



DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION
MINISTRY FOR EDUCATION AND EMPLOYMENT

The Learning Outcomes Framework Reaching Destinations

Seminar for Heads of School



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The LOF Process

- 200 Local Curriculum Development Experts
- 48 subjects, 6 Cross Curricular Themes, 8 Learning Areas
- 74 educators participating in the Train the Trainer programme



The LOF Consortium

Outlook Coop in collaboration with Institute of Education and East Coast Education



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The LOF Train the Trainer

IDEA Management Consulting Services Limited in
collaboration with Domain Group and
University College Cork



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What they are saying:

- **MUT:** *“An interesting project which may be caught up in the routine problems of teachers in schools.”*
- **Parents:** *“We await this project, especially if it will provide better learning and reformed assessment.”*



What they are saying:

- ***External Policy Makers:*** “An ambitious project, you need to have policy documents to back up innovation.” Align Policy, Curriculum, Pedagogy and Assessment
- ***Teachers:*** “Schedule time on the timetable for us to collaborate together.”



What the teachers are saying:

- *“There is not enough time to assess before teaching, the syllabi are in our minds most of the time.”*
- *“Assessment can’t be isolated...”*
- *“There are too many reforms happening at the same time.”*



What the teachers are saying:

- “We should encourage self-assessment – this can be done after a unit has been taught, and students can discuss their difficulties.”
- “We need to give time to students to work in groups, to share experiences, to express their own views and build on them.”



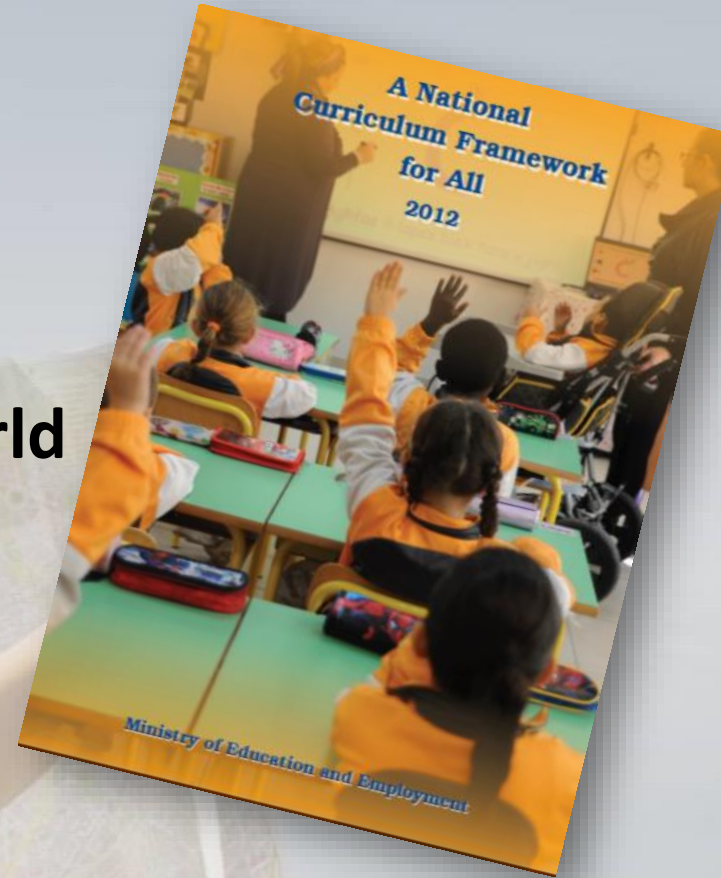
What they are saying:

- **SMT:** *“Come and create an awareness amongst our staff. Give staff opportunity to learn, space to discuss.”*
- **MATSEC:** *“SEC will reflect the Learning Outcomes. But how will it operate?”*
- **Learners:** *“Will we enjoy learning?”*



