

EDUCATION



2000

FACULTY OF EDUCATION
UNIVERSITY OF MALTA

IN COLLABORATION WITH THE EDUCATION DIVISION

No. 3 – 1998

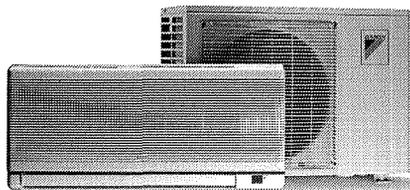
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- Green and grey on a satellite map ● Tahriġ fil-qari għal-livell sekondarju ●
- Excellent storybooks in Maltese ● Readers' comments: From Canada; Scitech ●
- Key issues behind appraisal ● Il-prattika tas-shubija fil-livell primarju - il-Kodiċi ta' Imġiba Tajba ●
- Children as consumers of news: Learning by simulation ● Creating customised readers with Print Shop Ensemble III ● Italian in the Primary School ●
- Media Workstation: The Board ● It-tqanqil ta' apprezzament letterarju fit-tagħlim tal-letteratura ●
- Photos for discussion ● Punishment ●
- Drama in science education ● School Development Planning ● Attard Primary School ● The Synergy Project for Primary Schools ●
- Publications: Beyond Schooling; Inside/ Outside Schools.





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EDITORIAL

Charles Mifsud



We are now well into the school year. The weather has already started to warm up and both teachers and students will soon begin to yearn for the long summer holidays. However, there is still much to be done as we take stock of what we have achieved throughout this year and to evaluate the educational progress of our students.

In our educational endeavours we expend loads of energy to initiate projects and to implement them. However, oftentimes we seem to be reluctant to evaluate in a systematic manner the success or otherwise of what we have set out to do. Evaluation is a very essential aspect of any strategic planning and implementation of policies and strategies at any level; be that national, school or class. It cannot be optional! Before moving on to the next phase of any planning exercise we need to evaluate what we have achieved up to now. This is not a waste of time but an important exercise to ensure that further funds and human energies are not wasted in directions which are not bearing fruit. The notion of 'value-added' has to be taken seriously as we strive to assure that our educational endeavours are cost-effective and that the educational services which are being rendered are of a high quality. The basic question of school effectiveness needs to be: Have the students in this class/school/educational system registered the desired progress in educational attainment over this school year?? This question can only be answered in terms of the rigorous diagnosis that we have carried out.

Basic skills have to feature prominently in our educational programmes as the basic diet. Without these we cannot even start contemplating how best to build further. We cannot continue to have the current wastage in education and human potential. We need to recognise and give credit to different human abilities and to maximise these in order to ensure greater individual fulfilment and a more skilled workforce.

This Issue

This issue of **Education 2000** continues to bring to you, the teachers of Malta and Gozo, a wide range of articles which deal with a variety of topics. Regular features include 'L-Imġiba Tajba' by Carmel Borg, 'Key Issues Behind Appraisal' by Chris Bezzina, the Information Technology in Education pages by Norman C. Borg and Media Work Station by the producer of this journal, Ġorġ Mallia (*incidentally those of you who like me know how much Ġorġ produces would agree that this page should be aptly renamed Work Horse!!*). The series on Well Managed Schools, which I introduced in the last issue and which dealt with the Xghajra Primary School, features an article by Paul Pace on the Attard Primary School. A number of interesting teaching ideas are presented in the articles by Godfrey Baldacchino, Ivan Said and Debbie Chetcuti. Mary Rose Mifsud writes about an interesting project in Primary schools which is attempting to create synergy across different areas of the curriculum. A model School Development Plan is featured in the article by Joseph Micallef. Other interesting articles deal with the teaching of Maltese in Secondary Schools and the issue of Punishment in Schools.

Reading

The first half of the National Year of Reading will soon be completed. A number of initiatives have been taken at the national level by the Ministry of Education and National Culture to promote a life-long love of reading. These initiatives have found support from the media, publishers, book suppliers and bodies like Local Councils, etc.

Many schools have embarked on new projects and intensified already existing ones. New school libraries have been opened and existing schools and existing ones have been supplied with new books and shelving units by Local Councils and other sponsors. Various schools have introduced literacy days or hours, reading and writing projects and increased the library hours and the time devoted to reading for fun. Some schools have introduced with great success schemes which have brought in reading tutors on a voluntary basis to support the work of the teacher in the classroom. It is important that this new impetus for literacy development and education is sustained throughout the coming years. The issue of literacy is so important that we cannot afford to let this enthusiasm wane away after the end of this year.

continued on page 9

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Green and Grey on a Satellite Map

Godfrey Baldacchino

One wouldn't be surprised to read that a map is a useful teaching aid. Most textbooks in social studies, geography, history or politics come along with at least one appropriate map of the world or of regions and countries therein. A map is always a handy illustration; but its presence is also meant to serve other educational purposes. It is there to help associate place names with their physical location; to situate localities relative to each other, to enable a discriminatory look at certain features - such as altitude, topography, extent of urbanisation or desertification - and to assist overall in developing a concept of space and territoriality. Let's admit, maps are also potentially very useful because they are visual aids and typically command greater attention, as long as they are used effectively.

“A map is always a handy illustration; but its presence is also meant to serve other educational purposes”



GODFREY BALDACCHINO
B.A., M.A. Ph. D is lecturer and research officer at the Workers' Participation Development Centre, University of Malta and visiting lecturer in the Department of Public Policy. He is the author of the definitive textbook on Social Studies.

I would like to draw the attention of secondary school teachers to a particular map of Malta. This is a satellite image of the Maltese Islands, taken by the French Satellite CNES



on one of its passages over Malta in Spring 1988.¹ This portrait-sized map comes in a full colour format, and is 600mm wide and 750mm long. Surrounded in a sea of aquamarine, the greenish-grey outcrops of the Maltese archipelago stand out clearly.

The map has an impressive amount of detail. A close scrutiny will reveal fairly large structures, such as major arterial roads, quarries, Ta' Qali Stadium, Luqa, Hal Far and Ta' Qali runways, Marsa and Nadur Race-Tracks, apart from various winding valleys and the whole shoreline. The possibility of locating and recognising these and other features is one of the salient features of this map - all of a sudden, the map is no longer a piece of printed paper with strange symbolic language but comes to life as a meaningful document.

The map then lends itself to some interesting lessons. I will limit myself to highlight two:

Going for the Green

One is based on a rural theme. One important distinction in terms of agriculture is the nature of the land in relation to water. In

¹ Malta and Gozo: A Satellite Image, © 1988 CNES and Maptec International Ltd., Ireland. Distributed in Malta by Miller Distributors. When I bought it, some seven years ago, it cost Lm2.

Malta, apart from wasteland (*xaghri*), one differentiates between irrigated (*saqwi*) and semi-irrigated land (*baghli*). Access to water, whether out of natural or man-made means, is an important criterion for determining the agricultural potential of the land and consequently the type of crops it can sustain. The different shades of green on the map of the Maltese Islands bears an indirect testimony to this critical difference. The deeper the green, the more fertile the land. Patches of deep green are not very common; and they tend towards a concentration along an arch of terrain stretching from Siggiewi in the south-west, through Buskett and up to Mgarr and Manikata in the north-west. Pockets of deep green are proportionately more frequent in the northern part of Gozo. On the map, the deepest green of all in the sister isle lies at the Lunzjata Valley.

Why are certain areas greener than others? Which are these areas? What factors, natural or conceived, increase or decrease 'greening'? What types of crops are best suited for different types of habitat? (There is bound to be someone in class who has a family member who is a full or (more likely) part-time farmer - personal experiences can thus be also solicited.

Going for the Grey

A second teaching suggestion is based on the converse, urban theme. The

cumulative effect of a larger population, smaller numbers of persons per household, increased affluence and the development of tourism and manufacturing industries have, all told, resulted in an almost 500% growth in the built-up area of the Maltese Islands in just over 40 years (see table).

The urban sprawl is there for all to see on the map, recognised by its characteristic grey. However, closer scrutiny reveals an important distinguishing feature. Most of the local structures are (as yet!) built of globigerina limestone; and as this ages and weathers, it changes its colour from creamish white to yellow to dull grey. The Map is therefore a time machine, revealing those pockets of construction which were recent developments; others not so recent; others still are seeped in antiquity. The effects of the three main patterns of urbanisation in Malta - the radial expansion from the inner to the outer harbour region; the outward expansion of all existing towns and villages, except Mdina; and the wholesale development of new towns - are all easily discernible in the shades of colour and tone.

The most strikingly light contrasts are the Freeport Development at Marsaxlokk Bay and the Bugibba/ Qawra Peninsula - both very recent major construction sites. The duller grey is amassed at the Cottonera and old village cores.

Questions

A series of questions may be addressed to a host of towns and villages in Malta and Gozo. How much white, yellow or grey is there? Where is this located with respect to the village or town?. Is the change in colour also accompanied by a change in the pattern of building, reflecting more grid-iron and block planning as one comes closer to the present times? Are certain housing estates visible on the periphery? Have certain towns and villages met in the process of expansion?

I am certain that teachers will be able to conjure up many more lessons on the basis of the same teaching aid. In the meantime, the very image of our island home framed within a vast expanse of blue Mediterranean may inspire feelings of awe and environmental fragility - important feelings in themselves, no doubt.

TABLE 1

	1957	1967	1985	1995
Population	292,019	228,238	345,418	378,132
Number of Families	68,007	70,114	96,725	119,479
Number of Dwellings	66,322	78,806	113,785	135,000
Built-Up Area (sq. km.)	11.1	14.6	39.3	48
Agricultural land	135	125	110	88

Source: Baldacchino Godfrey (1997)
Ninvestigaw Is-Socjetà, Malta, PEG, p.65.

Notes for Contributors

Education 2000 is a magazine, published twice yearly (March/April and November/December periods), distributed free to all teachers, school administrators, student teachers and other educational practitioners who are interested in the study and development of the various areas of the school curriculum, teachers' professional development and school management. Its main objective is to facilitate the dissemination of research findings, effective practice and teaching and learning ideas. Each edition will have contributions related to education in the primary, secondary, post-secondary and tertiary sectors. We welcome the following kinds of contributions:

- Reports of research which has implications for the school/classroom situation. (A considerable amount of work in this regard is carried out in the form of dissertations for education degrees. Often this kind of work is shelved and forgotten. This journal will seek to assist in the publication of such work);
- Accounts of school/classroom curriculum-related activities and teaching ideas;
- Discussions of current issues in the teaching of the various curriculum areas and subjects at all ages.

Advice on suitable material in any area of the curriculum and help with the preparation of submissions will be given by the Editorial Board. Articles should not normally exceed 2,000 words. In fact shorter contributions are encouraged. Manuscripts and all bibliographical material should be set out in standard A.P.A. style. The Editorial Board reserves the right to make changes to manuscripts to be consonant with the scope and style of the publication.

ILLUSTRATIVE MATERIAL: Authors are encouraged to submit illustrative material with their articles. Such material (photographs, children's work, diagrams, etc.) should be in its original form rather than photocopies. Copyright permission, when required, is the responsibility of the author.

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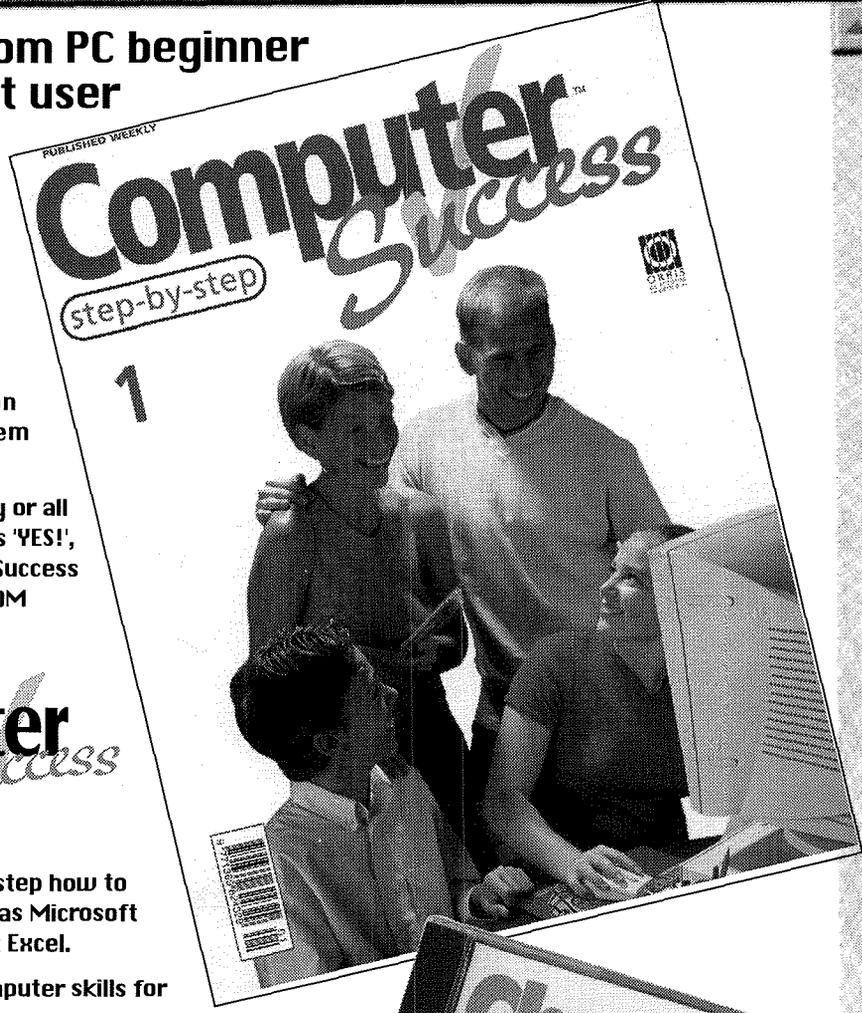
- on 3.5" diskette, containing the original file of the submission (for example Word, Word Perfect, or Wordstar documents, etc), and a **text only** version. Both IBM compatible and Macintosh formatted diskettes are acceptable;
 - a hard copy of the contribution, including detailed notification of the insertion points of illustrative material.
 - all illustrative material in a separate envelope, but with the name of the author and contribution noted on it.
- Contributions are to be submitted to *any* member of the Board, or sent to:
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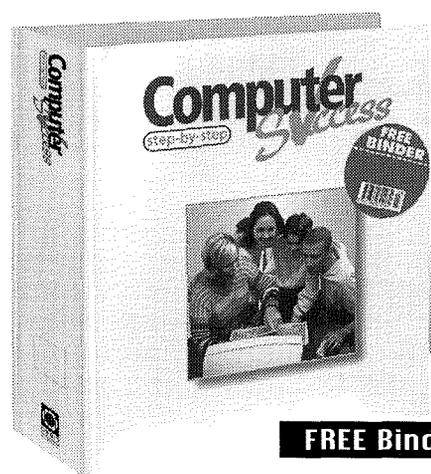
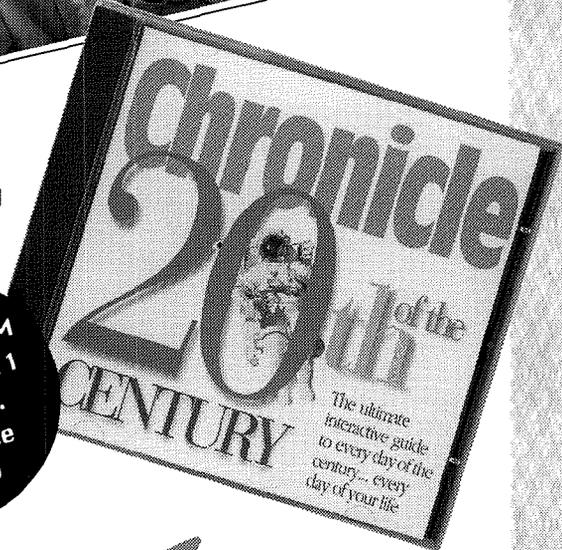
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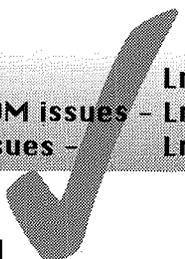


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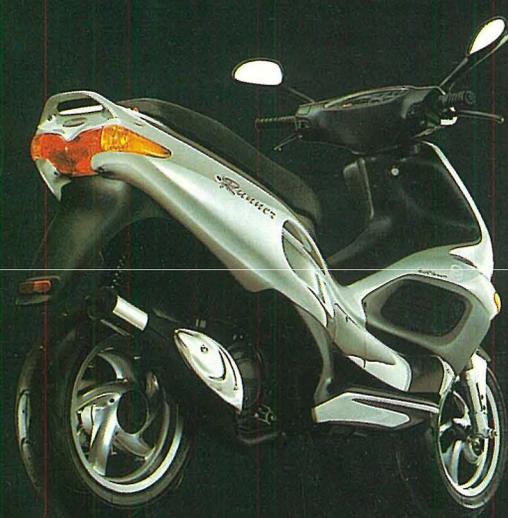
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Taħriġ fil-qari għal-livell sekondarju

Gaetano Calleja

Hafna drabi jiġri li l-għalliema jirnexxihom jgħallmu t-teknika ta' kif taqra, iżda min-naha l-oħra ma jżviluppawx l-aspett ta' qari kritiku u analitiku fl-istudenti. Ir-riżultat ikun li l-istudenti jaqraw u jifhem silta ta' qari b'mod superficjali u bla wisq attenzjoni għad-dettalji u għal dak li jkun qed jiġi implikat lil hinn mill-kelma stampata.

Mir-riċerka tiegħi (1997) sibt li, per eżempju, l-istudenti jsibu diffikultà biex jiddiskriminaw bejn tip ta' informazzjoni u oħra, biex jirriproduċu silta fi kliemhom, u għandhom nuqqas ta' esperjenza dwar dak li qed isehh fl-ambjent ta' madwarhom li allura jitfagħhom lura meta jiġu biex jifhem silta (Sahu u Kar, 1994).

F'dan l-artiklu nippreżenta diversi sugġerimenti prattiċi li l-għalliema jistgħu jadottaw fil-klassi biex jgħola l-livell ta' komprensjoni fil-qari ta' l-istudenti. L-ewwel se ngħid x'hila partikolari nkunu qed nippruvaw niżviluppaw, u mbagħad nagħti xi ideat għal eżerċizzji varji li jkomplu jwessgħu l-għarfien ta' l-istudenti

“L-għalliema jgħallmu t-teknika ta' kif taqra, iżda ma jżviluppawx l-aspett ta' qari kritiku u analitiku”



GAETANO CALLEJA
B.Ed. (BI-Unuri), M.Ed.
għandu esperjenza twila u
varja fit-tagħlim tal-Malti
fil-livell sekondarju.
B'aliessa huwa għalliem
tal-Malti fil-livell avvanzat
fl-iskola Għolja Giovanni
Curmi.

Biex l-istudenti jagħrfu l-idea prinċipali fis-silta

- Sib frażijiet mis-silta li juru x'tip ta' karattru kellu X.
- Ahseb dwar frażijiet oħra barra mis-silta li jiddeskrivu l-istess karatteristiċi.
- Aghżel il-frazi ewlenija fis-silta/f'kull paragrafu

Biex jżviluppaw l-għarfien bejn is-sentenzi

- Aqra s-sentenzi li ġejjin li aghmel sinjal taht is-sugġett u l-verb prinċipali.
- Għalxiex qed jirreferu l-kliem b'sinjal taħthom?
- Aqsam sentenza twila fi frażijiet iżgħar li lkoll jagħmlu sens fihom infushom.

Biex jżviluppaw hila fl-għażla tat-temi u fl-organizazzjoni tas-silta

- Sib is-sentenza li ma taqbilx mal-kumplement tal-paragrafu.
- Agħti sett ta' sentenzi mhawdin biex l-istudenti jorganizzaw b' mod li jagħmel sens.
- Agħti tabella biex timtela bl-informazzjoni meħudha mis-silta skond fatti, raġunijiet, kawzi, xewqat eċċ.
- Agħti numru, eż. mill-1 sa 10, lil kull idea skond is-sens loġiku tagħhom

Biex jżviluppaw il-hila ta' l-iskimming

- Agħti diversi siltiet qosra biex l-istudenti jissuggerixxu titlu għal kull silta.
- L-istudenti jaqraw is-silta fuq fuq u jwieġbu mistoqsijiet dwar veru/mhux veru/possibbli/iva/le eċċ. u mbagħad iqabblu l-għażliet tagħhom ma' l-artiklu oriġinali.
- L-istudenti jingħataw numru ta' kliem relatati mas-silta tal-qari u huma jridu jantiċipaw dwar xiex inhi s-silta.

Biex jżviluppaw il-hila ta' l-iscanning

- Wara l-qari ta' silta ddettaljata, l-għalliem jitlob informazzjoni sepeċifika, ngħidu ahna dwar ikel, prezzijiet, hinijiet eċċ.
- Bl-użu ta' avvizi klassifikati mill-gazzetti ssegwi l-istess proċedura bħal ta' qabel din.
- Qabbel l-informazzjoni minn kolonna A ma' kolonna B.
- L-istudenti jingħataw indiċi biex ifittxu informazzjoni sepeċifika.

Biex jżviluppaw hila lessikali

- Mis-silta sib sinonimi, antonomi, iponomi u kliem iehor li b'xi mod jista' jkun relatat.
- Sib il-kliem tekniku. Xi kliem iehor nistgħu nużaw minflok.
- Sib il-kliem li fih prefissi jew suffissi. X' użu għandhom dawn?
- Kif tinbidel it-tifsira ta' l-istess kelma użata f' kuntesti differenti?

Hila fil-fehem ta' l-argumentazzjoni

- Mis-silta sib il-frażijiet li huma favur/kontra il-kwistjoni.
- Imla dijagramma skond l-informazzjoni mogħtija fis-silta, ngħidu ahna ta' cifri li jsostnu jew iwaqqgħu l-argument.
- Qabbel aspetti tat-temi varji fis-silta.
- Sib il-kongunzjonijiet użati għall-effett partikolari, bħal 'għaliex', 'b'hekk', 'minhabba f'hekk', eċċ.

