AWARD IN INTEGRATING POLICIES AND REFORMS

Name of Lecturer: MR. SEAN ZAMMIT

No. of hours: 5 contact hours

Module Description:

In today’s world education is not only a fundamental human right but also an important pre-requisite for the general well-being and development of a country. Given Malta’s challenges, education has always topped the agenda of the governments’ work. The ultimate aim has always been to provide high quality education for all learners so that no student is left behind. Over the years, a number of fundamental reforms and policies have been waved into the system. Unfortunately these reforms not always were internalized by educators. This led to de-motivation; excessive stress and work-load fatigue. This module, hence, allows participants to understand the nature of these reforms and to incorporate them within national day-to-day practice. Hence this course presents participants with the latest reforms within the Maltese educational system in an attempt to create democratic, inclusive, equitable and social just learning environments. Amongst these reforms, special attention is paid on the following documents:

a) National Minimum Curriculum (1999);
b) Transition from Primary to Secondary Schools in Malta (2008);
c) The National Curriculum Framework (2012);
d) The Framework for the Education Strategy for Malta (2014-2024); and
Participants will also be presented with the main findings of the ‘Education For All: Special Needs and Inclusive Education in Malta: External Audit Report’ (2013). Hence this course module will delve and analyse thoroughly the development of the Maltese educational system, the values it promotes as well as the goals and objectives it sets to achieve. In other words this module is important because it places local initiatives within a contextual framework which allows participants to better understand the set-up of the Maltese educational system and its relevance within the international context. Finally it also allows candidates to become more familiar with all the support structures present within the system; how they can be accessed and the designed way forward in view of providing high quality education for all learners.

Overall Module Objectives:

Therefore this course strives to help participants to:

a) Analyse and understand major reform initiatives within the local education system;

b) Examine and evaluate the implementation of reforms and policies;

c) Examine and evaluate how currents policies are being reviewed;

d) Contextualize current reforms and initiatives; and

e) Contextualize current reforms and policies within a holistic system of school improvement.

Outcomes:

1. Competences:

At the end of the module the learner will have acquired the responsibility and autonomy to:

a) Identify major reforms within the Maltese educational system.

b) Propose alternatives ways how reforms could have been waved into the system.

c) Discuss policies under the Respect for All Framework.

d) Describe findings and recommendations in the Education for All Audit.

e) Illustrate the four pillars present in the Framework for the Education Strategy for Malta 2014-2024.

f) Discuss the principles in the NMC and NCF.

g) Evaluate the implementation of major reforms.
2. **Knowledge:**

At the end of the module/unit the learner will have been exposed to the following:

a) Describe some of the major reforms within the local system;  
b) Describe the present major educational frameworks – National Framework Strategy and Respect for All;  
c) Define the four major pillars in the abovementioned two pillars;  
d) Identify the advantages and disadvantages of the College System;  
e) Describe ways how schools and colleges can be given more autonomy.

3. **Skills**

At the end of the module/unit the learner will have mastered the following skills:

*Applying knowledge and understanding*

The learner will be able to:

a) Identify practices and actions used in the implementation of major reforms;  
b) Describe major reforms and current frameworks and policies;  
c) Apply policies within the school/college/class context;  
d) Construct alternative ways how policies could be implemented;  
e) Demonstrate the major findings in the Education for All Audit.

*Judgment Skills and Critical Abilities*

The learner will be able to:

a) Evaluate the current educational system performance with the objectives set within reforms, policies and frameworks;  
b) Examine the Education for All Audit results and findings;  
c) Analyse ways in which the NMC and NCF differ from each other;  
d) Interpret results from international standardized tests;  
e) Evaluate how policies and reforms could be integrated together.

*Additional Module-Specific Communication Skills, if required.*

The learner will be able to:

a) Describe all reforms, policies and frameworks.  
b) Describe the philosophical principles and perspectives in NMC and NCF.
c) Discuss with other stakeholders the significance of certain reforms;
d) Present to other educators strategies how the Respect for All Framework could be implemented;
e) Express research-based and informed views and opinions on the findings of the education for all audit; and
f) Review own and schools’ practices in relation with the goals and objectives set in policies and frameworks.

Additional Module-Specific Learner Skills, if required.

The learner will be able to:

a) Evaluate the implementation phase of all reforms;
b) Keep abreast with policies and frameworks within the local system;
c) Study ways how Respect for all policies could be implemented;
d) Investigate how goals and objectives set within local policy and framework documents can be included within the school;
e) Understand that policies and frameworks are living documents; and
f) Search how foreign educational systems are transforming their systems.

Assessment: Reflective Inquiry.

Suggested Reading:


