subject focus 7: Closure</u></p> <p>→ RELIGION</p> <p><u>Subject focus 1: Community life, relationships and roles in communities of faith</u></p> <p>I am able to understand and value the notion of human community and the diverse ways it expresses itself, and to see this as a source of richness. (Strand: Religious Language)</p> <p><u>Subject focus 2: Religion and Society</u></p> <p>I can understand how religious and secular cultures and belief systems sustain different ways of life and can co-exist harmoniously in societies like that in Malta, where moral and cultural differences are respected and valued. (Strand: Religious Language)</p> <p><u>Subject focus 3: Major World Religions - Selected Study</u></p> <p>I am aware of the basic tenets, rituals and narratives of the major</p>
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	<p>belief systems. (Strand: Religious Language)</p> <p><u>Subject focus 4: Beliefs, Traditions, Practices - World Religions, selected study.</u> I can learn about and from my own experience of the world, as well as from the beliefs, practices and traditions of others. (Strand: Religious Language)</p> <p><u>Subject focus 5: Connectedness with myself, others and God</u> I have a positive sense of myself, which I nurture through self-care and self-mastery, and of my connectedness with God, others, the natural environment (animal and material) (Strand: Spiritual Dimension)</p> <p><u>Subject focus 6: Challenging aspects in human experience</u> I can formulate and express questions that are fundamental to human experience and endeavour to find an answer. (Strand: Spiritual Dimension)</p> <p><u>Subject focus 7: Word of God - The Bible</u> I can relate critically to the Word of God and acknowledge its practical implications for human experience. (Strand: Word of God and Living the Gospel)</p> <p><u>Subject focus 8: Challenges in the light of Catholic Tradition and the Biblical message</u> I can reflect and act on situations both personal as well as those belonging to the community, in a critical manner, in the light of Tradition and the Biblical message. (Strand; Word of God and living the Gospel).</p> <p><u>Subject focus 9: Choosing role models</u> I acknowledge the rich plurality of experiences and expressions shown by individuals as well as communities in their commitment to living the Gospel. (Strand: Word of God and Christian/Catholic belief)</p> <p><u>Subject focus 10: Understanding moral language</u> I am able to understand contemporary moral language and its central concepts and metaphors, including those of rights, virtues, duties, obligations, autonomy, self-regarding and other-regarding acts, side-effects, and consequences. (Strand: Education to the Virtues)</p> <p><u>Subject focus 11: Maturing in education through the virtues</u> I can collaborate with others in the construction of a shared and mutually enriching vision of life. (Strand: Education to the virtues)</p> <p>→ SOCIAL STUDIES</p> <p><u>Subject focus 1: The Self within Society (Social Studies General)</u> I am a critical thinker and can enquire through different sources of information in order to reach well informed, rational, justified and ethical conclusions in an ongoing self-reflective process that includes re-evaluation of my own views.</p> <p><u>Subject focus 2: Populations, Development and Environments (Social Studies General)</u> I am able to work creatively and cooperatively within my school and local community to improve the lives of others.</p> <p><u>Subject focus 3: Social Groups and Social Institutions (Social Studies General)</u> I reflect upon and explore my Maltese identity and the relationships between diversity and identity in Malta, Europe and the world.</p> <p><u>Subject focus 4: Power and Politics (Social Studies General)</u> I can identify the political processes of participation, representation, campaigning for change and decision-making and I know how to take part in these democratic processes in my school, including the</p>
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	<p>Students' Council and everyday life. I explore and evaluate local and global social, economic, political and environmental issues of both the past and the present.</p> <p><u><i>Subject focus 5: Globalisation and Global Connections (Social Studies General)</i></u> I reflect upon and explore my Maltese identity and the relationships between diversity and identity in Malta, Europe and the world.</p> <p><u><i>Subject focus 6: Culture (Social Studies General)</i></u> I undertake to empathise and keep an open mind in situations of disagreement, controversy and conflict whilst acknowledging my convictions and biases e.g. political, cultural, religious, economic, sexual, gender, age. I understand how learning about the humanities can enrich my experience and understanding of the world and how it can be of value throughout my life.</p> <p><u><i>Subject focus 7: Social Change (Social Studies General)</i></u> I understand that democratic values as enshrined in the Constitution of Malta and international documents are vulnerable to different hostile threats. As a result, I undertake to protect democracy as a legacy for future generations by promoting and supporting such values where and when they are threatened. I explore and evaluate similarity and difference and change and continuity in both the past and the present.</p> <p><u><i>Subject focus 8: Crime, Deviance and Social Control (Social Studies General)</i></u> I can list and explain my inalienable human rights and how these are circumscribed by the rights of others.</p>
<p>Recommendations</p>	<p>Through the subjects of Art, Drama, Ethics, PE & Sport, Personal, Social & Career Development (PSCD), Religion and Social Studies, all the five CASEL dimensions are addressed in various ways at both curricular and cross curricular approaches. However, the dimensions of Self-management and Relationships are the least addressed by the above-mentioned subjects and there may need focus on these two areas of competence as well as resilience. Moreover PSCD which is most closely linked to the CASEL framework is delivered by specialist teachers rather than the classroom teacher.</p>