Biex jevalwaw il-qari b' mod kritiku

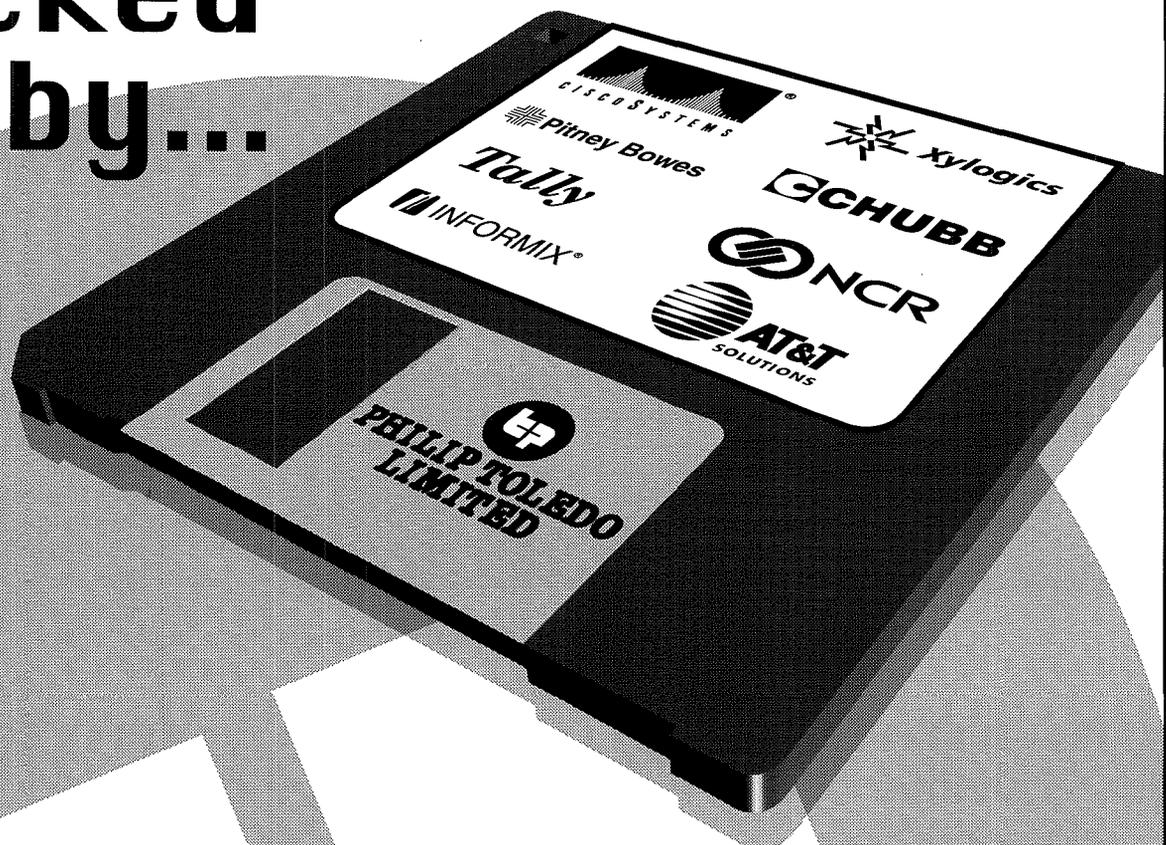
- Liema nomi, verbi, aġġettivi jintużaw biex iħallu effett partikolari? X' sinonimi oħra setgħu intużaw, iżda li kienu jħallu toghma differenti fuq il-qarrej.
- Minn liema frażijiet nindunaw li l-kittieb għandu opinjonijiet partikulari dwar is-sugġett?
- Liema strutturi jindikaw is-sugġettività tal-kittieb?
- Identifika l-użu idjomatiku u proverbjali tal-lingwa fis-silta u għid ma' liema oqasma huwa normalment assoċjat.
- L-istudenti jaqraw żewġ artikli dwar l-istess incident minn gazzetti differenti biex l-istudenti jqabblu l-interpretazzjonijiet varji.
- L-istudenti jisimgħu intervista, u mbagħad jaqraw rapport tagħha miktub biex jidentifikaw id-differenzi.
- L-istudenti jqabblu l-informazzjoni mogħtija ma' l-istamp jew ritratti provduti jew ippubblikati biex jaraw xi qbil jew kontradizzjoni jista' jkun hemm.

Dawn huma x'uhud mis-suggerimenti li wiehed jista' jikkunsidra biex jegħleb il-problemi fil-qari ta' testi bil-Malti.

Referenzi

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Editorial

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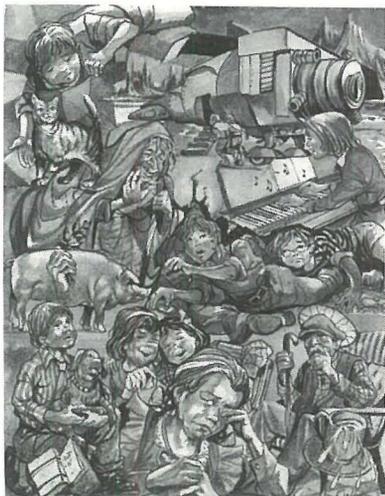
Many non-government organisations continue to engage in silent but vital work in the area of family literacy. Other initiatives in the pipeline will seek to organise combined literacy sessions for both parents and their children. This has been found to be a highly successful and effective strategy for the promotion of family literacy. Like with everything else in the field of Education work in the area of literacy education and development needs to be sustained over a long period of time. The effects are not immediate but long-term. However this is the only way that we can ensure that our children and adults have the required skills to survive and to maximise their abilities in the coming years.

Summer Work

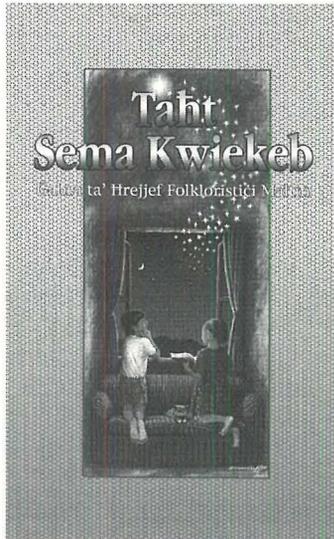
Many university students are given opportunities to engage in paid summer work. Most of the work for SkolaSajf is of benefit to both the university students and the primary school pupils that they work with. However the benefits of other assignments are not very clear. It is important that well in advance worthwhile projects in education and other fields are identified. These projects should have clearly-defined objectives. Then students should be invited to apply for work with these project teams, according to their various skills and abilities. If necessary this work should continue beyond the summer months.

Excellent storybooks in Maltese: *Taht Sema Kwiekeb* & *Tużżana*

I have recently seen in the book shops an excellent publication: *Taht Sema Kwiekeb*. This is a collection of children's stories in Maltese. The book is beautifully illustrated and produced at a very high standard. I have also had the opportunity to see the proofs for a forthcoming publication: *Tużżana* which promises also to be a very exciting collection of children's stories in Maltese to celebrate the National Year of Reading. I feel that such high quality productions in Maltese should be applauded. No household in Malta and Gozo and wherever Maltese is understood should remain without a copy. These stories should be told and read to Maltese children well before they can read for themselves.



The frontispiece of *Tużżana* by Joe Mallia



The cover of *Taht Sema Kwiekeb*, by Trevor Żahra and Andrew Micallef

The person responsible for the excellent production of these storybooks in Maltese is none other than the producer of this journal: GORĠ MALLIA. Both books are edited by Ġorġ and fellow writer/illustrator Trevor Żahra, and published by Merlin Library. As Ġorġ is not one to blow his own trumpet (only because he does not have the breath for it), we have had to feature this piece without his prior knowledge!

Charles Mifsud

READERS' COMMENTS

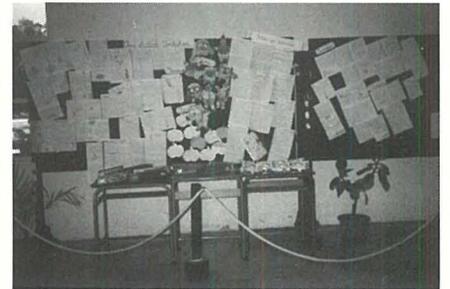
From Canada

As a teacher, living in Canada, who is contemplating returning to my native country, *Education 2000* is a wonderful source of valuable information. I thank you for producing such a great resource and look forward to hearing from you. In 1996 I visited Malta and had my B.A., and B.Ed., both obtained in Canada, evaluated by the University of Malta. The results were that I would be able to teach in Malta. I emigrated to Canada when I was seven years old, however, I am still able to communicate fluently in Maltese.

Thanking you again.

**Charles Rizzo,
Toronto, Ontario,
Canada**

Scitech



I am a Primary school teacher of a Year 6 class at Fgura. I was very happy to have been the first to allow my class to share the *Scitech* experience last November. *Scitech* is a science and technology initiative, sponsored by the Science Centre at St. Patrick. It consists of a collection of 'curiosity boxes' which provides a hands-on/heads on experience.

The *Scitech* workshop was a worthwhile experience enjoyed by each of the thirty pupils working in teams, an important factor in informal teaching. My class willingly wrote follow-ups of the activities, back at school. The pupils' efforts were crowned when every member of the class was awarded a special personalised *Scitech* certificate of achievement.

Scitech is a fine example of learning through fun. It was a new experience with positive results both for the class and myself.

**Lilian Debono
Primary School B
Fgura**

Key Issues behind Appraisal

Christopher Bezzina

As schools are being encouraged and prepared to take on more responsibility of what happens at the school site the more central will the issue of standards and quality improvement be raised. One way of setting standards, of identifying the meaning and the way towards quality improvement is through a clearly understood system of appraisal. In this brief article I aim merely to scratch the surface of this sensitive but crucial component within tomorrow's schools.

“One way of setting standards, of identifying the meaning and the way towards quality improvement is through a clearly understood system of appraisal”



CHRISTOPHER BEZZINA, Ph.D (Brunel) lectures in educational management and planning at the University of Malta. He is the author of a number of scholarly articles. He has also written a number of books about his subject.

Introduction

Few would argue that heads, teachers, the education authorities and most probably the Teachers' Union have mixed feelings about the purposes of appraisal. What are the real purposes of appraisal and how can they be achieved?

The main principles behind appraisal are:

- Appraisal is a professional activity.
- Appraisal is a collaborative process.
- Appraisal is part of an ongoing monitoring review process involving the whole school.
- Appraisal aims to facilitate the continuous professional development of all members of staff.

- Appraisal builds on individual and organisational strengths.
- Appraisal aims to improve the quality of teaching within a school.
- Appraisal aims to recognise, acknowledge and celebrate good practice.
- Appraisal ultimately aims to develop the quality of the learning of pupils within the school.
- Appraisal is not a disciplinary procedure.
- Appraisal is not an instrument of management control.

With this in mind one can appreciate the far reaching aims behind appraisal:

- developing a clarity of vision, purpose and direction in the organisation
- maintaining and building on that vision, purpose and direction
- enabling each member of the staff to have a clear understanding of their own role within the school
- enhancing individual and group job satisfaction.
- to act as a source of motivation across all levels within the organisation.

There are a number of concerns behind an appraisal system which we need to address.

Central concerns behind an appraisal

Key words	Comments
System	<ul style="list-style-type: none"> ~ appraisals need to form part of the organisation especially within the Human Resources/ Training and Development set-up. ~ appraisals need to focus on improving performance as individuals seek to accomplish organisational goals.
Attitude	<ul style="list-style-type: none"> ~ of both appraiser and appraisee needs to be positive sincere and open. ~ people need to be motivated ~ everyone can learn and improve.
Opportunity	<ul style="list-style-type: none"> ~ to reflect on past, present and future challenges. ~ to grow and develop personally and collectively: maximising human potential.
Process:	<ul style="list-style-type: none"> • feedback • support
	<ul style="list-style-type: none"> ~ where individuals share positive points and problem areas. ~ through such a process individuals learn to receive and give feedback. ~ an opportunity to identify what support individuals need so as to improve: performance, skills, etc.
	<ul style="list-style-type: none"> • targets
	<ul style="list-style-type: none"> ~ points raised need to develop into targets/ 'action plans' agreed upon by both parties. ~ such intentions need to be clearly stated and dates set for discussion and review.

Fig. 1

These are here presented in a brief and summative manner in *Fig. 1*.

“Appraisal aims to facilitate the continuous professional development of all members of staff.”

Some tips for handling an appraisal *a positive attitude*

See appraisals as an opportunity to develop your relationship with your direct superior, increase your self-awareness, express your views and influence and shape your future. Appraisal is a process involving two persons and not an exercise done on the appraisee. It is a joint activity for which both are responsible for its success.

an opportunity to reflect

Before the classroom observation set aside some time to reflect on those areas you will be observing. Discuss and agree on the points that you would like to explore with appraisee.

looking ahead

An appraisal is an opportunity for the appraisee to look ahead. What are the goals you want to achieve, both in terms of present responsibilities and professional development? What support do you need to achieve these goals, in terms of resources, experience, and/or training?

accept feedback

This is not an opportunity to behave defensively when observations/ criticisms are made. An appraisal provides an opportunity for you to learn how to improve and in the ideal situation both appraiser and appraisee learn from each other.

Most school leaders are not sadists and do not like giving negative feedback just to put you down. So make it easy

for them by showing you value hearing their comments. See it as another opportunity for both to develop particular skills very much lacking in our profession, those of active listening and assertiveness. Your personal growth will determine in the end whether the organisation is improving and moving forward or not.

keep calm

Avoid responding emotionally or impulsively. If you receive a remark or a comment which you feel is unfair, do not regard it as a personal attack. The appraisal offers you the opportunity to react and explain things as you see them.

seek information

When discussing a lesson which has just been observed ask questions to get more information. Do not settle for vague comments. If faced with generalisations about aspects of your performance ask for specific examples so as to make sure that you understand the point the appraiser is trying to make.

give feedback

The best appraisals are opportunities for both parties to improve. Use the discussion session to give some positive strokes and thus encourage behaviours you find useful. A guiding principle behind any appraisal is that of selectivity - i.e. being selective in the areas for observation in order to be effective. Do not overload the appraisee with feedback. Focus on one or two things you want to change and tackle those.

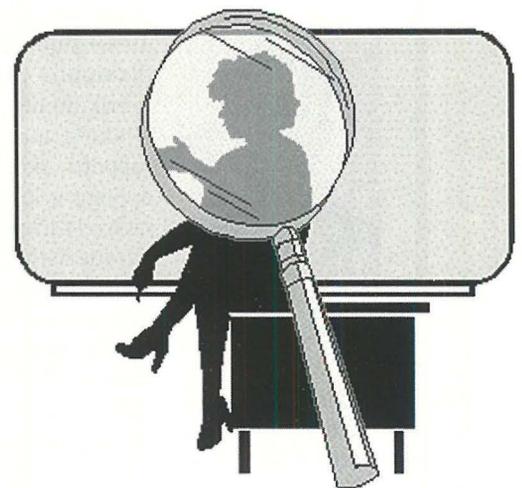
- Be realistic
- Be specific
- Solve problems together
- Allow quality time

focus on each other as learners

Any obstacles?

- gaining acceptance
- managing the process
- winning mutual respect of appraiser and appraisee
- hidden agendas
- gaining commitment
- time

“Appraisal ultimately aims to develop the quality of the learning of pupils within the school.”



Naturally, there is a lot more that can be said, and the implications behind the process have to be thoroughly understood and owned by the different stakeholders. Definitely, the way we view appraisal will effect school development planning and INSET provision for the future, hence the importance behind the institutionalisation of such a process.

Il-Prattika tas-Sħubija fil-Livell Primarju - Il-Kodiċi ta' Imġiba Tajba

Carmel Borg

Introduzzjoni

Sfortunatament, il-fenomeni tad-dixxiplina għadu wisq assoċjati ma' ordni, skiet, kastigi u kontroll. Marbuta ma' dan il-mod dejjaq kif wieħed iqis id-dixxiplina hemm l-idea li dan huwa fenomen li jista' jiġi iżolat mill-bqija tal-fattori kuntestwali li jikkarakterizzaw il-hajja fil-klassi, bħal preparazzjoni għat-tagħlim, għażla għaqlija ta' rizorsi, metodi u strategiji, u oqsma oħra pedagogiċi u organizzattivi.

Dan l-artiklu jqis id-dixxiplina bħala fenomen edukattiv holistiku, li mhux biss jinkludi l-iżvilupp ta' kull aspekt tal-hajja fl-iskola, iżda jibqa' sejjer 'l hinn mill-perimetru ta' l-iskola biex ihaddan il-komunità. Għalhekk, fil-fehma tiegħi, politika tajba u effettiva dwar id-dixxiplina fl-iskola trid titfassal u titwettaq fil-kuntest ta' pjan ta' żvilupp li jfittex li jtejjeb il-kuntest soċjali ta' l-iskola u r-relazzjonijiet bejn l-imsieħba tal-proċess edukattiv.

**“Il-fenomeni
tad-dixxiplina
għadu wisq
assoċjati
ma' ordni,
skiet, kastigi u
kontroll”**

Id-Dixxiplina u l-Pjan ta' Żvilupp

Hafna mir-rapporti li jitrattaw is-suġġett speċifiku ta' l-imġiba (eż Mortimore u oħrajn, 1988; Elton, 1989; u Galvin; Costa u Mercia, 1990) jaqblu li l-politika ta' l-iskola dwar id-dixxiplina għandha tinkludi kull aspekt tal-kurrikulu uffiċjali u mohbi, u r-relazzjoni ta' l-iskola mal-komunità. Skond dawn ir-rapporti, skola li tonqos li toffri sistema ta' appoġġ u kuntest soċjali pożittiv, u minflok tagħzel t-triq tal-kontroll estern u distakk mill-karakteristiċi, potenzjali u griehi soċjali li jsawru l-kuntest komunitarju tagħha, x'aktarx hija skola b'diffikultajiet ta' dixxiplina.

Għalhekk, numru ta' studji (eż Canter & Canter, 1992; Munn u oħrajn, 1992; Topping, 1992) jissuġġerixxu li l-pjan ta' żvilupp ta' l-iskola għandu jitratta id-dixxiplina bħala parti minn strategija ta' żvilupp ta' ambjent soċjali pożittiv fl-iskola. Dawn l-istudji, għalkemm jiddistingwu ruħhom fid-dettall, generalment jaqblu dwar l-elementi li jikkarakterizzaw skola b'ambjent soċjali pożittiv. L-elementi li jissemew b'mod repetut f'dawn l-istudji jinkludu:

- l-għarfien ta' l-interessi, potenzjali, u diffikultajiet ta' l-istudenti individwali;
- l-għarfien u ċ-ċelebrazzjoni tad-differenzi soċjo-kulturali li jiddefinixxu l-iskola;

- l-apprezzament għax-xogħol li jitwettaq mill-ghalliema, l-amministraturi, u kull min hu involut fil-manteniment ta' l-iskola;

- ambjent ikkaratterizzat minn appoġġ u inkoraġġiment kontinwu;

- ambjent li joffri opportunitajiet lit-tfal kollha biex iduqu t-tjubija tas-suċċess;

- l-għarfien ta' l-importanza ta' l-iżvilupp ta' l-istima personali bħala għan ewlieni ta' l-iskola;

- relazzjonijiet tajba u djalogu ġenwin ma' l-imsieħba fil-komunità; u

- impenn kontinwu biex l-iskola ssir aktar effettiva.

Taqsimi fil-pjan ta' żvilupp li toffri linji gwida għal kitba ta' kodiċi ta' imġiba tajba fil-livelli/klassijiet differenti, u li tkun tikkumpliementa l-iżvilupp ta' ambjent pożittiv, għandha tinkludi dawn l-aspetti:

- ir-relazzjoni bejn l-ghalliema u l-istudenti fil-klassi;

- il-proċess tat-tagħlim;

- sistemi differenti ta' immaniġġjar tal-klassi;

- sistemi ta' incentivi, appoġġ u konsegwenzi f'kazijiet ta' nuqqas ta' imġiba tajba; u

- r-relazzjoni bejn dar u skola.

It-taqsimiet differenti tal-pjan ta' żvilupp għandhom iwasslu messaġġ ċar dwar ir-rabta li hemm bejn l-imġiba tajba u proċess tat-tagħlim li jirrispetta lill-partijiet kollha fl-iskola.

Id-Dixxiplina fil-Klassi

Il-pjan ta' żvilupp ta' l-iskola għandu jqis ir-riflessjoni u l-iżvilupp professjonali kontinwu ta' l-ghalliema bħala elementi ċentrali fi strategija maħsuba biex ittejjeb il-proċess edukattiv. Ir-riflessjoni ta' l-ghalliema għandha żewġ għanijiet ġenerali: a) li ttejjeb il-prattika tagħhom fil-klassi; u b) li tiggarrantixxi kompatibilità bejn dak li qed isir fil-klassi u l-għanijiet ġenerali ta' l-iskola, kif espressi fil-pjan ta' żvilupp.

Fil-kuntest tas-suġġett trattat f'dan l-artiklu, ir-riflessjoni għandha twassal lill-ghalliema biex jidentifikaw l-ghajn ta' imġiba xejn tajba min-naha ta' xi tfal. Din ir-riflessjoni trid tistabilixxi jekk l-imġiba hażina hix manifestazzjoni ta' problemi barra mill-iskola jew hix xi forma ta' reżistenza għall-attitudni, imġiba u/jew xogħol l-ghalliem/a.



CARMEL BORG Ph.D (Toronto), is lecturer in Curriculum Studies and Critical Pedagogy at the Faculty of Education. He was a member of the NMC review committee which has presented a draft report. He is also International Secretary of the Association of School Councils. He has written a Charter of Parental Rights and Responsibilities and is also involved in a number of parental involvement and education projects.



Seminarium

Ir-riflessjoni ghandha twassal lill-ghalliema biex jidentifikaw l-ghajn ta' imġiba xejn tajba min-naħa ta' xi tfal

Il-lista ta' sitwazzjonijiet anti-pedagoġiċi li jistgħu jwasslu għal reżistenza mit-tfal tista' tvarja minn attitudni negattiva lejn ix-xogħol, għal nuqqas ta' heġġa, kompetenza u effettività. B'mod konkret, dawn huma ftit mis-sitwazzjonijiet li jistgħu jwasslu għar-reżistenza mit-tfal:

- nuqqas ta' interess ġenwin fit-tfal;
- ambjent fiżiku tal-klassi medjokri;
- nuqqas ta' heġġa u preparazzjoni;
- lezzjonijiet monotoni;
- lezzjonijiet li ma jqanqlux il-kurzità u ma jstimulawx l-immaġinazzjoni;
- taġħlim repetittiv;
- nuqqas ta' varjetà fl-istrateġiji u fl-użu tar-rizorsi;
- nuqqas ta' flessibilità;
- nuqqas ta' għarfien ta' l-importanza ta' edukazzjoni/tagħlim incidentali;
- attitudni negattiva lejn it-tfal;
- attitudni supperva u arroganti;
- dixxiplina bbażata fuq it-theddid u r-rikattar;
- ambjent kompetittiv;
- guffaġni żejda fil-konfront tat-tfal;
- nuqqas ta' rispett għall-interessi, b'żonnijiet u stili ta' taġħlim tat-tfal;
- enfasi esaġerata fuq memorja, fatti, u riproduzzjoni tal-fatti;
- pedagoġija li twassal għall-passività tat-tfal;
- nuqqas ta' regolamenti jew inkonsistenza fl-applikazzjoni tagħhom.

Mil-lista ppreżentata hawn fuq, johroġ ċar li meta niffikuaw fuq it-tfal jew il-familja tagħhom bhala s-sors tal-problema ta' imġiba nkunu qegħdin neskludu repertorju shih ta' sitwazzjonijiet li jistgħu jkunu qed iservu ta' gamar għal nuqqas ta' dixxiplina.

Kodiċi ta' Imġiba Tajba għall-Klassi

Kodiċi ta' imġiba tajba m'ghandux jikkoncentra biss fuq l-imġiba tat-tfal. Dan id-dokument għandu jirrifletti l-impenn tal-partijiet kollha (għalliema, tfal u ġenituri) lejn

proċess ta' taġħlim ta' l-aqwa kwalità possibbli.

Kodiċi ta' imġiba tajba li jirrispetta l-ispiritu tal-pjan ta' żvilupp deskritt hawn fuq, għandu jinkludi mill-anqas dawn it-taqsimiet:

● l-ewwel taqsima: din it-taqsisma tispjega kif il-kodiċi jorbot ma' l-għanijiet ġenerali u l-linji gwida tal-pjan ta' żvilupp;

● it-tieni taqsima: din it-taqsisma tispjega kif l-għalliema/a se j'tiggarantixxi ambjent soċjali u pedagoġiku pożittiv fil-klassi;

● it-tielet taqsima: din it-taqsisma tiddekrivi r-regolamenti tal-klassi u l-konsegwenzi marbutin ma' nuqqas ta' rispett lejn ir-regolamenti;

● ir-raba' taqsima: din it-taqsisma titratta r-responsabbiltajiet tal-ġenituri;

● dikjarazzjoni: l-aħhar taqsima għandha tiehu l-forma ta' dikjarazzjoni li torbot lill-partijiet kollha. Din id-dikjarazzjoni għandha tintemm bil-firma ta' l-għalliema/a, ġenituri u tfal (fl-aħhar klassijiet tal-primarja).

Permezz ta' kodiċi ddettaljat, ir-responsabbiltajiet u d-drittijiet ta' l-imsieħba jkunu ċċarati. B'dan il-mod, l-għalliema kompetenti u effettivi għandhom iħossuhom aktar kunfidenti u deċiżi fil-qadi ta' dmirijiethom.

Appoġġ mill-Ġenituri

Ma nistgħux nassumu li l-ġenituri kollha jafu x'inhuma r-responsabbiltajiet tagħhom fl-oqsma differenti tat-trobbija. Għalhekk, l-edukazzjoni tal-ġenituri għandha tiffirma parti integrali mill-pjan ta' żvilupp ta' kull skola.

Permezz tal-fuljett ta' l-iskola, fuljetti edukattivi (infosheets) u laqgħat, il-ġenituri jistgħu jiġu mheġġa u meġġuna jappoġġjaw il-kodiċi ta' l-imġiba. Nissuġġerixxi li laqgħat dwar l-imġiba jitrattaw dawn it-temi:

1. komunikazzjoni effettiva

Hafna mill-ġenituri li qed isibuha diffiċli biex jiddixxiplinaw lil uliedhom x'aktarx m'humix assertivi biżżejjed. Dawn il-ġenituri issibhom jtkarrbu, jheddu jew jużaw il-vjolenza ma' wliedhom. L-ewwel laqgħa dwar l-imġiba għandha sservi biex il-ġenituri jitgħallmu jiddistingwu bejn imġiba assertiva u vjolenza jew komunikazzjoni dgħajfa.

2. Argumenti bla bżonn

Hafna ġenituri jgħarrqu r-relazzjoni ma' wliedhom billi sikwit jargumentaw u jimpikaw magħhom. It-tieni laqgħa fis-sensjela ta'



Bildung und Wissenschaft



**“L-
edukazzjoni
tal-ġenituri
għandha
tiffirma parti
integrali mill-
pjan ta’
żvilupp ta’
kull skola.”**

laqgħat dwar l-imġiba u d-dixxiplina għandha titratta strateġiji li l-ġenituri jistgħu jużaw biex jevitaw l-argumenti u, minflok, jikkonċentraw fuq l-imġiba li jistennew minn uliedhom.

3. Azzjoni dixxiplinarja

Mhux biżżejjed li wiehed iwissi lill-ulied dwar l-imġiba tagħhom fl-iskola. It-tieni parti tat-tieni laqgħa għandha titratta l-importanza tal-konsistenza fl-applikazzjoni tal-konsegwenzi negattivi f’każ ta’ imġiba hazina.

4. L-imġiba tal-ġenituri waqt sitwazzjonijiet manipulattivi

It-tfal huma magħrufin għal mod kif jippruvaw jimmanipulaw lill-ġenituri meta jsibu ruħhom f’sitwazzjonijiet diffiċli. Strateġiji bħal biki, stinar u supervja jiffurmaw parti mir-repurtorju manipulattiv tat-tfal. It-tielet laqgħa għandha tipprepara lill-ġenituri għal dawn is-sitwazzjonijiet.

**Jiena nemmen f’li
neżerċita s-self
discipline**



5. Tixrid ta’ kultura pożittiva fid-djar

It-tielet laqgħa għandha tintemm b’diskussjoni dwar kif il-ġenituri jistgħu jinkoraġġixxu l-imġiba tajba permezz ta’ strateġija li tinnota u tippremja imġiba tajba.

L-Għalliema f’Sitwazzjonijiet Diffiċli

Ilkoll smajna b’incidenti pprovokati minn ġenituri rabbjati. Ġeneralment, il-bidu ta’ dawn l-incidenti huma episodji marbutin mad-dixxiplina. Mument bħal dawn jitolbu hiliġiet komunikattivi speċjalizzati. Għalhekk, bħala parti mill-programm ta’ żvilupp kontinwu ta’ l-għalliema, nissuġġerixxi li l-iskola torganizza seminar jew sensiela ta’ laqgħat dwar kif l-għalliema għandhom iġibu ruħhom f’sitwazzjonijiet diffiċli.

L-għalliema jistgħu jitrattaw diversi sitwazzjonijiet. Il-lista t’hawn taht għandha isservi ta’ gwida u bidu:

- kif l-għalliema għandhom jikkalmaw ‘il-ġenituri meta jafu li r-rabja tal-ġenituri hija ġġustifikata;

- kif l-għalliema għandhom jikkalmaw sitwazzjoni diffiċli meta jafu li l-ġenituri m’għandhomx raġun;

- kif l-għalliema jżommu l-laqgħat tagħhom mal-ġenituri ffokati, meta dawn ta’ l-aħhar jiġu għal-laqgħat b’agendi differenti;

- kif l-għalliema jirbhu l-impenn ta’ ġenituri li ġeneralment ma jikkoperawx ma’ l-iskola;

- kif l-għalliema għandhom jaġixxu f’sitwazzjoni fejn il-ġenituri tfaccaw quddiemhom bla mistenni;

- kif l-għalliema għandhom jaġixxu waqt konverżazzjoni rabbjata fuq it-telefon.

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A strong sense of style

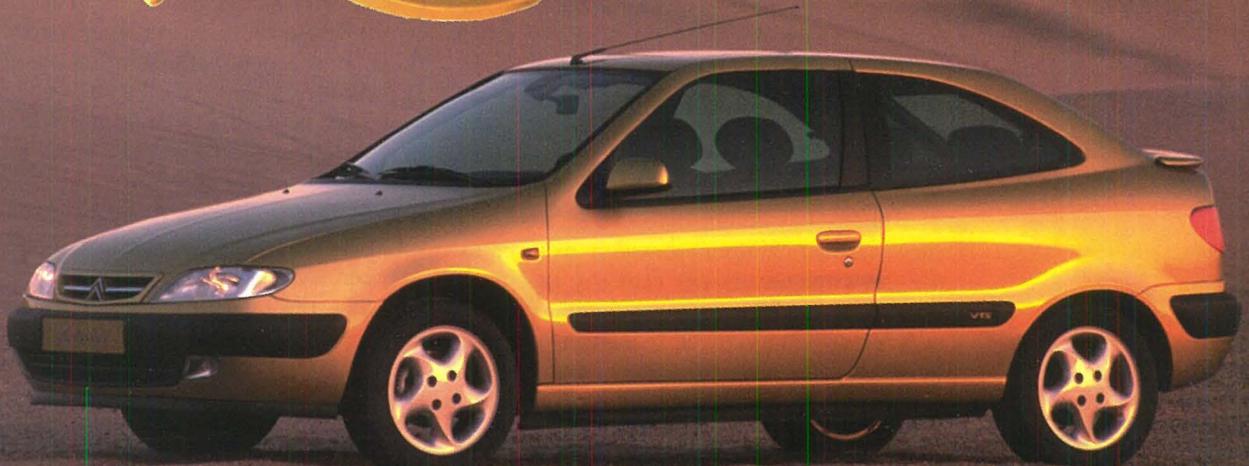
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Children as consumers of news

Learning by simulation

Ivan Said

This article describes a simulation exercise which can be carried out in a class of students aged between 11 and 13. It is meant to help the students become educated consumers of TV news. By means of a simulation of a news conference the children become educated according to the "Key Aspects" of media education as explained in Cary Bazalgett's paper "Key Aspects of Media Education" published in "Media Education - An introduction" (Edited by Manuel Alvarado and Oliver Boyd-Barrett) and in strict relation to one specific media area: TV news.

"Children are widely exposed to the news media"



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Why TV news?