3 main Aims of the NCF

- Learners who are capable of successfully developing their full potential as **lifelong learners**
- Learners who are capable of **sustaining their chances in the world of work**
- Learners who are **engaged citizens who secure social justice** in constantly changing local, regional and global realities



Policy Congruence and Coherence

MALTA NATIONAL
LIFELONG LEARNING
STRATEGY 2020

EDUCATION FOR ALL
Special Needs and Inclusive Education in Malta
External Audit Report

EUROPEAN AGENCY
for Special Needs and Inclusive Education

FRAMEWORK FOR THE
EDUCATION STRATEGY
FOR MALTA
2014-2024

SUSTAINING FOUNDATIONS
CREATING ALTERNATIVES
INCREASING EMPLOYABILITY

RESPECT
FOR
ALL
FRAMEWORK



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LOF Impact on Teaching...

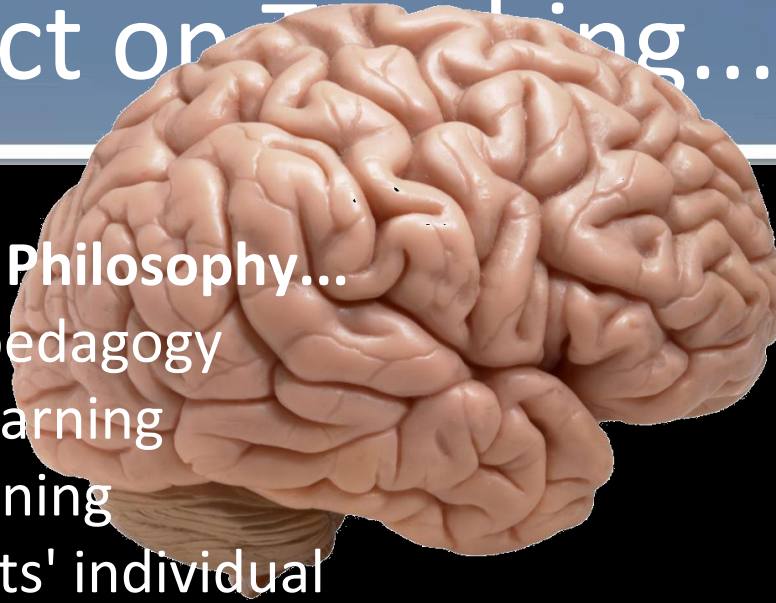
Before LOF



After LOF



LOF Impact on Teaching...



Embracing the LOF Philosophy...

- Student-centred pedagogy
- Assessment for Learning
- Inquiry-based learning
- Respect to students' individual learning needs
- A holistic approach to learning
- Differentiated instruction
- A balance between knowledge, skills, competencies, values and attitudes...

21st Century Skills and Values

- Collaboration
- Problem Solving
- Risk taking
- Entrepreneurship
- Critical thinking
- Presentation
- Honesty
- Integrity
- Inclusion
- Respect
- Reliability
- Sharing

www.schoollearningoutcomes.edu.mt



The Cross Curricular Themes



**Education for
Entrepreneurship,
Creativity and
Innovation**



Literacy



**Education for
Sustainable
Development**



**Learning to Learn
& Cooperative
Learning**



Digital Literacy



**Education for
Diversity**

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Toolkits – Assessment & Pedagogy



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Levels

Attainment Level, Year Group, Diverse Needs, School Cycle, Educational Institution and Age

Level of Attainment	Year	Diverse Needs	School Cycle	Educational Institution		Age
1	Childcare	Gifted and talented learners Learners with Special Education Needs	Early Childhood Education	Childcare Centres		0 - 7
2	Kinder 1			Kindergarten School		
3	Kinder 2			Primary School		
4	1, 2					
5	3, 4					
6	5, 6		Junior Years	Middle School Secondary School		
7	7, 8 (Forms 1, 2)		Middle Years			
8	9, 10 (Forms 3, 4)		Secondary Years			Senior Secondary School
9	11 (Form 5)					
10						

The attainment of levels is more dependent on the individual's development than the biological age, hence the above table is only indicative.

