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WALKING THE EXTRA MILE

A LOOK AT EDUCATORS CONDUCTING EXTRA VOLUNTARY DUTIES AT THE WORKPLACE: AN MUT SURVEY

For this edition of *il-Hsieb* the MUT decided to explore some aspects of "volunteering" at the workplace with reference to the education sector. For this survey the terms "voluntary work duties" and "volunteering" used throughout refer to duties carried out by the employee for the employer/clients/students/parents which do not fall within the mandatory work duties as provided in the job description/employment contract.

The MUT is aware that most educators do their best within the limitations of the education system and many of them end up going far beyond what is expected. This has been confirmed through this survey, which gives a snapshot look at what duties many educators perform which are not,

strictly speaking, part of their work as educators. It also looks at the circumstances in which these extra duties are being performed and provides an insight on what educators think about the whole issue.

The survey included 14 questions with an open-ended one at the end and was answered by 181 respondents. The period for submission was between Wednesday 18th and Friday 27th May 2022. All information was handled in accordance with the GDPR and results are being published as collated data only. Like all similar exercises, the outcome will be included in the body of work that assists the Union in its discussions and decisions. All comments were noted, even if not quoted.

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© Malta Union of Teachers, 2022. Id-drittijiet kollha miżmuma. L-ebda parti minn din il-pubblikazzjoni ma tista' tkun riprodotta, ikkupjata jew trażmessa f'xi forma jew bi kwalunkwe metodu, minghajr il-permess bil-miktub minn qabel tal-Malta Union of Teachers.

L-opinjoni esposti f'*il-Hsieb* mhumiex neċessarjament dawk tal-Malta Union of Teachers. Inghatat l-attenzjoni kollha meħtieġa biex il-kontenut ikun fattwali u preċiż, iżda l-Bord Editorjali ma jerfax responsabbiltà għal xi żbalji jew nuqqasijiet li jista' jkun hemm fl-artikoli, il-grafika u l-illustrazzjonijiet.

I AM NO VOLUNTEER... AT THE WORKPLACE

Marco Bonnici
MUT President

Welcome to the new edition of *il-Hsieb*, MUT's annual publication aimed to analyse aspects of the education sector, foster discussions and serve as a link between the MUT, its members and everyone who is interested in education. This edition is once again rich with information about some aspects of Education and the work of the MUT, and includes the annual survey results focusing on an interesting theme – walking the extra mile. I shall delve into this theme, which is pertinent to our profession and our work. Whilst the following is my view, the opinion of members is found in the survey conducted, the results of which are on the front page of this publication.

To set facts straight, I am all in favour of volunteering. I have been a volunteer myself in organisations and have been working closely with volunteers since childhood. However, I have always distinguished volunteering with an entity, organisation or group during free time, evenings, weekends etc. and volunteering in your employment. The only aspect of volunteering at the workplace which I value is when employees and management, as part of their CSR, say forfeit a day leave or public holiday to assist another organisation by whitewashing, cleaning, cooking and other duties to assist the particular organisation. Similarly, when employees and management organise campaigns or initiatives to assist those in need. Unless these are merely PR exercises, they have significant value.

On the other hand, I do not value any volunteering which is tied to one's duties. As a trade unionist, I consider it, instead, very detrimental to the entire negotiations process. If something is part of your duties and job description, then you are employed, and you are being paid, for it. If something is not part of your duties, then you are carrying out extra duties which are beyond your line of duties or job description.

The implications of this are considerable. There is the possibility that your duties are multiplied based on the voluntary work undertaken and facing a situation where such voluntary work becomes your daily duty. There is the possibility that you

overstep in a line of duty of another employee or management creating undue tension by not respecting work boundaries. There is a possibility of abandoning your duties for a more rewarding volunteering work, and ultimately facing consequences for not carrying out your designated duties. There is the possibility that you are not protected by the employer should an accident occur simply because your line of duty does not include the voluntary work undertaken. There is a possibility that your duties are inevitably shifted to other employees to enable you to carry out the voluntary duties, resulting in tension between colleagues. There is a possibility of preferential treatment, whether implied or perceived, which negatively affects working relations.

Finally, and this is faced during all negotiations of sectoral and collective agreements, whenever a pay rise or improved conditions are provided by the employer, they are based solely on the work and duties of the employee as listed or as per practice. If the list of duties does not tally with the actual work carried out due to the said volunteering, the additional work is never recognised, accounted for and thus included in financials or improved conditions.

I have to stress, through my experience in negotiations, that it is very hard to convince management to recognise extra duties carried out through volunteering at the workplace. The perception that employees shall, nonetheless, carry out voluntary work at the workplace leads to considerable difficulties by trade unions to quantify and to include such extra work in lists of duties of employees whilst requesting compensation.

Volunteering must be encouraged, and I can assess personally that it is a very fulfilling experience, but as crude as it may sound, I am no volunteer... at the workplace.



GĦALFEJN L-MUT

Elaine Germani
Viċi President Anzjan MUT



Grazzi talli qed taqra din l-edizzjoni l-ġdida ta' *Il-Ħsieb*, li issa waslet fit-tielet edizzjoni tagħha. Nisperaw li permezz ta' din il-pubblikazzjoni qed inkomplu nwasslu informazzjoni interessanti u anki noholqu lok għal diskussjoni dwar diversi temi relatati mal-edukazzjoni u max-xogħol trejdjunjonistiku tagħna.

Ħafna, inklużi membri stess, kultant jirreferu għall-MUT bħala entità separata mill-edukaturi. Fuq naħa jkollok min iħaddem, li jesigi ċerti affarijiet u li, ngħiduha kif inhi, kultant imur oltre minn dak li jkun maqbul u miftiehem. Għal min mhux midhla u forsi ma tantx jara s-sitwazzjoni fid-dettall, fuq in-naħa l-oħra mbagħad ikollok lill-MUT li toħroġ pożizzjonijiet, tagħti direttivi, twaqqaf inizjattivi li ma jkunux miftiehma mal-union li tirrappreżenta lill-ħaddiem u toħroġ b'inizjattivi biex tirisolvi issues, anomaliji u problemi li jinqalgħu fil-post tax-xogħol, kemm individwali, ta' gruppi u gradi varji u anki kollettivi. Is-settur edukattiv huwa ffortunat li għandu union b'saħħitha f'dan ir-rigward. Tajjeb, iżda, li niftakru dan il-vantaġġ (li ħafna setturi m'għandhomx) minn fejn hu ġej.

Dan il-vantaġġ ġej minn ħaddiema li għażlu li jingħaqdu fil-post tax-xogħol u b'vuċi waħda jmorru għand min iħaddimhom u jgħidulu: Aħna flimkien, bħala edukaturi bir-rappreżentanza tagħna fl-MUT, għandna opinjoni, għandna vuċi, għandna lil xi ħadd jitkellem f'isimna kollha, u lesti nkunu warajh meta jkun hemm bżonn.

F'dan is-sens l-MUT għandha diversi strutturi li jmexxu u li tikkonsulta magħhom regolarment, inklużi l-uffiċjali, il-Kunsill, id-delegati, sezzjonijiet u diversi tipi ta' kumitati. Il-membri li jixtiequ jikkollaboraw, jagħtu kontribut skont il-grad tagħhom u jipparteċipaw f'dawn l-istrutturi huma dejjem imħegġa li jirrispondu kull meta l-Union toħroġ sejhiet għal rappreżentanza mill-membri, speċjalment issa li rgajna wasalna biex nifthu numru ta' negozjati. B'hekk biss inkunu ċerti li mhux biss il-Union tikkonsulta mal-membri u tisma' l-opinjonijiet u l-esperjenzi differenti imma li l-membri stess ikunu parteċipi

fid-deċiżjonijiet li jittiehdu għall-ġid tal-edukaturi, tal-istudenti li ngħallmu u fl-aħħar mill-aħħar tas-soċjetà kollha li nagħmlu parti minnha.

Union mhijiex partit politiku, kif forsi ġieli b'mod żbaljat nisimgħu lil uħud ipinguha, li nibdlu kull meta jitfaċċa xi ħadd ġdid b'ħafna kliem sabiħ u wegħdiet fiergħa. Il-union lanqas mhija tim tal-futbol li nieħdu pjaċir narawh jirbaħ jew jitlef, jew xi tip ta' każin jew banda tar-raħal li nissapportjaw għall-gost jew għax dejjem konna magħhom kull meta tasal il-festa. L-MUT hija l-vuċi rappreżentattiva tal-edukaturi u għandna ngħożżuha, nindukrawha u nkunu parteċipi fis-suċċess tagħha, għax fl-aħħar mill-aħħar dan ikun ukoll is-suċċess tagħna. Niftakar f'kumment sabiħ tal-awtur rinomat u membru issa rtirat is-Sur Trevor Żahra, li fil-filmat li pproduċejna meta l-MUT għalqet mitt sena fl-2019, f'intervista li kien għamel, kien iddeskriva l-Union b'dan il-mod tant sabiħ:

"L-MUT bħala post hija d-dar tal-għalliem. Bħala istituzzjoni hija l-qalb tal-għalliem. Jien naħseb li mingħajr l-MUT l-għalliem ikun qisu qasba tixxejjer mar-riħ. Importanti li jkun hemm l-għaqda għax aħna ngħidu li fl-għaqda hemm is-saħħa, u wara kollox fl-għaqda hemm ukoll ir-ruħ. L-MUT hija l-qalb u r-ruħ tal-għalliema."

DAWK DEJJEM VAGANZI?!

Claudette Mintoff
Viċi President MUT



Min jahdem fis-settur edukattiv żgur sema' bil-famuża kelma 'vaganzi'! Tant nisimgħuha li issa saret parti minn hajjitna; saret kważi ċ-ċajta tas-seklu. Ahna l-edukaturi dan il-kliem iweġġaghna għax donna ma nagħmlu xejn flief noqogħdu bilqiegħda sieq fuq sieq! Però ahna nafu x'verament ifissru l-vaganzi!

Hafna mill-vaganzi nqattgħuom nippjanaw il-lezzjonijiet, nippreparaw ir-riżorsi li nkunu ħa nużaw fil-klassi, u nikkoreġu x-xogħol tat-tfal. Dan nagħmluh għax għandna għal qalbna l-istudenti li ta' kuljum ikollna quddiemna, biex intuhom l-aħjar edukazzjoni possibbli. Ukoll, għaliex il-professjoni tagħna tirrikjedi responsabbiltà kbira. Għandna fdati f'idejna l-istudenti minn età ċkejna, li huma l-futur tal-pajjiż. Kull professjoni oħra tiddependi mill-edukazzjoni li jirċievu l-istudenti matul is-snin. Mingħajr edukaturi ma jeżistux professjonijiet oħra!

Ix-xogħol tagħna l-edukaturi jmur lil hinn milli biss nagħtu lezzjoni, imma rridu nkunu l-hin kollu moħħna hemm fuq l-istudenti, minn xhin jaslu l-iskola sakemm jitolqu u ġieli

anke wara. Fil-klassi jkollna tfal b'abilitajiet differenti, u għalhekk irridu nadattaw għal kull wiehied u waħda minnhom. Apparti minn hekk min jaf kemm-il darba nagħmluha ta' ġenituri, kemm-il darba nixtru l-ikel lill-istudenti li ma jkollhomx x'jieklu, kemm-il darba nisimgħuhom u nkunu ta' spalla għalihom meta jkollhom xi problema! U l-lista tista' tkompli... Veru wkoll li l-vaganzi jiġu biex nistrieħu ftit. Għaliex le? Kulhadd ikollu bżonn jiegaf ftit u jistrieħ, kemm l-edukaturi kif ukoll l-istudenti. U mhux biss mistrieħ fiżiku, imma anke mentali, għax is-saħħa mentali hija importantissima biex wiehied ikun jista' jkompli jahdem u jagħti l-mija fil-mija fil-professjoni.

B'dawn il-vaganzi kollha suppost ikun hemm kju ta' nies lesti biex jahdmu f'dan is-settur! Però r-realtà hija ferm differenti. Infatti n-numru ta' nies li jagħzlu din il-professjoni bħala xogħolhom qed jonqos. Mela ejjew nieqfu minn din il-kantiliena tal-vaganzi u nibdew nuru rispettu lejn l-edukaturi kollha u flimkien naħdmu id f'id biex din il-professjoni tingħata l-importanza li verament jisthoqqilha!



IŻ-ŻEWĠ DNUBIET TAN-NISEL TAL-EDUKAZZJONI MALTIJA

Christopher Vella
Assistent Segretarju Ġenerali MUT

Meta nharsu lura lejn l-istorja tal-edukazzjoni f'Malta, iktar u iktar meta taqra gazzetti, studji fuq l-edukazzjoni, u titkellem ma' nies ta' etajiet differenti, tinnota dejjem żewġ dnubiet tan-nisel. U dan minkejja l-bidliet (jew aħjar ngħidu t-taqlib) kollha li saru fis-sistemi kollha tal-edukazzjoni f'Malta. Qed nitkellem dwar l-ossessjoni li għandna f'Malta għall-kontenut, u l-fissazzjoni li ma tispicċax għall-eżamijiet.

Niftakarni, xi żmien ilu, naqra gazzetti tas-sittinijiet u s-sebghinijiet u ninnota li anke dak iż-żmien kien hemm dawn iż-żewġ pjagi. L-enfasi kienet fuq li ggħib l-eżamijiet u li jkollok kemm jista' jkun ċertifikati. Mill-banda l-oħra, fil-karti tal-eżamijiet tal-Matrikola l-awtoritajiet edukattivi dejjem insistew fuq li jeżaminaw kemm Alla ħalaq kontenut, u dejjem insistew li biex eżami jkun ekwivalenti għas-sistemi barranin irid ikun mifqugh bil-kontenut. Din baqgħet ir-realtà anke aktar tard, fid-disgħinijiet, meta kont qed nagħti l-eżamijiet tiegħi taċ-ĊES u tal-Matrikola. F'dawk iż-żminijiet kulhadd kien jikkummenta u jgerger kemm l-eżamijiet kienu l-pern ta' kull suċċess fil-ħajja, u kif kienu saru gatekeepers għall-futur ta' ħafna studenti. Hekk dak iż-żmien biex tgħaddi mill-primarja għas-sekondarja kellek tagħmel l-eżamijiet tal-Common Entrance, u allahares ma tgħaddix, għax tispicċa f'xi area secondary jew ikollok tmur go trade school. Daqshekk kellhom reputazzjoni sfortunata dawk it-trade schools, li fil-fatt kienu joffru edukazzjoni alternattiva ferm valida. L-eżamijiet tal-O Level, kemm dawk tal-GCE barranin kif ukoll dawk taċ-ĊES, kienu gatekeepers oħra li kienu jgħadduk għat-tranzizzjoni postsekondarja, li wkoll kellhom l-eżamijiet tagħhom li kienu jwasslu lil xi wħud biex ikompli jistudjaw u lil ħafna oħrajn biex jieqfu mill-edukazzjoni tagħhom u jidhlu fid-dinja tax-xogħol.

Dak iż-żmien kont ninnota li

l-eżamijiet kellhom wisq poter fuqna. Kollox, il-futur tagħna shiħ, kien marbut ħaġa waħda ma' dawk l-eżamijiet, u jekk tkun wiehed li tippanikkja fl-eżamijiet, holl xagħrek u ġib iż-żejt, għax kien ikollok x'titqanżah biex timxi 'l quddiem fil-ħajja. Aghar minn hekk, kont ninnota li l-eżamijiet Maltin kienu ġeneralment aktar vasti fis-sillabu milli kienu l-eżamijiet barranin. Qisu hemm dik l-impressjoni li iktar ma l-istudenti timlielhom rashom b'informazzjoni, se joħroġu aktar imħarrġa. Għad li konna ngħaddu mill-eżamijiet, qajla kien ikollna dawk il-hiliet neċessarji biex verament inkunu kapaċi naqdfu fil-ħajja. Il-proċessi tal-ħsieb u tar-raġunar mhux dejjem kienu jingħataw l-importanza li kienet tisthoqqilhom, għalkemm nahseb li dak iż-żmien konna naqraw ftit iktar milli jagħmlu t-tfal tal-lum.

Għaddew għoxrin sena u fuqhom minn mindu spicċajt l-Università, u s-sistemi ta' assessjar inbidlu, żviluppaw u f'xi affarijiet għamilna progress, waqt li f'oħrajn irriċiklajna dak li konna nagħmlu, għalkemm ħafna drabi biddilna biss il-lisba, għax il-qalba baqgħet l-istess. Daħħalna ċ-ĊES u s-sistema ta' żewġ karti A u B; minn tliet eżamijiet f'livell avanzat morna għaċ-Ċertifikat tal-Matrikola f'żewġ A levels u erba' intermediates; neħhejna l-Common Entrance u daħħalna l-benchmark fil-primarja; żviluppajna rotot godda edukattivi, speċjalment bl-introduzzjoni tal-VET, is-SEAC, is-CCP u l-My Journey; biddilna s-sillabi; daħħalna kotba godda; ippruvajna ndaħħlu aktar enfasi fuq ħiliet milli kontenut, u f'dawn l-aħħar snin nedejna l-proġett tal-Learning Outcomes u tal-Emergent Curriculum. Fihom infushom kollha ideat sbieħ u b'intenzjoni tajba, ġeneralment. Madanakollu, din il-marda Maltija baqgħet hemm. L-enfasi xorta għadha fuq il-kontenut, b'sillabi tassattivi li ma jispiċċaw qatt, fejn l-għalliema m'għandhomx wisq flessibilità biex jiddeciedu fuq xiex

iridu jiffukaw l-aktar għall-bżonnijiet partikolari tal-istudenti tagħhom. Ġirja taqtagħlek nifsek, u allahares ma tkoprix kull nitfa fis-sillabu għax fuq dik joħroġ l-eżami! Anke fl-edukazzjoni vokazzjonali, it-tasks u s-sistemi kumplessi ta' verifikazzjoni interni u esterni ħolqu pressjonijiet godda fuq l-edukaturi u l-istudenti. Għad li daħlu l-Learning Outcomes, xorta għad hemm wisq enfasi fuq il-kontenut. Forsi huwa l-mod kif aħna l-Maltin wired f'moħħna, li bla ma rridu l-inbid għdid nibqgħu npoġġuh f'damiġġani qodma.

Dan jidher ċar anke fl-idea tal-Continuous Assessment li żviluppatt pari passu mal-Learning Outcomes. L-idea bla dubju kienet tajba. Flok ma jkun hemm enfasi biss fuq eżami wiehed, il-ħidma kontinwa tal-istudenti fuq medda ta' snin tiġi rikonoxxuta u tkun parti mill-marka finali. Minn dan il-għan tajjeb u nobbli spicċajna biex is-sistema kif issa giet proposta mill-MATSEC tkun waħda tali li l-istudenti jispiċċaw jagħmlu erbgha jew ħames eżamijiet fuq kull suġġett is-sena kollha. Prattikament l-istudenti ħa jispiċċaw jgħixu f'kultura kontinwa ta' eżamijiet! U għad li għandna ħafna informazzjoni u ħafna eżamijiet, l-istudenti jibqgħu ma jitgħallmex verament. Joħroġu sfiniti u jitilfu l-gost kollu tat-tagħlim.

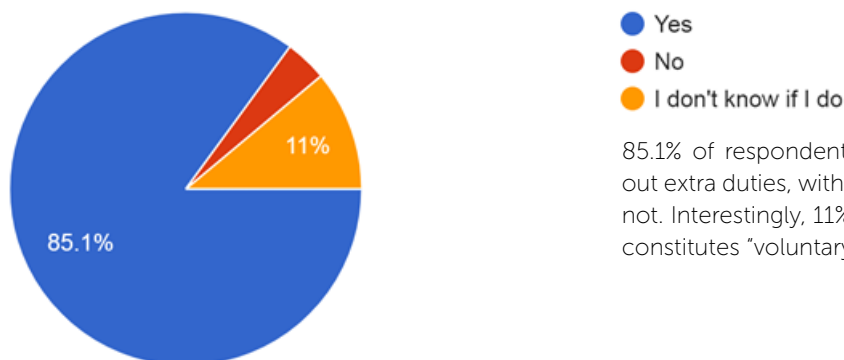
Irridu dejjem noqogħdu attenti li ma naqgħux fin-nassa li nirriproduċu l-istess sistema taħt bixra differenti. Kull edukatur huwa l-frott ta' din is-sistema edukattiva, u tagħmel x'tagħmel dejjem hemm it-tendenza u t-tentazzjoni li nirrepetu dak li tgħallimna. Biss, bi djalogo mas-setturi kollha u mal-istakeholders kollha, nistgħu nidentifikaw dawn il-problemi u nindirizzawhom mingħajr ma npoġġu rasna fir-ramel. Li nagħrfu li għandna din il-problema huwa ġa l-ewwel pass.



WALKING THE EXTRA MILE

A LOOK AT EDUCATORS CONDUCTING EXTRA VOLUNTARY DUTIES AT THE WORKPLACE: AN MUT SURVEY

1. Do you carry out "voluntary" work duties?



85.1% of respondents stated that they carry out extra duties, with just 3.9% stating they do not. Interestingly, 11% are not even sure what constitutes "voluntary" work duties.

2. If you carry out "voluntary" work duties, please list some that you can think of.

In this open-ended question respondents were asked to list some of these extra duties. The answers are very interesting, since they provide an insight into most of what these tasks are, which is clearly not part of the educators' job description. Here are just a few (grouped when possible):

- extra lessons, practicals, projects and activities during break time
- buying crafts and other things for students, especially those identified to be beneath the poverty line
- buying and giving food to students who do not have enough lunch
- acquiring uniforms for disadvantaged families
- helping students on matters beyond subjects taught, including dealing with online bullying problems between students when this happens at home after school hours
- nurse duties – injecting diabetic students with insulin
- emptying bins, sweeping, dusting, washing when there are no cleaners
- photography and videography for school activities for social media and school publications
- sewing
- gardening
- staying at school after dismissal time waiting for parents who are repeatedly late to collect their children
- running errands
- IT and troubleshooting of laptops/equipment
- taking care of canteen
- collection of money
- filling in NSO surveys
- a lot of paperwork and clerical duties relating to transport, attendance and/or clerical work related to student absenteeism, including medical certificates, risk assessment before outings, requisitions, applications, reports and inputting of non-contact time, supervision payments, transport infringements, reporting IT issues etc.
- meetings after school hours
- managing website and social media of school
- managing projects such as eTwinning, Eko-skola, Science Safari and Erasmus+, including organising trips abroad for students
- managing a youth group after school hours
- editing a school magazine
- organising activities for staff members
- organising school activities beyond school hours, including religious activities and chaplaincy, weekly special assemblies, panto, prize day, farewell/graduation ceremonies and other social activities
- using personal equipment, including receiving regular calls on my personal mobile phone
- decorating and embellishment of school
- taking care of sound and lights equipment during concerts
- representing school beyond school hours, including official invitations, funerals and ceremonies
- selling things for fundraising
- first-aider
- personal guidance sessions with students with issues or deteriorating performance before referring to Guidance Department
- communicating and answering questions from students and parents online (through Teams) after school hours and sending them weekly newsletter
- extra duties related to being a form teacher, such as decorating class for Christmas, Carnival competition and exceeding hours on duty with outings and fieldwork

3. If you carry out "voluntary" work duties, you are carrying them out because... (Respondents could choose more than one and could even add their own.)

I want to give more to my clients/students/parents – **62.2%**
 My role requires it even though it's not in the job description – **43%**
 My employer expects it – **40.7%**
 My clients/students/parents expect it – **21.5%**
 My colleagues pressure me into doing it without even realising (for example by doing it themselves) – **19.2%**
 My colleagues pressure me into doing it willingly – **8.7%**
 To enhance my CV **2.9%**

On the positive side, most educators who carry out extra duties do so to give more to their students and parents (62.2%). However, 43% state that they perform these extra duties because even though they are not in the job description, their role requires them to do their job properly. 40.3% even report that their employer expects these extra duties.

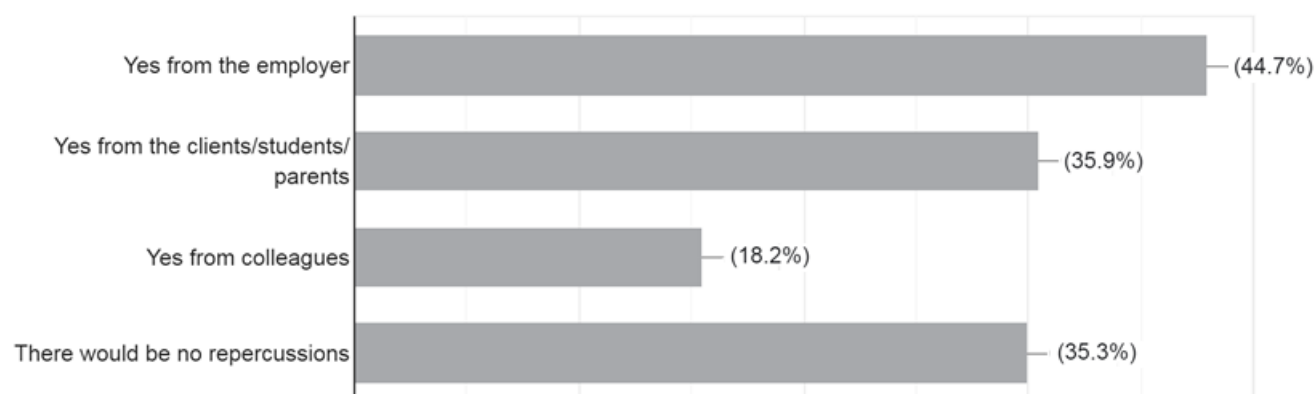
In this sense, some answered that "we are educators and must help as much as possible", "voluntary work duties are part and parcel of an educator's work life,

especially for those educators who 'care', and that "it helps the community to grow stronger when all give their share with a genuine smile". One stated that "I do it all with pleasure because I am happy and appreciated at work. I believe in giving skills to the students, especially in the primary. I believe in holistic education, not just academic. As long as things remain as they are, I will carry on. Besides, I get all the support from SLT and colleagues."

Respondents could also write their preferred reply. Some stated that they

enjoy or are satisfied performing these extra duties and that they do so out of their own good will. Education is not just the specific subject taught, but the need to be educate the whole person. It is after all a question of ownership of what educators do, even if it requires walking the extra mile. On the other hand, some feel uncomfortable to decline or are even singled out by their superiors as a person who does not collaborate. "Voluntary" work is often still mandatory. As one respondent stated, "there is nothing voluntary about the voluntary duties".

4. If you carry out "voluntary" work duties, do you think that there would be any repercussions if you stop carrying them out? (Respondents could choose more than one.)



Alarming, 44.7% fear there would be repercussions from their employer if they stop performing duties which are not in their job description. 35.7% fear the same, but from students and parents. This means that many "voluntary" tasks and duties have become ingrained in the system and expected as part of the educators' duties.

One respondent stated: "If you accept to do something voluntarily, then you will find it difficult to stop doing it since you feel that the employer will see you in a different light."

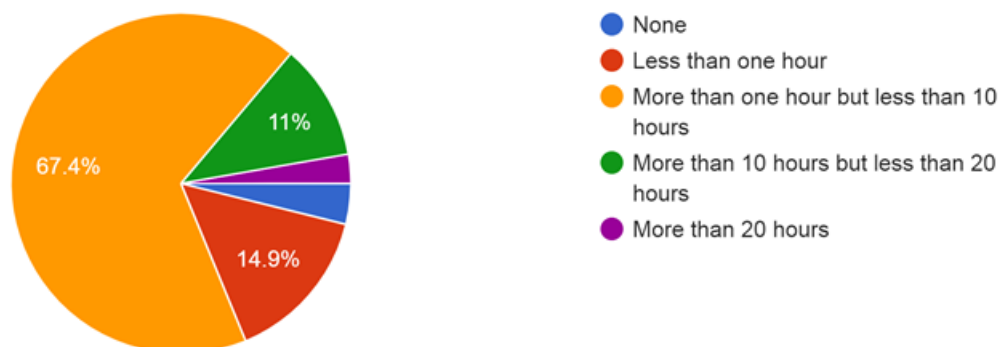
5. If you carry out "voluntary" work duties, where and when do you carry them out? (Respondents could choose more than one and could even add their own.)

At my workplace during working hours – **83.7%**
 At home outside working hours – **65.1%**
 During weekends and/or recess – **58.7%**
 At my workplace outside working hours – **34.9%**

Most respondents perform these extra duties at their workplace during working hours (83.7%). However, the majority still carry them out at home outside working hours (65.1%) and even during weekends and/or recess (58.7%). Around a third remain at their workplace after school hours (34.9%).

In addition to the above, respondents stated they have performed duties even on sick days since they would be the only person in charge of selected duties. It depends, however, on the nature of the duty and when, since activities tend to be busier close to the date when they are held.

6. On average, how many hours per week do you spend carrying out "voluntary" work duties in relation to a 40-hour working week?

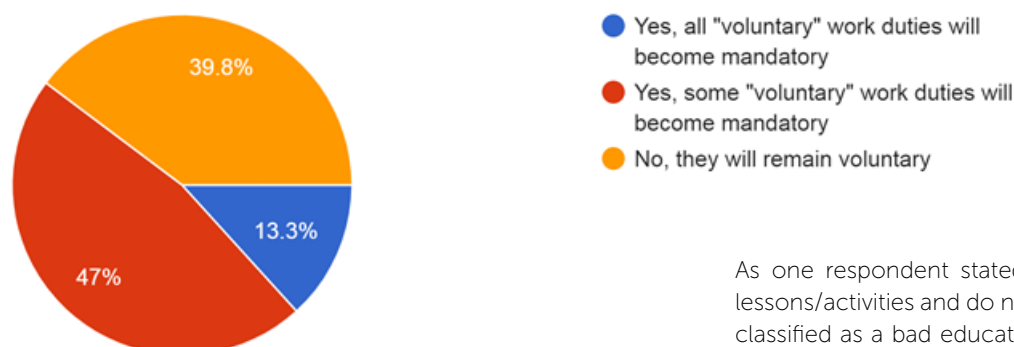


Around two thirds of respondents work, on average, between 1 hour and 10 hours on these extra duties. More than 10 hours amount to 6.7% (out of which 2.8% work more than 20).

One respondent stated that "voluntary work, as I have experienced, depends on the area you teach. If you teach VET media you are

expected to take photos of every school event, videography, record assessments. You are also expected to think of marketing strategies for the school etc. These are done "voluntarily" but you would usually be pressured into these and not viewed in a favourable manner if you refuse."

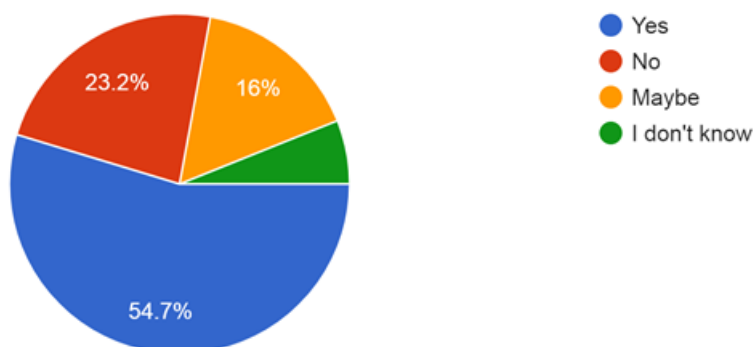
7. Do you consider that "voluntary" work duties carried out today will no longer remain voluntary in the next years but shall become mandatory work duties?



Interestingly, almost half of all respondents (47%) think that some of these "voluntary" extra duties will become mandatory in the coming years. On the other hand, 39.8% think all these duties shall remain voluntary. In a sense, many such tasks have already become expected of educators and whether they are voluntary or not is a grey area.

As one respondent stated, "if you do not take pictures of the lessons/activities and do not send pictures to parents then you are classified as a bad educator or lazy. SMT urges educators not to use mobiles during working hours but expects us to send photos of every activity that is organised by the school. Now that we are using (Microsoft) Teams we are expected to inform parents of every detail that is happening in school, and I was even contacted by an SMT member during the holidays to inform the parents on Teams, which I find totally unacceptable."

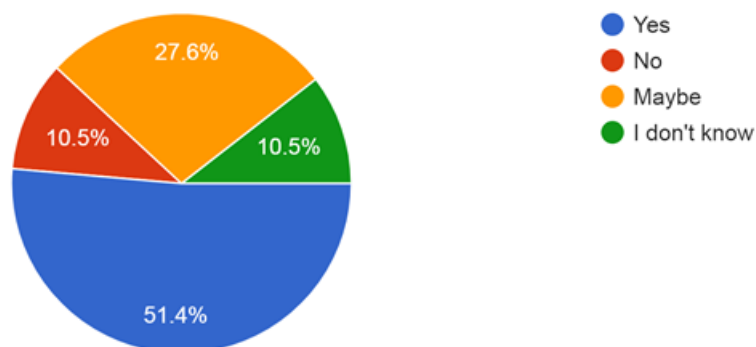
8. Have you experienced an increase in "voluntary" work duties in the past two years?



More than half of all respondents (54.7%) agree that there was an increase in extra "voluntary" duties in the past two years. Many, however, think that what is considered voluntary changed considerably during the pandemic, with a lot of previous extra duties not performed due to not being physically as school

(such as activities and ceremonies which depend mainly on the educators' will to perform "voluntary" duties). However, many new extra duties were introduced, particularly online, many of which have now become expected of educators even after returning to the previous classroom schedule.

9. Do you foresee that “voluntary” work duties will increase in the next two years?

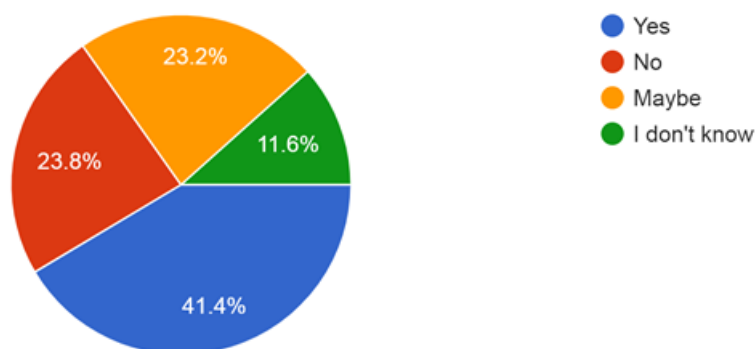


Again, most respondents (51.7%) agree that these extra duties are going to increase further in the next two years.

One respondent is particularly concerned, stating that some of these issues have increased because in some areas there are no workers to conduct these duties and they end up being assigned to whoever can do them voluntarily. This respondent stated that, for example, “IT technical support in secondary

schools is increasingly becoming a sine qua non,” most probably due to the large amount of technology now available to both educators and students. Interactive whiteboards, classroom computers, educators’ laptops and children’s tablets in Primary are all becoming old, and maintenance and setting up on the spot (rather than going to a third-party supplier) are to become a bigger issue in the coming years. Relying on voluntary help in this case is certainly not the way forward.

10. Do you think any of the tasks which are currently voluntary should become compulsory and remunerated?



Almost 41.4% agree that yes, some of these tasks should be compulsory and remunerated. The rest either do not agree (23.8%), say “Maybe” (23.2%) or do not know (11.6%).

In their comments, respondents stated that every school’s expectations are different; however, they do believe certain things need to be standardized and written black on white in the job description irrespective of whether they are remunerated or not.

One of those who agree they should be remunerated stated that “we go to work to earn our daily bread. Nothing should be expected voluntarily. In the education sector only library, health & safety, first aid and supervision work are compensated, otherwise it is all voluntary.” Another respondent stated: “It is of great importance for the efficiency of any entity that there is at least someone who works the extra duties. If in our education system we keep giving more and more benefits to children and parents, than those working the extra duties should be remunerated and remunerated rightly, so according to the extra duties carried out before and/or after school hours.” Yet another stated that “these voluntary works should be defined and remunerated. When doing such work one should be relieved from other duties. They are the result of not having sufficient human resources or if they are there, those responsible are not doing their duties. It should not become compulsory.”

As we’ve seen in the last comment above, not all agree about monetary remuneration, even though there should be other incentives. One stated, for example, that “I do not expect to be paid extra at the moment. Coordinating an Erasmus project is time consuming but highly rewarding for all people involved. It definitely enriches the students’ skills and moreover, it is educational and important for their CV. All I normally ask for is a load of 20 lessons instead of 24 (secondary school). Even this is declined! No incentives from the department for something all foreign schools boast about. Shame!”

Similarly, “remuneration should be a choice between payment & time off which can be taken without disrupting lessons. I see no harm in this time off to be taken in consecutive days, notwithstanding that the lessons clause is not breached & that important work (eg. corrected exam papers) is performed within the stipulated deadlines.” Also, “this voluntary work should be officially recognised, and must be enrolled via an official call, and if the load of the lessons is reduced, this should be done through a fair and transparent system. Also, if more than one teacher is interested in the same role, then a rotational basis should be used.”

11. If you answered yes, which ones?

This question was open-ended, and the answers varied. Here is a sample of the answers received (grouped when possible):

- All duties mentioned should be remunerated, especially those performed after school hours.
- Any extra hours should be given as time off in lieu or overtime.
- All clerical duties should be remunerated.
- When doing extra work because someone else, who should be doing this duty, is not available.
- Remuneration of extra lessons, particularly if they are held during break or after school hours.
- Food for students who do not have lunch should be bought by the school.
- First aid should be better remunerated.
- All work related to MATSEC.
- When producing photos and videos as proof of work with our own equipment.
- Heads should be better remunerated as they have the whole responsibility of the school and carry out many voluntary duties to ensure the smooth running of the school.

Many respondents suggested that in some circumstances, rather than remuneration, some tasks should be part of one's teaching load or the educator in question at least is given an exemption from replacement lessons. Someone also suggested that such work should be recognised with some points in interviews when applying for promotions. Also, some respondents felt that even though some tasks should be remunerated, they should still be able to choose whether to perform them, and that they should not become compulsory. Others felt there should be an overall performance bonus to cover all extra tasks.

12. What factors may reduce your readiness to do "voluntary" work duties? (Respondents could choose more than one and could even add their own.)

Not being appreciated by the employer/clients/students/parents – **68%**

Increased workload by the employer – **64.6%**

Pressure in carrying out voluntary work by the employer/clients/students/parents – **47%**

As expected, not being appreciated is a big factor in the motivation to go beyond one's duties, with around two thirds (68%) stating that it reduces their readiness to conduct "voluntary" work which is not in their job description. In a similar way (64.6%), if their workload increases, they will not have time to work on tasks which, even if important, are, most probably, less of a priority to them or their employer. Ironically, around half (47%) stated that the more pressure they receive the less ready they are to conduct these non-compulsory activities. As one respondent stated, "sometimes you

decide to help out (even during the break, which is not paid) and then it is taken for granted and becomes expected of you."

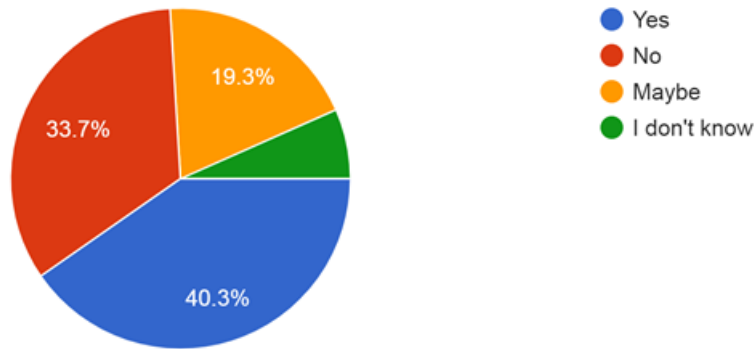
In addition to the answers above, some respondents also listed their reasons for factors which limit their readiness to do extra duties. These include family commitments, health and safety issues, legal responsibilities, full teaching loads, lack of flexibility from the employer, lack of motivation, being taken for granted, and no consultation with them on something they are working on of their own free

will. Other reasons are the knowledge that these extra duties are the result of shortcomings of other employees, and jealousy from colleagues who think that they are being preferred by superiors when in reality the educator is trying to improve the students' life.

Some also commented that they already have reduced readiness but have ultimately not much say and must conduct these duties.



13. Have you ever witnessed any privileged/preferential treatment at the workplace for employees carrying out “voluntary” work duties in comparison with employees who do not carry out such duties?



Unfortunately, this seems to be a trend, with 40.3% witnessing privileged/preferential treatment at the workplace when employees carry out “voluntary” work duties.

One respondent commented: “Some employees act like the headteacher’s pet to gain an easier workload.” Another stated: “If there is any opportunity to go abroad, it is given to the ‘often volunteering’ employees.” Yet another said: “Voluntary

work gives special privileges to the employee doing it, for example immediate leave approval, better lecture timetable hours, more management support etc.”

Different schools have, however, totally different perspectives. One respondent wished to make it clear that “the way the question is worded implies that such employees are being UNFAIRLY privileged. Giving due consideration to the fact that a certain group of educators are going

beyond their basic duty in order to add to the students’ experience at school is not unfair... It is being considerate. The opposite of this would be to argue that voluntary work is done voluntarily, and no one is asking you to do it, so you shouldn’t expect anything back. But adding value to the school experience should be considered an essential part of school life and should definitely be recognised, with support given to said educators.”

Conclusion

This is a complex issue due to the many different tasks in many different settings, situations and circumstances. It also sheds light on many other structural issues and problems within the system. Comments such as the following show how it is not just a question of “voluntary” work but of a general problem-solving attitude from much higher up within the system:

- “We are overworked and under-appreciated.”
- “As a head of school, I feel as if I am a professional beggar. I sometimes have to beg for things to get done, so if I can do it myself, I will.”
- “For schools to function properly there should be a give and take working relationship between employers and employees. Unfortunately, not all employers are willing to take this route, and as is the case in my school, children are losing opportunities since the employer is not flexible.”
- “Focus should still remain on doing our job well, that is teaching. Another point is not being appreciated for what you really do in class.”
- “The willingness from teachers to carry out extra work duties is not recognised... In addition, they are just becoming a way to add more paperwork to teachers in the call that ‘teachers do everything for their students’.”

There are, however, many comments by educators who look positively at these “voluntary” extra duties:

- “As long as there is a ‘give and take’ situation, I have no problem in going the extra mile. Whenever I was in a situation where all I did was ‘work-to-rule’, I just left as work becomes boring.”
- “I believe there should be full collaboration between the SLT and staff... In my case we do collaborate.”
- “Some of these duties are carried with a sense of community, pride and achievement within the school context when they are appreciated by the school’s SLT. However, a change in the school’s SLT (to a less-appreciative one) might result in those same duties being expected of you but not being appreciated.”
- “I think we as educators cross our boundaries when it comes to working from our heart – our ultimate goal is to see our kids succeed through a holistic approach, and help them out in the best way possible even if it requires extra time from our end.”
- “I perform my duties after hours without any hesitation as I believe I have to be professional and give my utmost to the students I support... However, I would appreciate any help,

both financially and support during school hours. Our resource allowance should not be according to the wage but according to the job we perform.”

In conclusion, some respondents noted that it is very important for educators to be aware what their actual duties are so that they are also aware which tasks are “voluntary” or extra. One stated that “it’s wise from the administrative point of view to establish clear lines that voluntary duties are to remain voluntary. Abuse of this tends to create a situation where response for such duties dwindles. On the other hand, trust is reinforced if the volunteers are respected.” Another stated that there should be “clear lines and fair treatment in relation to work done”.

The most pressing aspect of all, perhaps, is that certain work depends on these “voluntary” duties. In one comment a respondent stated, perhaps tragically, that “in the end I can refuse, but it will affect the quality of my lectures and negatively impact the students’ learning experience. Moreover, if I do not carry out certain work (which is not in my job description), I wouldn’t be able to carry out practical demonstrations, which are an essential part of the curriculum, nor conduct practical assessments required.”

MUT'S NEW GOZO OFFICE

IN VICTORIA: THE ROAD TO COMPLETION



Since 2016, when the Malta Union of Teachers changed its premises from Valletta to Hamrun, we have been discussing how best to provide service to our Gozitan members. Whilst we had, and still have, various proposals to address the matter, an important decision taken was that the MUT should have a new office in Gozo. This would provide for the needs of the Union.

Following months of research right before the start of the pandemic in 2019, we identified a central property in Victoria. After some weeks of negotiations, the MUT acquired the property through the deed of Notary Dr Simon Manicolo. This property, a ground floor maisonette, consisted of three rooms, one leading to the other, a bathroom, elevated closet, shaft and a well.

In consultation with our architect Mr Lino Cachia, it was decided to remove most of the dividing walls, construct a new bathroom in part of the shaft, lower part of the floor and create an intermediate floor level. The property is in an urban conservation area (UCA) and has historical importance, hence the application for a permit with the Planning Authority was more laborious.

Whilst maintaining its characteristics on its façade with a timber-painted door and a colour scheme which blends with the streetscape, we decided to give a modern look to the interior whilst retaining visibility of limestone throughout. New water and electricity installations were carried out and part of the walls were cladded with cement board. The well was cleaned of construction debris, a characteristic of such dwellings, whose wells were filled with construction debris possibly during some renovation, and they were left unused for years. The well was treated with specialised coatings and filled with water to serve as a secondary water source in the premises via a dedicated pump. An efficient led lighting system was installed in the new bulkhead, together with a computer network, CCTV, wi-fi routers, a telephone system and monitors. A steel staircase

with timber inserts was installed for the access to the intermediate floor area. Internal and external apertures, the kitchenette and bathroom were installed and new furniture was acquired. A health and safety risk assessment identified the designated areas for the installation of fire extinguishers, a fire blanket, a first aid box and signage. To respect the colour scheme used by the Union, MUT's stainless steel logo on green-painted timber was installed on the façade.

The Union also wanted to provide its identity in the new premises whilst honouring its founder. Hence a bust of MUT founder Antonio Galea found its permanent location at this office. The 'bust', dated 1928, is the work of a renowned sculptor – the late George Borg – and was probably made before the sculptor left the island to pursue his studies in Rome. The Union entrusted local artist Pawlu Borg Cardona with its restoration and the 'bust' has now found its permanent location at the new office.



INAUGURATION OF THE NEW GOZO OFFICE

Due to delays in works caused mainly by the pandemic, and eventually a delay in its inauguration caused by the general elections, the premises was inaugurated on Thursday 5 May 2022. After utilising alternative premises for several years, this is the first official MUT office in Gozo since its foundation in 1919. Equipped with various amenities in an accessible setting, this office serves MUT members better and enhances the presence of the Union in the island of Gozo.



The office was inaugurated by Mr Marco Bonnici, MUT President, in the presence of the Minister for Education, Sport, Youth, Research and Innovation Hon. Dr Clifton Grima, Shadow Minister for Education Hon. Justin Schembri, and Gozo Bishop Mons. Anton Teuma, who blessed the premises.

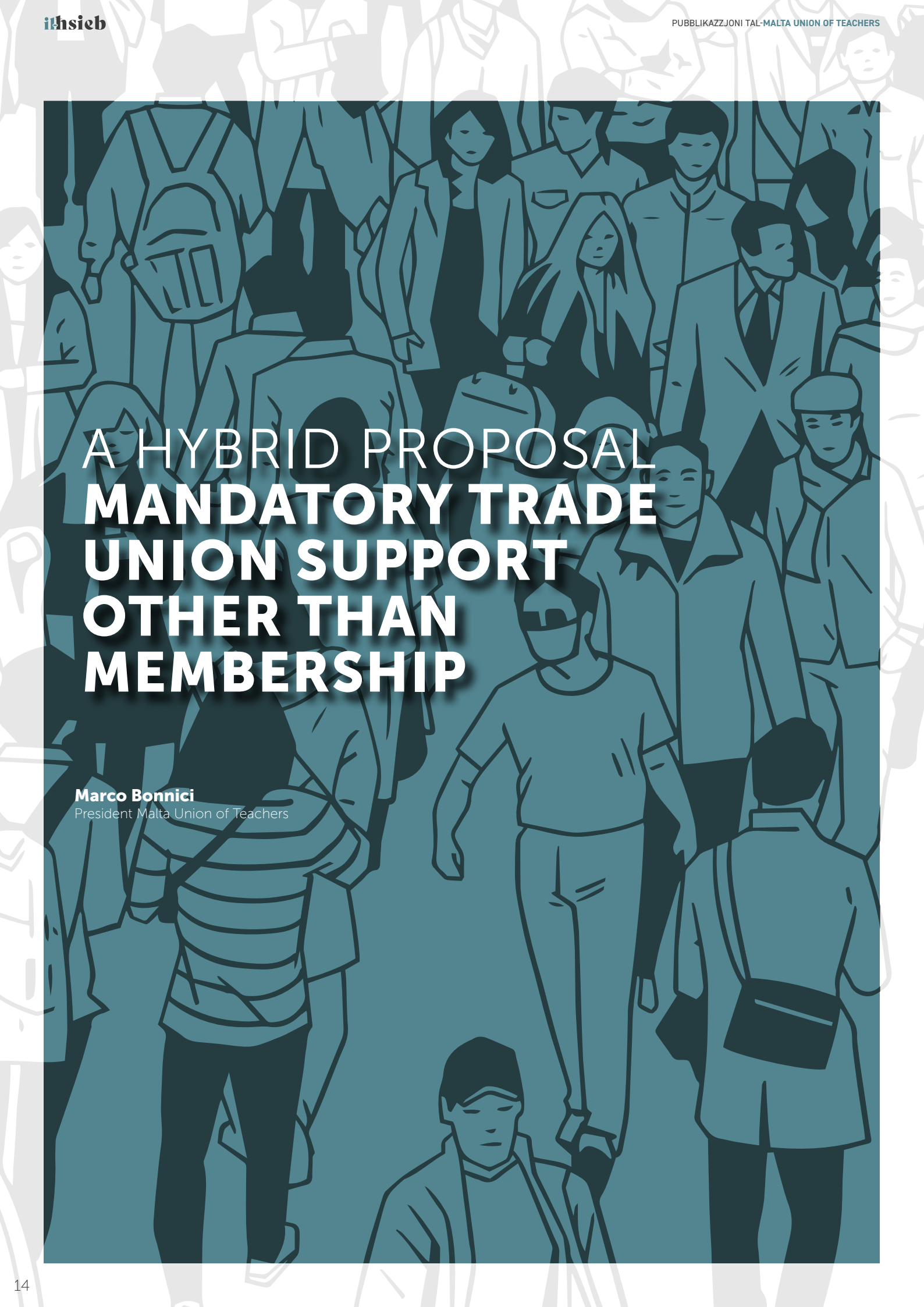
As part of the activity, a visual arts exhibition was also held at the premises. This included works from the Printmaking Studio by students of the Visual and Performing Arts School in Gozo, which is part of the Mikiel Anton Vassalli College.

During the inauguration activity MUT President Mr Marco Bonnici stated that "this is another milestone for the MUT that will continue to strengthen the presence of the Union on the sister island of Gozo. For members it will be a great information point and a way to meet Union officials to discuss problems or queries. It shall also serve Fondazzjoni Saghtar, which is the MUT's foundation, to continue providing its services. We look forward to continue improving the Union's relationship with members in our quest to understand the issues and how best we can help educators."

The Minister for Education, Sport, Youth, Research and Innovation, Hon. Dr Clifton Grima, congratulated the MUT as through this office in Gozo the needs of its Gozitan members are being better met. "At the heart of the education and learning system, which leads to the success of our children, are educators and workers in the sector. That is the reason why we are making the best investment in our educators and in strengthening the support provided to them," said Minister Grima. He continued that "for us, educators and the Union that represents them are important partners who care about the future of our children. Working together, therefore, is a priority to ensure that we safeguard the common good of all students in Malta and Gozo."

The address of the MUT Gozo office is 81, Triq Santa Marija, Victoria, Gozo.





A HYBRID PROPOSAL **MANDATORY TRADE UNION SUPPORT OTHER THAN MEMBERSHIP**

Marco Bonnici

President Malta Union of Teachers



Trade union negotiations are complex processes and include a number of currents. The recognised trade union with the registered majority of employees in the grade negotiates collectively on behalf of all employees in the grade, whether they are registered with it as members, whether they are registered with a minority union or whether they are not members of a trade union. The group of active members of the negotiating union have opportunities to participate in negotiations processes, are involved in discussions and are the driving force of the union to achieve its targets.

On the other hand, members of a minority union may have a different agenda and may actively work to try to derail negotiations, siding with management when convenient and relaying misinformation or misleading information on the negotiations. When it comes to industrial actions, they may be strike breakers to spite their colleagues and the negotiating union. Despite these actions, when a collective agreement is concluded, members of the minority union benefit in full from the new agreement and none of them ever refuses the improved conditions and financials.

Also, the group of non-unionised employees often sit on the fence, watching the whole negotiations process from a safe distance whilst they may side with or against the cause of the negotiating union. However, when it comes to industrial actions, they often seek protection from the negotiating union despite being non-members. Alternatively, they may also act to derail negotiations or misinform colleagues or side with management. Similarly, none of them refuse a pay or allowance rise or an improved working condition following the signing of the agreement.

It is in this situation that a proposal for mandatory trade union membership requires discussions. Considering the above scenario, having employees split into a number of minority unions due to mandatory membership is no solution as ultimately it is the union that enjoys the majority of members that has to tackle the hardship of collective negotiations and representation. The union which enjoys the majority of membership needs to be empowered, and this is what has been proposed some years ago through MUT's representation in Forum Unions Maltin.

The proposal, which was presented at the time, and which is being adopted again by the MUT, is to have all employees being required to contribute towards the trade union movement. The proposed model is to have all employees required to either be registered with a trade union of their choice or else they would need to contribute towards a national fund to support research, training, and resources of negotiating trade unions. The hybrid proposal being presented, as opposed to mandatory trade union membership, is a shift towards mandatory trade union support by employees other than mandatory membership and should also address the current divergences between the local trade union movement and that of employers who are opposing mandatory membership.

TAGĦLIM U ŻVILUPP TAL-KARRIERA QAFAS GĦALL-ISKEJJEL



Dorianne Gravina u Stephen Camilleri
Uffiċjali Edukattivi tal-Gwida għall-Karrieri u Personal, Social and Career Development

Il-Qafas għall-Iskejjel dwar Tagħlim u Żvilupp tal-Karriera li nkiteb minn Dorianne Gravina, Uffiċjal Edukattiv, Gwida għall-Karrieri, u Stephen Camilleri, Uffiċjal Edukattiv, Personal, Social and Career Development, tnieda f'konferenza li saret fil-5 ta' April 2022. Din il-konferenza giet organizzata mill-Euroguidance Malta bil-kollaborazzjoni tas-Servizzi Nazzjonali ta' Sapport għall-Iskejjel u d-Direttorat tat-Tagħlim u l-Assessjar. Fil-konferenza gie mistieden Dr Anthony Mann, kelliem internazzjonali fi hdan l-Organizzazzjoni għall-Koperazzjoni u l-Iżvilupp għall-Karrieri (OECD). Dr Mann ippreżenta l-istudji tal-Pisa li kellhom x'jaqsmu mat-tagħlim u s-servizzi tal-karrieri u wera biċ-ċar li l-impenn ta' hafna professjonisti fil-qasam tal-karrieri ta l-frott għax Malta kellha riżultati pożittivi hafna. Ġew mistiedna wkoll rappreżentanti mill-oqsma tal-edukazzjoni u x-xogħol biex jiddiskutu aktar kif jolqothom dan il-qafas.