Students of the 11-13 age bracket frequently follow news. According to a "Children Now" poll, entitled "Tuned in or tuned out? - America's children speak out on the news media" children are widely exposed to the news media. The telephone poll was conducted by Fairbank, Maslin, Maulin & Associates between January 24 and 29, 1994 in the US. The survey reached 850 children aged 11-16 throughout the United States.

The first key finding that emerges from this survey is that children are widely exposed to the news media: 65 per cent say that they watched a television news programme the day before being interviewed: 36 per cent watched local news; 17 per cent national news and 10 per cent watched both local and national news. 44 per cent of the children interviewed said they read a newspaper the day before being interviewed. 44 per cent said they listened to the news on the radio, 33 per cent watched MTV news and 31 per cent watched a television tabloid show. The survey shows that children are more inclined to think television, rather than the other news sources, does the best job covering the issues they care about, with 44 per cent making this statement.

Moreover, telefilms and serials popular with our study age group include or are based upon events surrounding news organisations. Thus they can watch the police chief addressing a news conference, the MP talking to the media etc.

The Key Aspects of Media

According to Bazalgett, these are the key aspects of media:

Agency

"Media texts are produced by people, some by individuals, some by groups."

Category

"Any categorisation makes difference to interpretation. A media text can be categorised in ; number of different ways."

Technology

"Any technology choice makes a difference."

Language

"Everything in a media text has meaning."

Audience

"You can make a media text for people you don't know"

Representation

"Media texts relate to reality in different ways"

First stage

In this initial stage the educator propose to students to watch a news conference in the 8 p.m. news bulletin.

Ideally, the teacher should check whether any press conferences are scheduled for the day from press notices or other sources in order to make sure that the evening's news bulletin will contain a report of a news conference.

He also asks them to count the people in the event and identify the role they are playing. He asks them to name the TV and organisation airing the news, the organisation holding the press conference, the speaker addressing the conference etc. He may also ask them to time the TV report of the news conference in question. He may also pinpoint the difference between TV and other mass media.

Also, the teacher tries to define "news conference" and explain what usually happens in such events. He may also define "news", what makes "news" different from "features", what makes current affairs programmes different from entertainment etc.

Second stage

This is the first meeting following the watching of the TV news by the students. Here the teacher asks for the answers of questions put in the previous stage. The students might turn up saying that they watched a press conference organised by the Association of Hunters, Trappers and Conservationists. So the listing of the players of the event starts.

The teacher might crystallise the role of each player and list players who, perhaps, could not be seen in the TV report. He might give information background about the TV station and the organisation running it; the association calling the press conference and the issue raised in the press conference.

By now these two stages should cover the first four Key Aspects: Agency, Category, Technology and Language.

“Teachers can use simulations to explore a range of media processes, systems, and practices. In turn simulations can help to illustrate institutional, technological, and economic aspects of media”

One of the fundamental assumptions of any version of media education is that every medium has, to some extent, its own ‘language’ through which its meanings are constructed

Agency: “Learning about media agencies inevitably involves accumulating information about production roles, professional practices, institutional hierarchies, sources of finance, systems of circulation, and so on. But the key issue here is the developments of an understanding about what difference it might make to the meaning, significance, or authenticity of a text if it is made, say, Disney rather than by the Black Audio Film Collective, or financed by Macdonalds rather than by the Calouste Gulbenkian Foundation.”

Category: “Categorisation provides the initial understandings of which audiences become able to recognise typical features such as the forms and conventions of a particular medium. But the point of Category as an aspect of media education is not merely to identify texts in different ways. It is to understand how media categories produce expectations about texts and hence affect how they are understood.”

Technology: “‘Technology’ can include any tools and materials used in the processes of producing meaning, from crayon and paint to video cameras and mixing desks. The essential conceptual point about technologies in media education is that technologies affect meaning, not just ‘quality’ or ‘finish’. Therefore, any technological choice, constraint, or opportunity involves a decision about the meaning, not simply the appearance, of a text.”

Language: “One of the fundamental assumptions of any version of media education is that every medium has, to some extent, its own ‘language’ through which its meanings are constructed. It is asserted that media texts are actively ‘read’ by audiences: that people hardly ever just passively view television programmes or look at photographs in the same way as they look at things in real life. It is a basic premise of media education that even the most idle glance through a magazine or flip through the television channels must draw upon skills that have been learned, as does taking holiday snaps or playing with a video camera. “

Before finishing this stage the teacher should split a class of 30 students into three groups: the first ten students should be assigned the role of media people; the second ten students should be assigned the role of holders of the press conference and the officials of the organisation holding the press conference; and the third ten students should be the audience.

Stage 3 - Simulation

Julian Bowker defines simulation in his paper “Classroom Practice” as such: “Simulations are sometimes understood in a limited sense as packaged, preselected materials through which children follow a set of predetermined activities. We mean simulation here in a broader sense - the idea of creative and analytical activity which allows not only approximation of real media practice

but also reflective space. Simulations start from the question ‘What if?’...They do not, as is sometimes assumed, demand acting skills, but usually group work will involve a presentation or exhibition of ideas and outcomes, sometimes in ‘role’, for ex., as a media producer or editor.

“Teachers can use simulations to explore a range of media processes, systems, and practices. In turn simulations can help to illustrate institutional, technological, and economic aspects of media. It well constructed they provide staged learning experiences, which can be assessed and used for self-evaluation and evaluation by teachers. Pupils can learn through simulations that professional products involve finance, materials, and technology, as well the combined world of professional producers in the construction of the real product.”

But before starting a simulation Bowker gives us this advice: “The teacher will need to create an atmosphere which fosters purposeful work and movement within this organisation. Pupils should be introduced to and encouraged to develop a sense of personal responsibility for the success of the following activities:

- research and investigation (print/visual/audio texts);
- drafting/evaluating/redrafting in a variety of media;
- sharing/showing/displaying work;
- collaborating in groups of varying sizes;
- discussion/talk for a purpose; - experimenting/testing hypotheses; - using media technologies;
- producing texts for specified audiences.

The teacher acts as the producer and/or director and/or organiser in other words he must assume a role of a truly democratic leader. He or she has to motivate and encourage his or her students, show true trust in them and thus, after defining the role of each member of the group proceeds with the simulation.

The teacher must be careful in carrying out his or her role of a leader: he or she must not impose on the students but let them decide what role they want to assume after a healthy discussion among all group members.

Stage 4

Here comes the part of the 10 student audience. They must evaluate what they saw and the processes involved.

It is very important that a discussion is held soon after the simulation and the evaluation the exercise by the “audience”. In this way students discover the difference between real life and TV.

Tail end

The teacher should organise an educational tour to a TV station in order to follow the process starting from when the press conference finishes up to the airing of the news item.



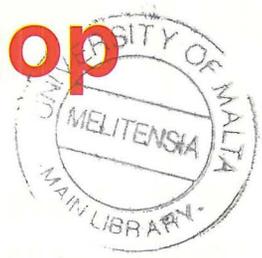
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It seems there's this enormous fish that travels the world without ever getting caught.

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Creating Customised Readers with Print Shop Ensemble III



Norman C. Borg

It should not be difficult for teachers on the lookout for effective and functional teaching aids to look beyond the face value of the projects offered in PSE3 and turn them to professional advantage.

Print Shop Ensemble III is arguably one of the most powerful software packages, currently used in state schools. By its very nature (practically a printing engine for the creation of customised yet professional-looking stationery) it neatly falls under the category of free-content software. It can easily be applied to any kind of subject or theme tackled in the classroom. This in itself increases its hidden potential enormously. In other words, its power of use is limited only by the user's own imagination.

Although its user interface may not appear so much attractive to the younger children as, say, that of *Kid Pix Studio*, it nevertheless has its own very functional place in Year 1-3 classes. As teachers, always on the lookout for transforming any possible resource available into an effective and functional teaching aid, it should not be too difficult for us to look beyond the face value of the projects offered in PSE3 to turn them to our professional advantage.

The ready-made examples of projects such as the Greeting Cards and the Signs and Posters,

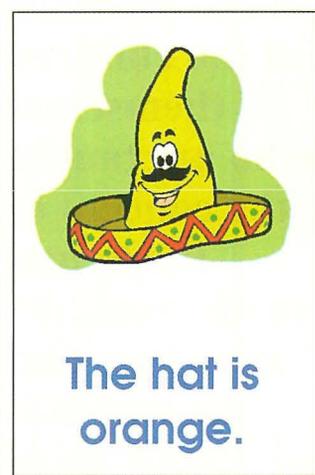
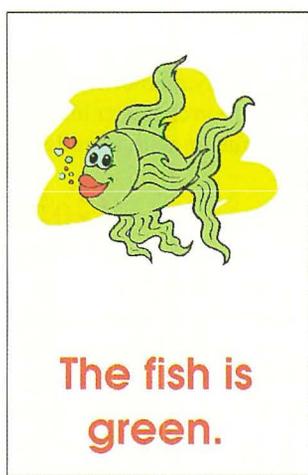


fig.1

for instance, suggest the use of the program for particular occasions, the most obvious being messages for best wishes on particular festive days or perhaps the odd poster or two for the upcoming school book fair or plant week. But of course, there's more to PSE3 than that.

For us teachers, Signs and Posters should read customised wall charts, flash cards, action cards, perhaps even the pages of a fully-fledged class magazine or newsletter. For us teachers, Greeting Cards should read a four-page A5 leaflet. Let us stretch the imagination a little further in this case. A combination of Greeting Card projects may be the basis of an eight- or twelve-page A5 booklet: *A Reader*.

The educational advantages here are obvious. For one thing, the teacher is able to create his/her own story and pitch it at the desired level. PSE3 can manipulate both graphics and text with equal ease. For the younger age groups, one can start by creating picture stories and using graphics without any text. One can then proceed to pictures and



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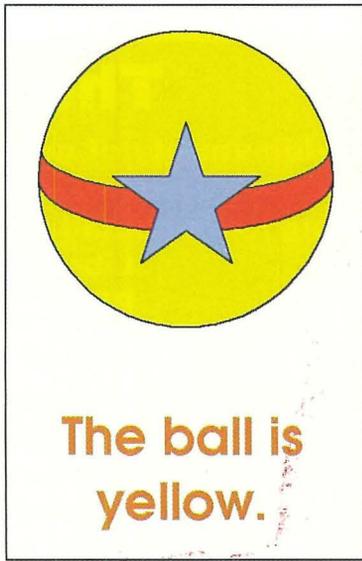
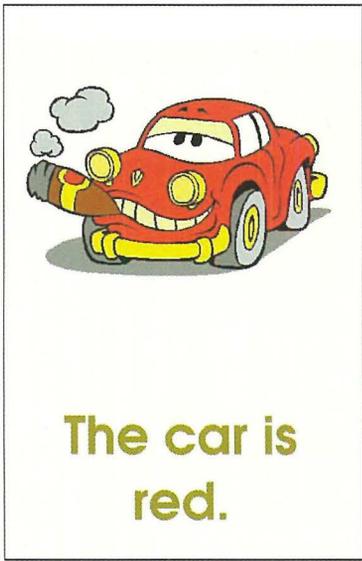


fig.2

continued overleaf

letters, pictures and words, pictures and phrases, pictures and sentences, and so on.