Aligning...

POLICY – CURRICULUM - ASSESSMENT

Impact on the learner:

- Richer, more comprehensible narrative of learning to inform future learning;
- Taking more responsibility of own learning – including self-assessment;



Aligning...

POLICY – CURRICULUM - ASSESSMENT

Impact on the Teacher:

- Retention of aspects from current practice (correction of HW, CW, etc.);
- Recording and reporting of learning outcomes, twice/three times a year;
- Compiling evidence in learner's portfolio - internal verification;



Impact on the SMT:

- Organisation & administration of school assessment;
- Administration of national assessment;
- Leading & organising internal verification;



Reporting achievement – School based assessment (a model) ...

- Ongoing school/class based assessment of outcomes;
- Reporting of student/learner progress in terms of outcomes;
- End-of-year School-based Summative Assessment at Years 4, 5, Form 1, 3 and 4;

Creative Writing : advert

		Excellent	Very good	Good	Fairly good	Needs to improve
1	Story plan:			✓		
	Beginning			✓		
	Middle			✓		
	End					✓
2	Sequence and continuity			✓		
3	Ideas and creativity			✓		
4	Sentence structure			✓		
5	Spelling	✓				
6	Paragraphing	✓				
7	Punctuation . , : ; " "	✓				
8	Expression and use of varied vocabulary	✓				
9	Use of descriptive language (adjective and adverbial phrases)	✓				
10	Use of figurative language (expressions such as similes, metaphors and idioms)	✓				

Overall Comments:

Nathalie, the plan was too long. In the diary entry you used the past and present tense within the same paragraphs. Although, as shown in the examples we discussed in class, it is sometimes used, at times the writing loses its flow and continuity. Remember to read the instructions well as you only had to write about one day. Good work!

Subject: Chemistry

	TOTAL MARK	Mark Obtained
Periodicity	10	5
Sulfur	6	5.5
Displacement Reactions	5	3
Oxygen and Oxides	11	3
Electrochemistry	16	12
Acids, Bases & Salts	12	4
TOTAL SECTION A	60	32.5
Qualitative Analysis	22	18.5
Quantitative Analysis	18	15.5
TOTAL SECTION B	40	34
Final mark	100	66.5%

Skills

	1	2	3	4	5
Is able to recall a range of knowledge from several areas of syllabus			✓		
Can communicate knowledge in a clear logical way		✓			
Can make use of scientific and technical vocabulary		✓			
Supports statements			✓		
Ability to perform numerical calculations		✓			
Is able to describe in detail		✓			

(1 being the highest, 5 the lowest)

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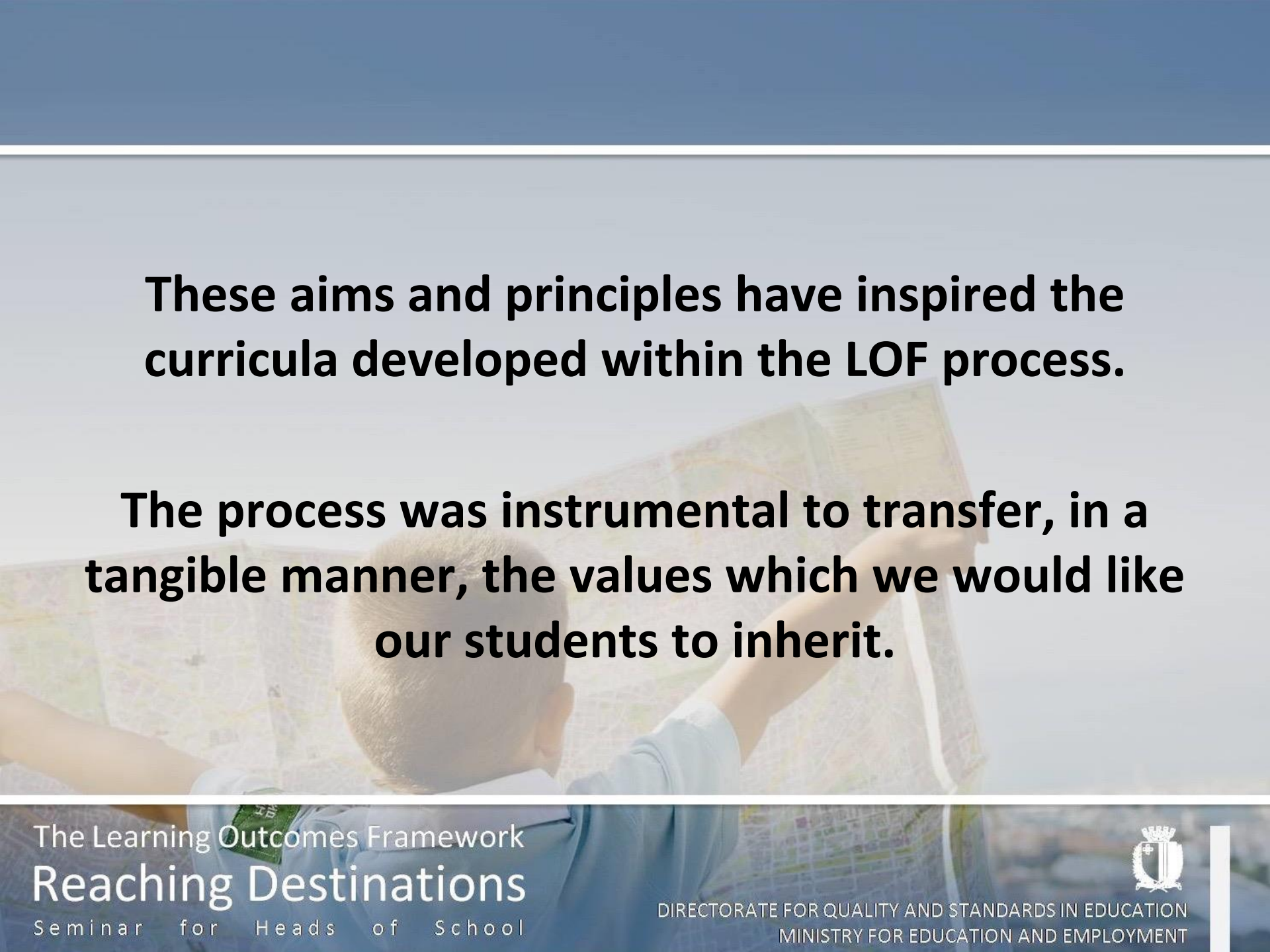
Reporting achievement – National Assessment (a model) ...

- Ongoing assessment of outcomes, pre-defined by Central Authority;
- Range of expected evidence from tasks compile in a portfolio;
- Reported before end of cycle to Central Authority;
- Benchmark, centrally set and centrally controlled Summative Assessment at Years 6, Forms 2, 5.

Reporting (a model...)

- On a 4-point Likert Scale of all outcomes at the specific level for all subjects... such as:
 - *emerging*,.....
 - *working towards*,.....
 - *consolidating and*.....
 - *have mastered*.....
- To be accompanied by a Mark;





These aims and principles have inspired the curricula developed within the LOF process.

The process was instrumental to transfer, in a tangible manner, the values which we would like our students to inherit.

A constructive alignment

- An implementation strategy which **does not constitute transformation**, but an approach to learning which **parallels the learning motive for that particular context**
- A **context-specific approach** to learning

Some of the challenges we foresee

- **Enhancement of the teaching and learning**
- **Developing a smooth transition between compulsory education and further education**
- **Ownership** by schools
- Developing a **common language** among all educators
- **Systemic change** is often difficult at best, and controversial at worst





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Thank you