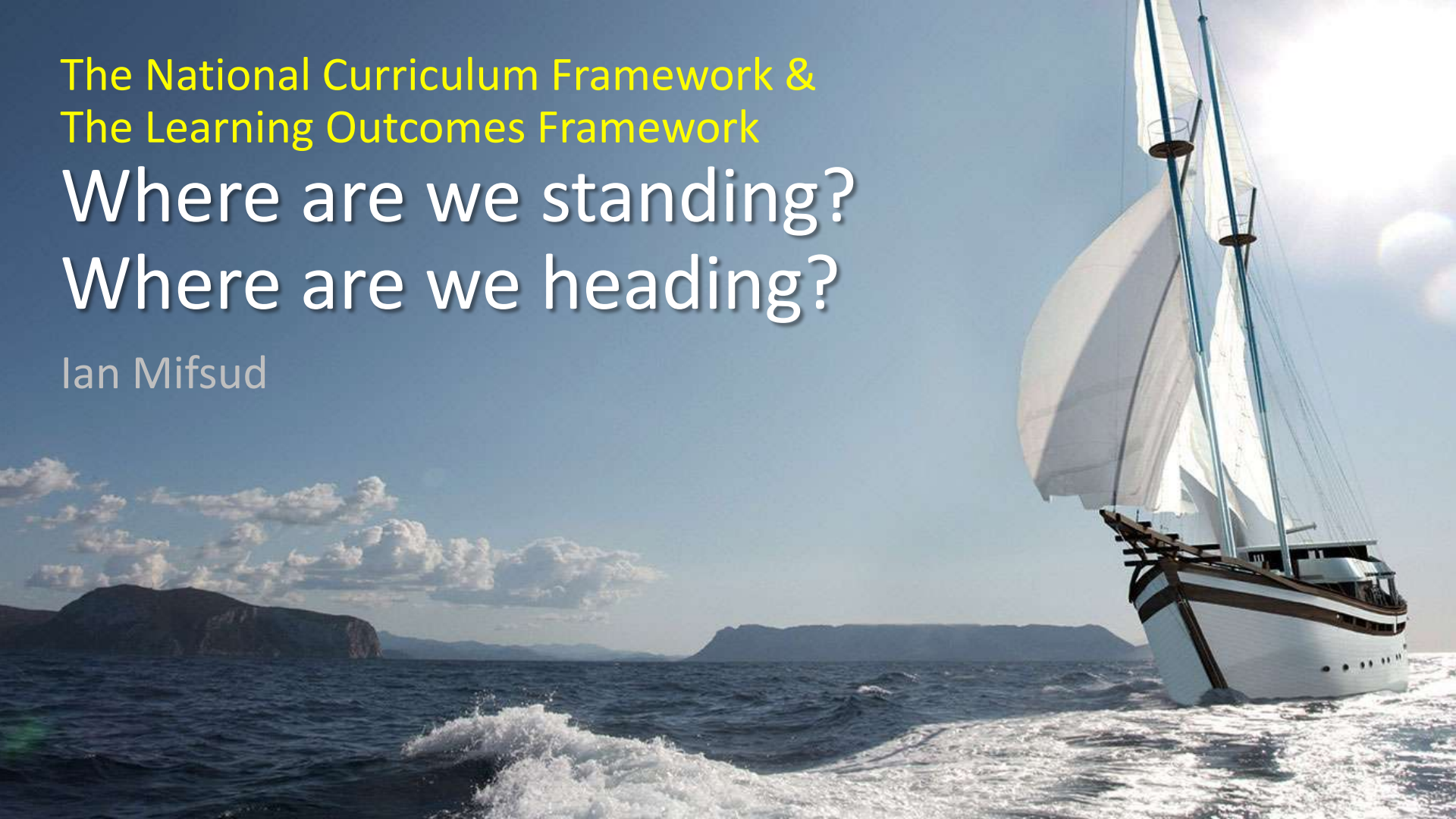


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Where are we standing? Where are we heading?

Ian Mifsud



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

Presentation Overview

- The Port of Departure
- The Journey so Far
- The Current Port of Call
- The Intended Destination
- The Weather Forecast



The Port of Departure



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The Port of Departure



1999
NMC



2011
Draft NCF



2012
NCF

2015
LOF

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The Journey so Far

- DQSE Contracted **2 International Consortia** through ESF 1.228
- DQSE engaged **200 Local Curriculum Development Experts** to validate/develop
- **847 days** since the inception of the project - **hundreds of meetings & 60,000 emails**
- **74 educators** currently participating in the Train the Trainer programme



The Journey so Far

- **Overseen by:**
NCF Implementation Review Board – DQSE, MUT, MATSEC, UOM, MCAST, ITS, MCESD, State Schools, Church Schools, Independent Schools
- **Characterised by:**
Complex Curricular (*and beyond...*) Negotiation and Mediation