The interesting part here is the fact that the booklets can be created in the presence of the children themselves. In this way they are taught the concept of the home-made book, including its very structure and the way it is built up of single pages. Eventually, in the higher classes, they can be left on their own to create their own sequences. The subjects for such projects may not necessarily be complicated. Themes that readily come to mind are: members of the family; favourite foods; colours; different kinds of buildings; animals. Simply looking at the thousands of clip art available with PSE3 itself (especially its cartoon character libraries) would be enough to come up with countless other themes.

Going about it

Creating a reader with PSE3 may be either a springboard to, or the climax of a book awareness program, depending on the theme you wish to tackle and the children's disposition. Reference to real books is therefore a must in any case.

For example, let us create an 8-page book on the theme of Colours, using words covered in the Ladybird Reader and Practice and Play Book 4. In this case, we will be creating two Greeting Cards with four pages each. Before deciding on the text, we must look up the PSE3 clip art libraries to see what is available and associate the colours to the objects accordingly (see Box Out 1). Then, we will put one picture and a short sentence in every page, as follows:

- Page 1: Cover (just a picture)**
- Page 2: The fish is green.**
- Page 3: The cat is black.**
- Page 4: The car is red.**
- Page 5: The ball is yellow.**
- Page 6: The water is blue.**
- Page 7: The hat is orange.**
- Page 8: (We'll leave this page blank.)**

Once we run PSE3, we will select the

Greeting Cards project and start from scratch a Half-Page/Side Fold Spread card. This will yield four A5 pages. We will select No Background and No Layout so that the workspace will be completely blank.

If we intend to use the same sheet to print on both sides, we will here have to determine what goes in which page of the Greeting Card so that the finished product will have the pages the way we want them. For instance, the above sequence of pages will have to be set as follows:

- Greeting Card 1: front = Page 1 (cover)
inside = Page 2 / Page 7
back = Page 8 (blank)**
- Greeting Card 2: front = Page 3
inside = Page 4 / Page 5
back = Page 6**

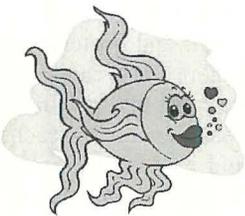
An alternative may be that of cutting the pages separately to glue them to a cardboard in order to render the end product more resistant to wear and tear. In this case, we do not have to think about the sequence of the pages, as this will then be sorted out later.

Putting Objects on the Cards

Every item which is to be put into a project is referred to by PSE3 as an Object (Box Out 2). Except for the Cover, in which we will only include a graphic, all the other pages of our reader will contain three objects: the Square Graphic, the Text and the Mini-Border. If we keep to the same format from one page to the next, it will be very simple to create the necessary objects only once, for one page. All items can then be copied and pasted on the other pages. It would then be a simple matter of changing the picture and some words in each consecutive page. For this project we'll keep to a single format. Fig. 1 illustrates the Inside for Greeting Card 1, containing pages 2 and 7 of our booklet. Let us go through the steps for creating page 2, the fish.

Once you have selected a Greeting Card/

“The booklets can be created in the presence of the children themselves who are taught the concept of the home-made book: its structure and the way it is built up of single pages.”



The Graphics

PSE3 has a wide variety of graphics which are quite useful for our needs. These graphics are grouped in libraries according to themes. The graphics we will be using for our small project can be found in the following libraries:

Project Page	Library	Graphic
Page 1 (Cover)	PSD Squares	Paintbrush
Page 2	CC Science and Nature	Tropical Fish
Page 3	CC Cool Cats	Midnight Cat
Page 4	CC Travel and Transportation	Car
Page 5	Education	Ball
Page 6	CC People Play	Surfing
Page 7	CC Home and Office	Sombrero

The Objects

Mini-Border: In our case we should use Mini-Borders rather than Borders so that we will be able to re-size them accordingly. This is impossible with Border objects.

Graphics: You always have the option of using other graphics than those available in PSE3. Load them into the project by selecting Add/Import.

Text: Text is more flexible than Headline in our case. Make sure you select fonts which are clear for our purpose (especially for the use of the rounded letter 'a').

Half Page/Side Fold Spread project, click on the Inside button, and select No Backdrop/Layout. Create a Mini-Border by going to Object on the menu bar, Add and Mini-Border. Double click on the Mini-Border icon to select the border you want. From the list, select the border called Single Light, and click on OK. You will be taken back to the Inside workspace. Stretch the border from the corner handles to fit the left side of the card's inside.

Create the graphic by selecting Object/Add/Square Graphic. Double click on the

Graphic icon. Select the CC Science and Nature library and the graphic Tropical Fish. Click OK, and enlarge the picture accordingly to fit within the border.

Follow the same steps to create the Text: Object/Add/Text. Double click to enter the text you like.

For the example here I used the Moderne font with a size of 58, set to bold. When you are finished click on OK, and position the text within the border accordingly.

Now you have all the elements for one page. In order to duplicate the format on the opposite page (page 7 in our booklet), simply go to the Menu Bar and select Edit/Select All. All objects will now be highlighted. Select Edit/Copy and then Edit/Paste. All the objects on the page will now be duplicated. Click once anywhere over the duplicated objects, and drag

over to the opposite page. All objects should move together.

This operation is possible even for the Front and Back portions of the Card. Click on the Back button, and select Edit/Paste. The same group of objects will now appear on the Back side of the card as well.

Before carrying on, you should save your project. Give it a simple title, say *Colours1*. Now, save it again, but with a different name: *Colours2*. At this point you have created two Greeting Cards with the same format. Load the Cards separately, and edit the duplicated objects to change the text and the pictures.

Whenever you change an object, save the project.

Options

There are a number of options for using such a project. If you intend to create multiple copies for every pupil, for instance, you can print the Cards as a Colouring Book. In this way, text and pictures are printed as black outlines suitable for reproducing on a duplicating machine.

You may wish to have a larger format rather than an A5 booklet. In this case, you can use the Signs and Posters project. You will have to fit one A4 page per project, and will therefore have to save one file for every page.

You may decide not to bind the pages at all. Sorting the sequence of a particular story may be used as an activity in itself. For older age groups, you can present story sequences with different endings.

Italian in the Primary School

Maria Dimech

Activity: COLORI

Since the story 'Gli Gnomi di Colore' was going to take place in Italian, I thought of preparing 5 'big' colourful pictures of gnomes to paste on the board and show to the children. These aimed to stimulate interest in the 'audience', while explaining the procedure of the story.

Apart from these, there were also 6 other pictures (these were of the same illustrations but in various colours), which represented each elf (i.e. red, green, yellow, blue, white and black) on a flower, plus 6 flash cards with the name of each colour ex: *VERDE* to put on the board, underneath the green elf.

I must say that I wasn't so convinced that the lesson was going to be successful; but I was proved wrong! The children were really enthusiastic and were totally immersed in the activity. They were really keen on answering questions like:

Vi piaciono i colori? (Do you like colours?)

Credete che lo Gnomo Nero e' uno gnomo 'buono' o 'cattivo', se vuole catturare Gnomo

Verde e Gnomo Giallo? (Do you think that Black Elf is a 'good' or a 'bad' elf if he wants to capture Green Elf and Yellow Elf?)

When the story was over, what I did was to have some objects (which I made myself or had a picture of) and I started asking the girls underneath which each colour should be placed.

Ex: On the board there were already the coloured elf, with the name in Italian underneath. So I took the picture of the sea and asked them where I should place it. Underneath the red / yellow etc. until they agreed that I should place it under the flash card *azzurro*. We did the same with the apple, banana, 'the night' and others,

Finally, to consolidate, they were given the same illustration of the elf hanging on a flower, but they had to colour it themselves. They had to choose a colour from the board, write it down on the sheet and colour the elf in the colour chosen. The lesson proved to be totally fun and effective!

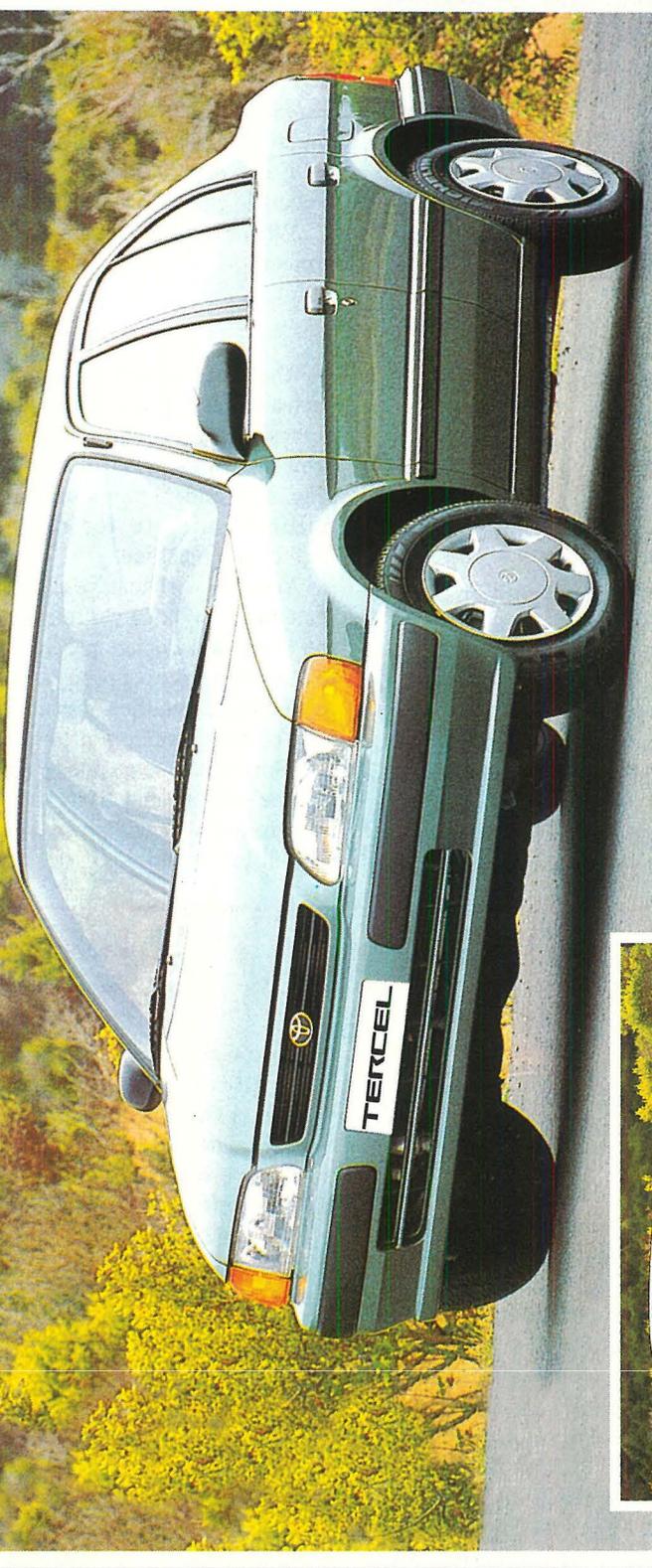
Issue No. 2 of *Education 2000* carries full details of the Eurolanguages project.



MARIA DIMECH is a B.Ed (Hons) student.