Dan il-qafas għandu l-għan li jassisti l-iskejjel u l-kulleġġi u jsahha it-tagħlim u l-iżvilupp tal-karrieri. Dan il-qafas jipprovdi wkoll linji gwida kif professjonisti differenti li jaħdmu fil-qasam tal-karrieri jikkollaboraw iżjed flimkien biex l-ippjanar u t-tagħlim tal-karrieri jkun aktar effettiv. Il-qafas jagħti gwida ta' kif l-iskejjel jistgħu jirriflettu u jevalwaw it-tagħlim relatat mal-karrieri minn professjonisti differenti, fosthom l-għalliema tal-PSCD, il-career advisors, il-guidance teachers u professjonisti oħrajn ġejjin minn entitajiet differenti minn barra l-iskola. Din l-evalwazzjoni għandha sservi biex ittejjeb it-tagħlim u s-servizzi offruti.





Dan il-qafas ġie bbażat fuq mudelli internazzjonali differenti imma jirrifletti r-realtà u l-bżonnijiet tal-istudenti Maltin. Il-qafas jagħmel enfasi fuq pedagogoġija li tpoġġi l-istudent fiċ-ċentru ta' dan it-tagħlim u li jinhloq spazju sikur u adegwat fejn l-istudent ikollu ċ-ċans li jahseb u jirrifletti fuq diversi aspetti relatati mal-karrieri. Il-qafas jidentifika 9 kompetenzi li jaqgħu taħt 3 oqsma ta' tagħlim, li huma:

1. hilieta intra/interpersonali (Personal exploration and management competences)
2. hilieta li jsaħhu t-tagħlim (Learning exploration and management competences)
3. hilieta relatati mad-dinja tax-xogħol (Career exploration and management competences)

Fil-qafas wiehied jista' jsib benchmarks biex l-iskejjel ikunu f'pożizzjoni aħjar biex jevalwaw it-tagħlim relatat mal-karrieri u jiżviluppaw pjan ta' azzjoni fejn hemm bżonn.

Min jixtieq jaqra aktar fuq il-qafas jista' jsib kopja shiħa tiegħu minn din il-holqa: <https://euroguidance.gov.mt/wp-content/uploads/2021/02/Career-learning-and-development.pdf>

Ir-recording tal-preżentazzjoni ta' Dr Mann jista' jiġi aċċessat mill-holqa https://euroguidance.gov.mt/videos/?_sft_euro_video_cat=conferences u l-ppt hawnhekk: <https://euroguidance.gov.mt/portfolio/presentation-during-the-career-learning-and-development-framework-in-compulsory-schooling/>

Dan kien l-ewwel pass tat-tnedija tal-qafas. Huwa pjanat li jsiru workshops ta' informazzjoni u diskussjoni kif dan il-qafas jista' jiġi implimentat fl-iskejjel tagħna.

INTERVENT MILL-PRESIDENT TAL-MUT

Matul l-istess konferenza kien hemm ukoll dan l-intervent mill-President tal-MUT, is-Sur Marco Bonnici, li tkellem dwar l-oportunitajiet u l-isfidi tal-whole school approach fil-careers learning and development:

Xtaqt naqsam magħkom l-esperjenza tiegħi bħala student fejn tidhol il-gwida għall-karrieri. Fil-bidu tas-snin disghin, meta kont ser intemm il-Form 5, iż-żewġ guidance teachers tal-iskola sekondarja ġabruna fi gruppi żgħar u għamlulna dimostrazzjoni ta' intervista għall-impjieg. Holqu żewġ karattri fittizji bejniethom u għamlu simulazzjoni ta' dik li kienet meqjusa bħala mġiba adattata għal intervista u oħra li ma kinitx. Kienet simulazzjoni pjuttost komika u effettiva sabiex twassal il-messaġġ.

Sfortunatament, iżda, din kienet l-unika esperjenza formali ta' tagħlim u gwida għall-karrieri li kelli fis-snin kollha tal-primarja u s-sekondarja. Madankollu kelli wkoll diversi esperjenzi informali, li għalkemm l-għan tagħhom ma kienx il-gwida għall-karrieri, servew għal dan l-iskop. Fost dawn kien hemm il-ħafna żjajjar f'postijiet tax-xogħol bħala parti mit-tagħlim tax-xjenza, l-istudji soċjali u suġġetti oħra. Il-whole school approach, għalkemm mhux koordinat, kien preżenti dak iż-żmien ukoll!

Illum is-sitwazzjoni hi differenti ferm u sa minn età żgħira l-istudenti huma aktar esposti għall-għarfien dwar il-karrieri b'mod strutturat u aktar koordinat. Insemmi, fost l-oħrajn, ir-rabti bejn l-iskejjel primarji, medji, sekondarji u postsekondarji, l-informazzjoni dwar l-għażliet tas-suġġetti u l-esperjenzi fil-postijiet tax-xogħol.

Nixtieq inħares lejn dan is-suġġett permezz ta' numru ta' mistoqsijiet ta' riflessjoni. Dan għaliex naħseb li l-framework propost għandu jwassal għal riflessjoni dwar is-servizz, liema riflessjoni għandha tiggwida l-hidma fis-settur.

1. L-ewwel nett nistaqsi: kemm aħna newtrali fil-gwida li qed nagħtu lill-istudenti (klassi soċjali, ġeneru, esperjenzi personali)?
2. Il-gwida li qed nagħtu qed tinħatt fil-pront minħabba l-influwenzi mid-dar?
3. Il-gwida li qed nagħtu hi frott eżerċizzju matematiku ta' abbinament kurrikulari jew ta' korsijiet?
4. Qed nagħtu gwida għall-gratifikazzjoni immedjata jew fit-tul?
5. Qed nippromwovu l-kunċett ta' lifelong learning bħala għodda ta' mobiltà?
6. Qed inwasslu sabiex l-istudenti ma jkunux dipendenti fuq l-adulti fl-għażliet tagħhom?
7. Qed niddiskutu l-etika fil-post tax-xogħol u nippromwovu l-aħjar standards etici fil-hidma tagħna?
8. Il-gwida li qed nagħtu qed twassal biex student jingħalaq f'rotta mingħajr il-possibiltà li jibdel id-deċiżjoni?
9. Il-placements li qed noffru qed iwasslu, minflok, li studenti jtemmu l-istudji kmieni sabiex jidhru fid-dinja tax-xogħol?
10. F'settur dominat minn edukaturi preżenti għal madwar sitt sigħat kuljum fil-hajja tal-istudenti, kif mhux qed jirnexxilha nħajru biżżejjed studenti sabiex jersqu lejn il-professjoni?

Nagħmel parentesi sabiex nikkonkludi. L-edukazzjoni hi mezz sabiex il-persuna tiżviluppa l-potenzjal tagħha u mhux mezz sabiex tidhol fl-impjieg. Jiena kont u għadni kritiku ħafna lejn movimenti sabiex l-istudenti jingħataw tahrig f'hilieta speċifiċi fis-snin tas-sekondarja li jwasslu għal impjieg kif itemmu l-iskola. Daqstant iehor jien kritiku għal programmi fl-iskejjel postsekondarji li jsiru bi shab ma' min ihaddem sabiex studenti jitharrġu f'qasam speċifiku. L-edukazzjoni għandha tibqa' ħafna aktar wiesgħa mill-htiġijiet immedjati ta' min ihaddem, li minflok għandu jkun hu li joffri t-tahrig speċifiku għall-htiġijiet tiegħu.

MY EXPERIENCES AT PRIMARY EDUCATION LEVEL IN THREE DIFFERENT SCHOOLS

by Alfred Conti Borda

In 1949 my parents enrolled me as a pupil at the former St Anthony private school in Hal Balzan. This was administered by a certain Mr and Mrs Farrugia whose daughter Gloria was in my class in Year 1. Our teacher was Ms Doris.

The next year the school relocated to Tas-Sliema but unfortunately I do not recall the address. At the midday break we used to be supervised while strolling along the front in Tower Road. Our teacher was Ms Gerada, later Mrs Camilleri.

We received our First Holy Communion in the morning and Holy Confirmation in the afternoon by H. E. Archbishop Michael Gonzi on the 15 June 1950 at Stella Maris Church, Tas-Sliema.

In October 1951 I was transferred to a State school, but where we lived at Tal-Pietà there was no school yet, as it was built later in 1955/56, so I attended Standard 2 (Year 4) at Floriana Primary. Since I had attended a school based on the English language I had to accustom myself to one based on Maltese.

But I found help with my class teacher Mr Paul Calleja, an enthusiastic member of the Museum from Hal Tarxien. The well known and popular Mr Emmanuel Tonna OBE, who hailed from Floriana, was headteacher, and as appreciation of his love towards his village and philanthropic activities, a street was named after him. I came to know Mr Joe Bugeja from Floriana, who also taught there, many years later. Our textbooks were as follows:

Maltese: reader *Gabra ta' Ward* by E. B. Vella – Book 2

Religion: *Gabra ta' Talb*

Arithmetic by Lay

English reader: *The Wild Thyme Readers*

It was during the morning assembly that I heard the Maltese hymn (*L-Innu Malti*) being sung for the first time by all the school. Patriotism was in the air and we stood to attention smartly like soldiers in the schoolyard.

Back home for lunch on February 6, 1952 I switched on the Rediffusion set. This had two buttons: A and B. The former was for transmissions from Britain, the BBC, and the latter was from the local station. There was only mourning music on both stations. On querying, my grandmother Mary informed me that the good English King George VI had unfortunately passed away during the night.

At the end of the scholastic year Mr Paul Calleja awarded me second prize for cleanliness, which was a book, the Gospel according to St Luke (in Maltese). I still cherish and keep it in my library in his memory.

The school hours were from 08.30 to noon and from 14.00 to 16.00. Since I lived a considerable distance from the school at Tal-Pietà seafront, a senior boy Frankie Busuttil (later to be the father of Dr Simon Busuttil) used to accompany his younger brother Tommy and me to school and back twice a day. The fare to Floriana was one penny each but we would walk it back home.



Alfred (in the Floriana school uniform) & his sister Vivianne at Mistra Bay on 15 March 1952



Next to his father's car (a 1948 Vauxhall Wyvern) at Buskett on a sunny Sunday in October 1952



A year later in October 1952 I started attending Standard 2 (Year 4) again at the Church school St Emilie de Vialar, administered by the Sisters of the Apparition, at Rabat. Our uniform consisted of a navy blue blazer with the school badge, navy blue shorts, a white shirt, a small blue tie, black shoes and grey socks. A blue pinafore was obligatory to keep our daily clothes clean.

One day the pupils were out in the garden after a heavy downpour and I was playing cat & mouse with Philip Ransley, Joe Sciortino and Peter Toledo. Suddenly I slipped sideways on the ground. I became wet with muddy water from my head right up to my shoes. So the sisters phoned home for clean clothes.

I remember many of the nuns involved in our education there. Here is the list:

Head of School: Rev. Mother Pace during my first year and subsequently the Italian Rev. Mother Eufrazia

English: taught by Sr Richard from Manchester, UK. Books used: *The Royal Readers* Bk 3 (1st Year), Bk 4 (2nd Year) & *The New Royal Readers* Bk III (3rd Year). Grammar: *First Aid in English* by McGiver.

Arithmetic was taught by Sr Emilie Mamo. The book used was *A Shilling Arithmetic* by Pendlebury. Unfortunately mine had no answers to the sum problems so I could not check my work.

Religion was taught by Sr Winifred Anastasi. The book used was *Bible History* by Schuster.

Prayers were recited in English and we learnt religious songs in English, Maltese and Latin.

Sr John Mark (English) taught us Primary Geography but I do not remember the title of the book used.

Sr Antoinette Farrugia, who passed away on the 6 February 2022 at a venerable age of 102 years, taught us the first steps of Italian.

Sr Albin (Irish) and Sr Mary Magdalene were in charge of the dormitories.

Sr Wilfred (English) was in charge of the kitchen.

Discipline: Sr John Evangelist

Since my mother was French, born in Egypt, and had attended a French college there during the late 30s and early 40s, Sr Marie de Lourdes, already advanced in years, insisted that I should learn the language by attending lessons every Thursday and Saturday afternoons. The reading book used was *Le Livre Rouge* and the grammar book *Active French Course* Bk 1. Sometimes I played truant in order to play football with my friends so this hard-working sister would look out for me on our entering the chapel in twos to recite the rosary and she would immediately rebuke me. Frankly I admired her enthusiasm in teaching the language. Thanks to her and to my mother I learnt French really well and later taught the subject up to Matriculation level in State secondary schools.

Sr Mary Formosa was already advanced in age but always at the main school door ready to greet pupils or their parents. Frail and thin, she was in Rangoon, capital of Burma, during WW2 and patiently endured the Japanese occupation of that country from 1942 to 1945. She returned to Malta after the war. She hailed from Birzebbuga.



Vivianne and Alfred in full school uniform at a Christmas party on the deck of the depot ship HMS Ranpura, berthed at Manoel Island, in 1954

Alfred with his mother Georgette, sister and paternal grandmother Mary at Salina Bay in the afternoon before returning to St Emilie de Vialar School on the evening of Sunday 17 May, 1953



CONT. IN THREE DIFFERENT SCHOOLS MY EXPERIENCES AT PRIMARY EDUCATION LEVEL

Maltese was not yet taught at the time.

Religious services like Sunday mass and benediction were celebrated by the Augustinian Fr Joe Cini while the sisters took it in turns to recite the holy Rosary daily at 15.30 before tea time at 16:00. During this time we used to line up for 2 sweets each, which our parents used to buy for us in the weekend. Since Thursday was the weekly holiday, we queued up at breakfast with our blue bottle of Milk of Magnesia and a tablespoon for our weekly purgative. We had no lessons on Saturday afternoon, that is, except French for me.

Dr Bugeja from Rabat was the school doctor.

Since we were boarders, we were allowed to spend Sunday with our parents, who could call for us at about 09:00. We took our laundry sack home and returned to school in the evening with washed clean clothes. Many a time, on going up Saqqajja Hill in Rabat in our family car, a Vauxhall Wyvern (1948) model, driven by my uncle, I used to feign sickness in order to miss school and return home. Dad could not accompany me as he was still serving on warships of the Royal Navy.

Usually the family used to take me to watch a film either at 10:00 or at 14:00. I liked the action movies like *The Robe*, starring the Welsh actor Richard Burton and the English actress Jean Simmons, and the Western *High Noon* with the Americans Gary Cooper and Grace Kelly.

At the time the school had a very large terraced garden where we played or ran about in the lower part. This was full of holm oak trees. Some are still there to this very day. These trees grew a large number of acorns, with which we used to produce makeshift toys.

Two flights of steps led to the upper garden, where there was a chicken house for egg layers, surrounded by a various number of growing vegetables.

On Saturdays we prepared ourselves to go home the next day. I remember polishing my black shoes in a small upper room full of laundry bags.

In the corridor we were instructed to walk on both sides parallel to the wall. The years 1950 to 1953 were marked by the Korean War, and being just kids we joked about Marching to Korea. Of course we did not realise the gravity of the situation in that black patch of world history. We deemed it to be another exciting schoolboys' adventure.

One notable morning in May 1954 some sisters accompanied us to Floriana Primary School, which I had attended two years before. We lined up smartly in the central yard and after having recited the morning prayers and the Maltese hymn, we got a treat. We received a milkshake, a bar of chocolate and a small medal as a token in celebrating the visit of Her Majesty Queen Elizabeth II and her husband Prince Philip in Malta.

Occasionally at St Emilie de Vialar School we were entertained by watching a religious film like *The Song of Bernardette* or about Jesus Christ, in black and white, in the school corridor.

In late spring, with the days growing longer, I remember Sr Winifred Anastasi, after tea, taking us out near a fountain in the lower part of the garden, in order to while away the time by playing Blind Man's Buff and Hop-Scotch. As the sun's rays grew weaker we sat down to rest on the flagstones while Sr Winifred took out an English book and read us a short interesting story or rhyming poems in Maltese, having a witty ending.

I just loved Sundays, when I would see the whole family. We were ten in all: mum, dad, my sister, my paternal grandparents, my father's brother, two great uncles and a great aunty. We all started living there in a house at Tal-Pietà Wharf in 1944. This had 2 rooms blitzed during the war, which dad had to repair during the following years up to the early fifties. I enjoyed the company of the whole family and playing with my toys.

In the spring of 1955 I and my colleagues of our final year, Standard 4 (Year 6), sat for the Entrance Exam to Form 1 at St Aloysius College, Birkirkara. They were Maurice Cilia, Neville Ransley, Hugh Peralta and myself. I obtained 78% in English and 57% in Arithmetic. Thankfully we were all successful.

Later, Maurice Cilia attended St Michael's Training College of Education and studied German. He emigrated to Australia in the 60s and became a head of school there. Neville Ransley studied education in Britain and became a head of school in London. Hugh Peralta became a well-known lawyer. As for myself, I also studied at St Michael's College for the teacher's certificate and later obtained a degree in Italian and Maltese. I taught English, French and Italian in the secondary sector, and after having acquired the diploma in educational management & administration I became a head of school in Malta. But my heart was in the classroom, and after having retired I started teaching Basic and Matric level Maltese for six years at the Adult Learning Centre and later the same language at the Institute of Tourism Studies in 2011/12.

Finally, I would like to say that if I had to start my career all over again, I would certainly choose teaching. It was a great satisfaction for me to impart knowledge and instruction to all the pupils and students, whether young or old, under my care and supervision, whom I enthusiastically taught from 1965 to 2012.



This is the soft metal golden-coloured medal with the face of Queen Elizabeth II on the obverse and the coat of arms of Malta on the reverse, given to schoolchildren to wear during the Queen's rally in Malta in May 1954.



FONDAZZJONI SAGHTAR TWESSA' L-HIDMA TAGHHA

Parteċipazzjoni fil-Festival Nazzjonali tal-Ktieb 2022

Is-sena l-oħra kienet l-ewwel darba li Fondazzjoni Sagħtar ipparteċipat fil-Festival Nazzjonali tal-Ktieb. Din hija opportunità tajba ħafna biex intom l-edukaturi u membri tal-Malta Union of Teachers, iktar u iktar jekk intom membri ta' Fondazzjoni Sagħtar, tiltaqqu mal-Fondazzjoni u forsi titthajru wkoll tixtru s-Sagħtar jew xi pubblikazzjonijiet oħrajn passati. Fl-istess ħin, bil-partiċipazzjoni tagħha f'dan il-Festival il-Fondazzjoni tkun tista' ssahħah il-preżenza tagħha fil-qasam tal-pubblikazzjoni f'livell ma' pubblikaturi u għaqdiet volontarji oħrajn li jiehdu sehem.

Il-Festival Nazzjonali tal-Ktieb 2022, organizzat mill-Kunsill Nazzjonali tal-Ktieb, din is-sena se jsejtn bejn l-Erbgħa 23 u l-Hadd 27 ta' Novembru, u se jerga' jittella' fiċ-Ċentru tal-Fieri u l-Konvenzjonijiet f'Ta' Qali (MFCC). Bħas-sena l-oħra nhegħgħom li tattendu dan il-Festival u fuq kollox li tghaddu sal-istand tagħna u taraw x'għandha x'toffri Fondazzjoni Sagħtar. Niehdu gost niltaqqu magħkom u nsiru nafukom f'atmosfera li tiċċelebra l-qari u t-tagħlim.

Fuq kollox, il-hsieb ta' Fondazzjoni Sagħtar din is-sena hu li terga' tibda toħroġ pubblikazzjonijiet godda li jkunu interessanti u attraenti għall-ġenerazzjonijiet tal-lum. Din ukoll hi parti mill-hidma shiħa tal-Fondazzjoni, u għalhekk hemm il-hsieb li fil-Festival Nazzjonali tal-Ktieb tkun qed tniedi żewġ pubblikazzjonijiet sbieħ godda. Naturalment jingħataw aktar dettalji 'l quddiem, fiż-żmien opportun.

App tas-Sagħtar

Huma ħafna t-tfal, ġenituri u nanniet li jhobbju s-Sagħtar u jkunu jistennewh kull xahar biex jaqrawh b'interess. Is-sena l-oħra ċċelebrajna l-50 anniversarju minn meta beda jtoħroġ fl-1971. Iva, daqshekk ilu jeżisti s-Sagħtar, 51 sena! U matul dan in-nofs seklumexa ħafna 'l quddiem, adatta ruħha għaž-żminijiet u llum insibuh ukoll f'verżjoni diġitali apparti l-verżjoni stampata.

Is-sit tas-Sagħtar – saghtar.org.mt – ilu jeżisti fuq sentejn, u s'issa kien l-uniku mod biex wiehded jaċċessa s-Sagħtar b'mod elettroniku minn fuq mowbajl jew tablet, fejn u meta jrid. Imma dan ma kienx biżżejjed...

Għalhekk, permezz ta' fondi apposta li kisbet permezz tal-iskema VOPS immexxija mill-Kunsill Malti għas-Settur tal-Volontarjat, Fondazzjoni Sagħtar issa holqot ukoll APP! Iva, app tas-Sagħtar li wiehded jista' jinstallaha fuq il-mowbajl jew it-tablet tiegħu! Dan jagħmilha iktar faċli u pjaċevoli biex taqra s-Sagħtar, tisma' s-siltiet jinqraw, iżomm ruhek aġġornat bl-aħħar aħbarijiet dwar ir-rivista u ħafna aktar. Fil-fatt l-app fiha dawn il-features kollha:



Aqra r-Rivista:

Hawn insibu l-edizzjonijiet kollha passati li ħarġu mill-1971 sal-lum (370 ħarġa). Tistgħu tifthu liema edizzjoni tridu u taqrawha bl-ikbar faċilità.

Awdjo:

Minn hawn tistgħu tisimghu stejjer, poeziji u artikli mis-Sagħtar moqrija, kultant mill-awturi stess!

Aħbarijiet:

Sezzjoni li żżommkom infurmati dwar ir-rivista Sagħtar u b'dak li tkun qed torganizza Fondazzjoni Sagħtar.

Ħanut:

Mill-Ħanut tistgħu tixtru edizzjonijiet stampati tas-Sagħtar, tabbonaw fir-rivista għal sena skolastika shiħa jew tixtru kotba u pubblikazzjonijiet oħra li joghgbukom.

Vidjows:

Hawn insibu vidjows relatati mal-artikli li jkunu dehru fir-rivista u oħrajn ta' attivitajiet li jkunu saru minn Fondazzjoni Sagħtar.

U ma' dawn, fix-xhur li ġejjin, se jtniedu żewġ features godda fl-app: **Piŋgi** (għat-tpiŋġija ta' stampi relatati mas-Sagħtar) u **Logħob** (logħob interattiv għall-gost u t-tagħlim fl-istess ħin).

Biex qarrej ikollu aċċess għal dawn il-features kollha jrid jirreġistra bħala membru fil-Fondazzjoni jew jagħmel login permezz tal-username u l-password li jkun irreġistra bihom fis-sit tas-Sagħtar.

L-għan prinċipali tal-app hu li ssostni r-rivista nnifisha biex toffri qari sabiħ bil-Malti li jkun addattat għat-tfal u ż-żgħażaġ tal-lum, u li b'hekk dawn jitgħallmu jużaw dejjem aħjar il-lingwa Maltija, filwaqt li s-Sagħtar ikun magažin attraenti, interattiv u mill-iktar aċċessibbli fiż-żminijiet tal-lum.

Mela fittxu niżżlu l-app b'xejn minn fuq App Store jew Google Play! Ħudu gost!

SAGHTAR APP!

Sorpriża għall-membri ta' Fondazzjoni Saghtar!

App tas-Saghtar għal fuq il-mowbajls u t-tablets tagħkom!



Din hija app ta' Fondazzjoni Saghtar VO/1824
fi hdan il-Malta Union of Teachers



Dan il-proġett għe ffinanzjat permezz tal-Iskema tal-Proġetti tal-Organizzazzjonijiet
Volontarji (VOPS), immexxija mill-Kunsill Malti għas-Settur tal-Volontarjat



Wara hafna snin,
se jerga' jkun magħna wkoll...

Sagħtarin

gost u taġlim
għaċ-ċkejknin
fil-format ta' activity book

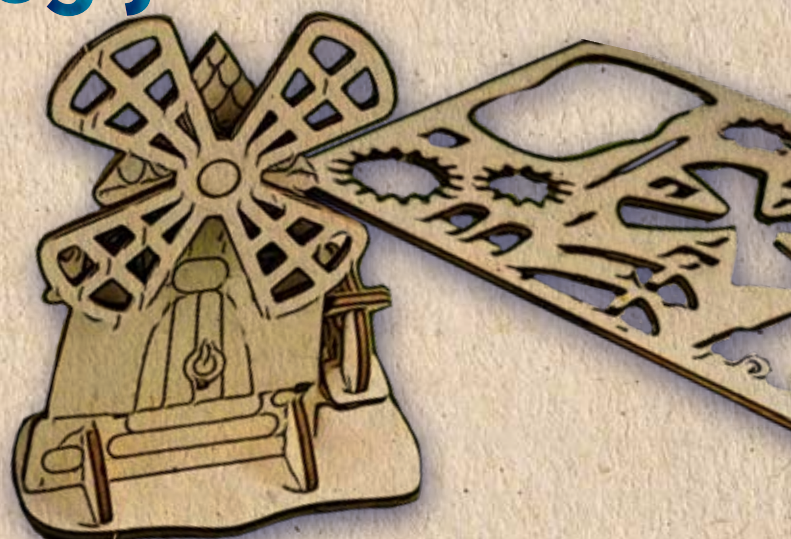


...dalwaqt



SAGHTAR**XJEN-TEK****Xjenza u teknoloġija fis-Saghtar**

**Mudelli,
tagħrif, esperimenti,
vidjows, logħob,
kompetizzjonijiet
u aktar...**



**Minn Ottubru 2022 titilfuhx!
Mal-kopji stampati tas-Saghtar.
ABBONA ISSA!**



Saghtar in

Peress li r-rivista *Saghtar* hija maħsuba prinċipalment għat-tfal u l-preadolessenti – għalkemm il-kontenut jappella hafna wkoll għall-adulti u anki l-anzjani – Fondazzjoni Saghtar se tkun qed toħloq *Saghtar in*. Dan se jkun rivista f'forma ta' activity book li jkun jappella għall-istudenti tal-Kindergarten u tas-snin bikrin tal-primarja. Il-hsieb hu li jkun fih hafna logħob, stampi kkuluriti u attivitajiet, biex ikun jiġbed l-ghajn kemm jista' jkun u jqanqal interess fi studenti ċkejknin.

Permezz ta' *Saghtar in* il-Fondazzjoni qed tippjana li tolgot diversi miri. Ewlenija fosthom hija x-xewqa li l-istudenti ż-żgħar ikollhom maġaġin relevanti għalihom li jibda jiffamiljarizzahom mad-dinja tal-ktieb. Għan ieħor hu li jibdeu deħlin bil-mod il-mod fid-dinja tal-qari filwaqt li joffrillhom gost. Barra minn hekk, permezz ta' *Saghtar in* l-istudenti żgħar jibdeu minn kmieni jsiru familjari mal-idea ta' maġaġin kull tant żmien, sakemm jikbru ftit u jibdeu jistennew xi haġa ikbar u aħjar, u b'hekk helu helu s-*Saghtar* isir għażla naturali għalihom għal qari tajjeb bil-Malti. Napprezzaw hafna s-sostenn tal-membri ta' Fondazzjoni Saghtar u tal-qarrejja tagħna biex dan il-proġett isehh ukoll u jkun ta' ġid.

Il-Proġett Xjen-Tek

Matul is-sena skolastika li ġejja Fondazzjoni Saghtar se tniedi proġett ieħor. Dan huwa XJEN-TEK, u l-iskop tiegħu hu propju li jżiedu l-għarfien u l-imhabba lejn ix-xjenza u t-teknoloġija fost l-istudenti. Ix-xjenza u t-teknoloġija huma oqsma indispensabbli fil-hajja tal-bniedem fis-seklu wiehed u għoxrin, u sfortunatament, għalkemm ahna mgħarrqin fihom kważi f'kull aspett ta' hajjitna, l-għarfien tagħhom mhux kbir daqskemm mixtieq.

Permezz ta' fondi akkwistati mill-Ministeru għall-Ugwaljanza, ir-Riċerka u l-Innovazzjoni permezz tal-iskema "Xjenza u Innovazzjoni fil-Komunità 2022", mas-*Saghtar* se jkun qed jingħata mudell b'xejn kull xahrejn (erbgha b'kollox minn Ottubru 2022 sa Mejju 2023) biex jintrama mill-istudenti nnifishom. Il-mudell se jkun jikkonsisti minn partijiet ta' oġġett li jkunu mwahhlin f'kartuna, li jridu jinqalgħu u jinbnew b'tali mod li jiffurmaw l-oġġett shih. Il-mudell se jkun akkumpanjat minn tagħrif fir-rivista, vidjows li juru dan it-tip ta' xogħol (jew logħob). Permezz tiegħu l-istudenti jibdeu jiffamiljarizzaw ruħhom max-xjenza u t-teknoloġija, u fuq kollox jieħdu gost filwaqt li jitgħallmu.



Offerti ghas-Saghtar 2022-2023

Bhalma sar fis-sajf tas-sena l-oħra, din is-sena wkoll Fondazzjoni Saghtar qed toffri l-abbonament għal sena shiħa fis-Saghtar għall-prezz imraħħas ta' €25 minflok €30, jiġifieri roħs ta' iktar minn 15%! Biex wiehed jabbona fis-Saghtar u jakkwistah b'dan ir-roħs hemm żewġ modi.

L-ewwel mod hu li wiehed jabbona kmieni personalment mis-sit saghtar.org.mt u jagħżel jekk iridx li r-rivista titwassallu d-dar bil-posta jew inkella jiġborha mill-kwartieri tal-MUT, il-Ħamrun. Din l-offerta tapplika sal-31 t'Awwissu.

It-tieni offerta għall-istess rata ta' roħs hi dik għall-iskejjel u gruppi oħra (Offerta 10+). Jekk skola jirnexxilha tgħaqqad 10 abbonamenti jew iktar, tingħata abbonament addizzjonali b'xejn, u l-iskejjel u l-gruppi li jabbonaw b'hekk grupp jitwassallhom ir-rivisti b'xejn kull xahar f'indirizz wiehed li jkun ġie indikat lill-Fondazzjoni. Fl-ewwel sena kellna għexieren ta' skejjel u gruppi li bbenefikaw minn din l-offerta, u għas-sena d-dieħla nheggu hafna iktar skejjel biex joffru s-Saghtar lill-istudenti tagħhom, biex ikompli jissahħaħ u jiżdied il-qari bil-Malti. Din l-offerta ma tagħlaqx imma tibqa' tapplika s-sena kollha.

Sejħa għall-kontribuzzjonijiet

Bi pjaċir Fondazzjoni Saghtar tħabbar li qed tilqa' materjal ġdid u oriġinali mingħand kittieba, illustraturi, edukaturi u kull min hu interessat li jikkontribwixxi b'xi mod f'din il-pubblikazzjoni għas-sena 2022-2023.

Ir-rivista toħroġ bejn Ottubru u Mejju ta' kull sena skolastika, jiġifieri tmien edizzjonijiet b'kollox, waħda kull xahar. Il-kontribuzzjonijiet jistgħu jkunu ta' diversi forom – kitbiet, illustrazzjonijiet, materjal awdjoviziv, xogħol ta' riċerka u informazzjoni, materjal rikreattiv u iktar.

Kull min hu interessat u għandu xogħol lest li jixtieq jissottomettih huwa mhegġeġ jiktbilna fl-indirizz elettroniku korrispondenza@saghtar.org.mt.

Wara s-suċċess tar-rivista popolari Saghtar matul din is-sena skolastika, Fondazzjoni Saghtar fi hdan il-Malta Union of Teachers tħabbar li qed tilqa' materjal mingħand kittieba, illustraturi u edukaturi u kull min hu interessat li jikkontribwixxi b'xi mod f'din il-pubblikazzjoni għas-sena 2022-2023.

sejħa
għall-kontribuzzjonijiet

SAGHTAR

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Ir-rivista reggħet bdiet tinħareġ f'Ottubru 2020 kull xahar bi tmien edizzjonijiet f'sena skolastika. Bdiet bil-format diġitali sakemm bdiet toħroġ ukoll f'forma stampata kmieni din is-sena. Ir-rivista Saghtar hija sors edukattiv għall-istudenti u sservi wkoll ta' vetrina għall-kittieba u l-artisti, stabbiliti jew emergenti. Il-kontribuzzjonijiet jistgħu jkunu ta' diversi forom – kitbiet, illustrazzjonijiet, materjal awdjoviziv, xogħol ta' riċerka u informazzjoni, materjal rikreattiv u iktar.

Kull min hu interessat u għandu xogħol lest li jixtieq jissottomettih huwa mhegġeġ jibagħtilna email fl-indirizz elettroniku korrispondenza@saghtar.org.mt.

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aktar tagħlim u aktar kompetizzjonijiet!

Ir-rivisti jitwasslu B'XEJN f'indirizz wieħed
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2022-2023

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