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The Journey so Far



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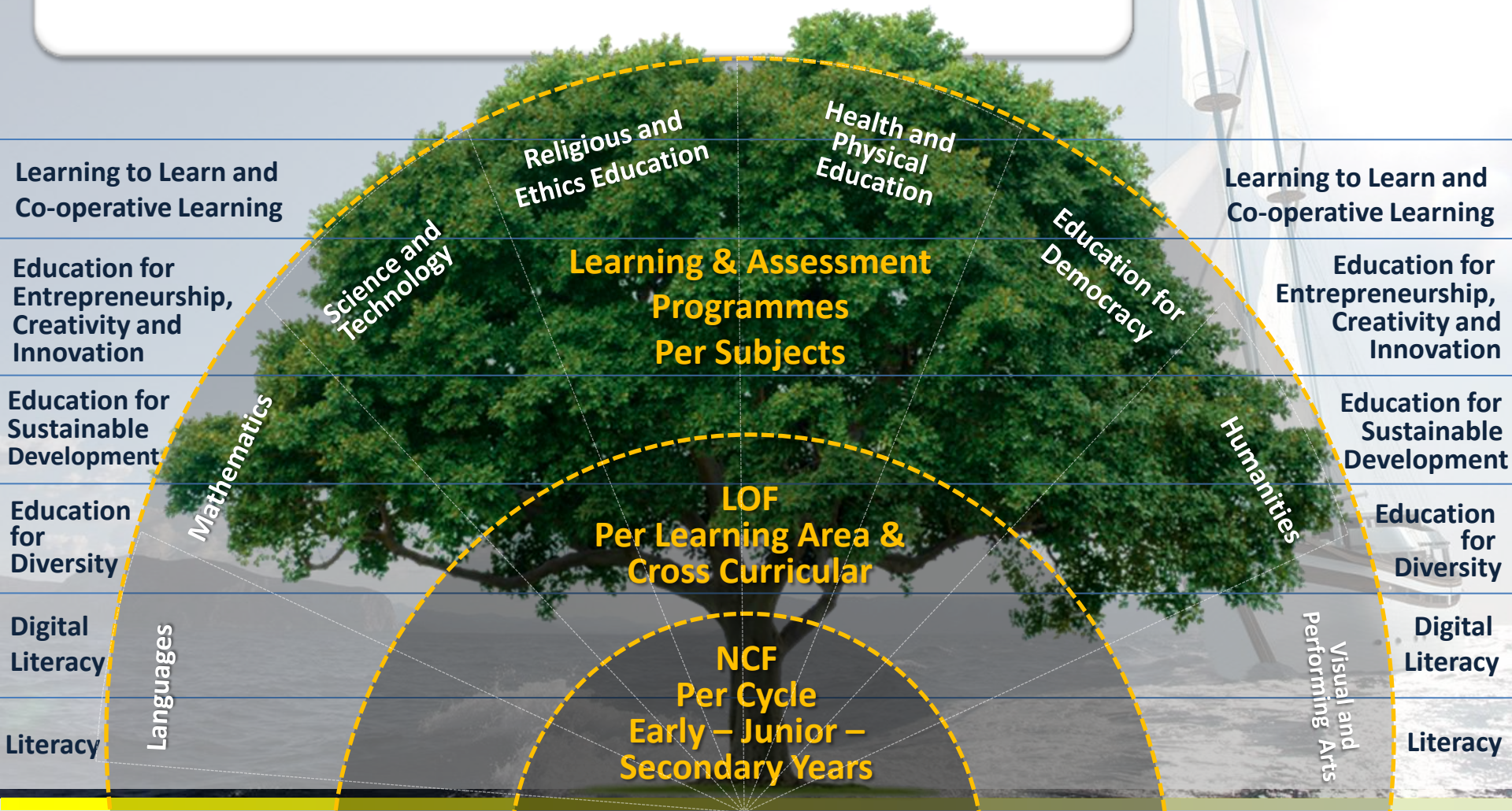
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The Current Port of Call



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The Current Port of Call



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The Current Port of Call

- Learning Outcomes developed for:
 - **8 Learning Areas**
 - **6 Cross Curricular Themes**
- Learning Outcomes and Learning & Assessment Programmes developed for:
 - **48 subjects**

Toolkit For Every Subject



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The Current Port of Call

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 Special Education Learners with 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.

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The Intended Destination

- **A Meaningful Student-Centred Education:**
 - **Recognises and Respects the Individual;**
 - Respects Diversity and Offers Multiple Accredited Levels and Solutions;
 - **Is Developmental;**
 - Builds on the Student's Acquisitions (Scaffolds);
 - Is Relevant & Holistic;
 - **Prepares for:**
 - Lifelong Learning
 - Active Citizenship
 - Employability



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The Weather Forecast

- **The Journey Continues in Variable Weather Forecast...**
 - **Refinement** of the **Tool** (LOF & LAPs) and the **Context** (Systemic)
 - **Defining Details** but Allowing for **Flexibility**
 - Assisting **Understanding** and Managing **Expectations**
 - Sharing & Celebrating **Good Practice**
 - Acknowledging **Strengths** and **Limitations**
 - Recognising **Opportunities** in Challenges
 - Facilitating Collective **Ownership**





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