This activity was presented to a year 6 classroom as part of the EUROLANGUAGES project.

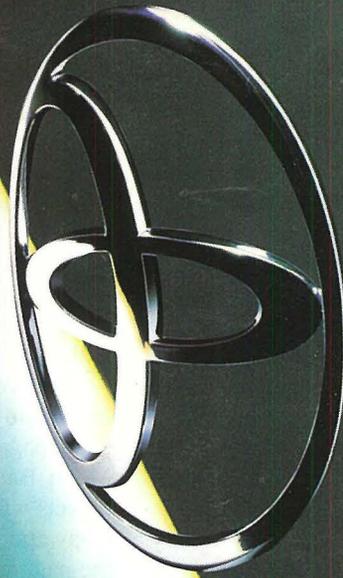
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MEDIA WORKSTATION

THE BOARD

Gorg Mallia

This may be easily the most redundant article to date in this series on media use. ALL teachers use the board and are probably quite adept in its use and abuse ... and I do not mean just the old caricature of the screeching chalk that sets pupils' teeth on edge and wakes up the dozing stragglers.

Nonetheless, a collation of board skills should be of some use, especially now that chalkboards (traditionally referred to as *blackboards*, though grey through overuse, or green could be the colour) are being progressively replaced by the more health promoting marker boards (*whiteboards* to the colour sticklers among you).

For the teacher the board is a way of:

- thinking aloud,
- underscoring points,
- visually reinforcing elements of a lesson for memorisation,
- spontaneously fluctuating between the verbal and the visual,
- progressively disclosing workings,
- illustrating,
- displaying.



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Board mishaps

First off let's look at the negative side of board use. A lot of teachers use boards almost for companionship. They talk to boards and ignore the class in the process, with the resultant discipline problems. They write massive amounts of just about everything, never rub anything out, fitting tidbits in odd corners, and expect their students to sift through the visual jungle and make sense of the communications. The size of the text is usually quite apt, but only for themselves and the front row of the classroom. "A chalkboard is such a common classroom item that instructors often neglect to give it the attention and respect it deserves as an instructional device. Using a chalkboard effectively requires conscious effort." (Heinich, et al, 1996, p.125).

Then there are the non-voluntary mishaps. In the case of chalkboards, many people (teachers and students) are allergic to chalk or find it disturbingly messy. There are environments that cannot tolerate chalk dust, like computer labs and environmentally controlled spaces. Whiteboards solve the above but can have their own problems. If the wrong markers are used (permanent or non-specifically whiteboard markers) a ghosting problem may occur and persist (Ellington, et al, 1995). Faded markers can be frustrating to both writer and viewer ... and pressing DOES NOT help, in spite of wishes to the opposite.

Usage pros

Taking as read that the board is a non-projected medium will avoid certain pitfalls that many are liable to, like using the board as a tool with very large groups. The board is only good for relatively small, enclosed environments. Also, most circumstances can apply to both the chalkboard and the markerboard, again, providing the basic differences are considered: primarily that the chalkboard gives a "negative" reading with white on colour and the marker board's reading is "positive" with black or colour on white. A limitation of both is that no effective toning process is possible since chalk and markers can only offer line. Once these points are accepted and not exceeded, then a lot can be done with the board in the classroom.

Here's a look at positive board use, based (though not exclusively) on Newby, et al's (1996) compendium.

- Check the visibility of the board from several positions around the room to be sure that their isn't any glare on the surface. If yes, move the board or curtain/blind the source - normally a window or a lamp.

- Don't write too much. Use the OHP for pre-prepared material, or if this is unavailable, prepare the whole thing on a chart then stick it on the board, with tape if c.board or magnets if m.board. The point of the board is spontaneity not eloquence.

- Organise in advance what you plan to write on the board and where you plan to write it. If you're to put drawings or diagrams, there's nothing wrong with sketching them out before the beginning of the class and then "building" them up in front of your students. And don't shy away from using specially large board protractors, set-squares, etc. For frequently used shapes, prepare your own stiff cardboard or wood cut-outs. Stick a used thread-spool on them to have a place to grip.

- Whenever possible, don't use script, but print. For a ten meter classroom letters should be around 7 to 8 cms. high and the lines forming the letters should be around 5 mm. thick.

- Avoid scratching or squeaking by holding chalk and markers at an angle.

- Without overusing colour, make sure you use it for emphasis and differentiation - not aesthetic, but utilitarian.

- Face the class as much as possible. Don't talk to the board. Don't block the class's view of the board once you've written something on it.

- Don't leave marker writing on the board for too long. The longer it's there, the more difficult it is to erase. Use a felt eraser for this. A general cleaning with a damp cloth is effective for both c.board and m.board. More profound cleaning of the m.board can be done with special whiteboard sprays bought at dealers.

- Cap your boardmarkers every time you're not using them or they'll dry on you. Store them horizontally. If you leave the cap off and the tip dries, stick the cap on and leave the marker tip down for a few minutes. This may help.

One final comment needs be made. Never use the board as a crutch for your lesson, but as a partner that can provide a cheap, available visual dimension that is usually indispensable.

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It-tqanqil ta' apprezzament letterarju fit-tagħlim tal-letteratura

Christine Mifsud

Għandna nagħtu lill-istudenti ċ-ċans li jesprimu ruhhom dwar is-sillabu letterarju li qegħdin niktbulhom u li nippretendu li jistudjaw. Ma nistghux nippretendu li t-tfal juru heġġa lejn dawk l-affarijiet li ma jagħmlu parti mid-dinja tagħhom. Dan jghodd ukoll għal-letteratura. Hadd m' għandu d-dritt li jippretendi mill-istudenti aktar minn dak li jistghu joffru l-limiti personali tagħhom. Huwa neċessarju li t-tip ta' letteratura li nressqu lit-tfal tkun wahda valida, għax hekk biss jista' jkoll reazzjoni għal dak li qieghed tressaq. It-tfal għandhom jiġu mheġġa jesprimu ruhhom b'mod verbali quddiem l-ohrajn dwar dak li jkunu qraw. Hekk inkunu qegħdin inheġġu lit-tfal japprezzaw xogħol letterarju b'mod awtonomu. X'jahseb l-ghalliem m'għandux ikun il-gudizzju universali, il-hsieb empiriku tal-klassi kollha, imma fil-klassi għandha titnissel pluralita' ta' kuxjenzi diversi.

“Għalliema mimlija entużjażmu u preparati tajjeb jimmotivaw il-qarreja jesprimi l-interess tagħhom u jinvolvu ruhhom”



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Bl-ghajnunna ta' l-ghalliem l-istudenti jiġu ppreparati għal dak li ser jaqraw fit-test. L-ghalliem/a j/tinkorraġġihom jirriflettu fuq l-esperjenzi personali tagħhom imbagħad johlqu rabta konkreta mal-kontenut letterarju. Din l-attività giet imsejha “pre-reading activity” minn Carter and Long. Kull “pre-reading” jesiġi impenn emozzjonali; koerenza interna u tematika kif ukoll meta-lingwa; taġhti lit-tfal strutturi lingwistiċi/ letterarji biex ikunu jistghu jagħmlu analiżi huma stess. Dan il-proċess jinkoraġixxi awtonomija fil-hsieb. L-istudenti jitgħallmu jahsbu; janalizzaw il-hsieb; jesponuhom f'ambjent demokratiku fejn l-ideat huma ttollerati miż-żewġ partijiet li jikkarakterizzaw it-territorju tal-klassi - l-ghalliem versus l-istudent; l-istudent versus l-istudent.

Attività oħra li tagħmel parti mill-“pre-reading activity” hi l-“pyramid discussion”. L-istudenti jibdeu jiddiskutu fuq pjan estensiv, b'mod ġenerali, imbagħad jirringrazzja l-ideat tagħhom għal xi kunċett speċifiku. L-opportunità mogħtija lill-istudenti biex jikkultivaw l-emozzjonijiet tagħhom u l-qawmien ta' dawn l-emozzjonijiet mill-livell inkonxju għal dak konxju, hija meħtieġa biex l-istudenti jkunu jistghu jgħaddu minn proċess ta' involviment haj waqt il-qari tat-test. Permezz tat-twahhid bejn il-qari u d-diskussjoni, il-qarrej:

- jinvolvi ruhu fid-dinja li l-awtur ikun bena. Dan isehh permezz ta' l-abbiltà immaginattiva li nassoċjajaw id-dinja mahluqa mill-awtur mad-dinja li nafu;

- jirrelata t-test ma' l-esperjenzi li għadda minnhom jew jista' jimmaġina lill-awtur jgħaddi minnhom;

- jipprova jinterpreta xi jrid ifisser l-awtur fit-test;

Ir-rappreżentazzjoni letterarja ta' l-esperjenza hafna drabi tkun magħmula b'mod indirett. Dan iġieghel lill-qarrej jipprova jislet il-messaġġ mistur fil-kuntest letterarju u jipprova jistharreġ biex isib spjegazzjonijiet u tifsiriet.

Għalliem mimli entużjażmu, ppreparati tajjeb, li jhejji l-istudent biex jipparteċipa, jimmotiva l-qarrej u b'hekk ikun hemm aktar probabbiltà li l-qarrej jesprimi l-interess t'egħu u jinvolvi ruhu. Bosta għalliema jibbażaw il-lezzjoni tagħhom fuq għadd ta' domandi li jkunu jikkonċentraw fuq l-analiżi stilistika tat-test. Din l-attività għandha għadd ta' żvantaġġi:

- l-attenzjoni tiġi ffukata fuq aspetti mhux daqstant ta' importanża bħal xi rqaqat fit-terminologija letterarja. Hafna drabi l-attenzjoni ta' l-istudenti tinhela fuq it-tifsir ta' xi kliem.

- Hafna drabi l-lezzjoni tispicċa “teacher-centred” fejn il-lezzjoni tispicċa tinvolvi lill-ghalliem/a biss.

L-istudent bħala ċ-ċentru ta' l-attenzjoni

Lezzjoni li tiffoka fuq l-istudent u tqisu bħala ċ-ċentru ta' l-attenzjoni tghinu jiżvi uppar-rispons u l-emozzjonijiet mistura ġewwa fih. L-istudenti jipparteċipaw; jaqsmu l-ideat tagħhom flimkien, jikkritikaw lillhom infushom u lil xulxin. Importanti hafna li l-istudenti jkunu kapaċi jikkumentaw fuq it-test u jgħaddu gudizzju personali. Għalliem jista' jgħid li jkun irnexxa meta l-istudenti nfushom ikunu kapaċi jaqraw, jifhmu u janalizzaw it-test mingħajr l-ghajnunna tiegħu. L-ghalliem irid jiddeċiedi liema proċess hu l-aktar effettiv biex iwassal il-kontenut tat-test lill-istudenti. L-ghalliem m'għandux jimponi l-interpretazzjoni personalizzata tiegħu fuq l-istudenti, bħala dik l-interpretazzjoni l-aktar korretta. Madankollu hija r-responsabbiltà ta' l-ghalliem li jagħraf li l-interpretazzjonijiet żviluppjati huma validi. It-tagħlim li jiffoka fuq l-istudent, isahħah il-fehma li l-pjaċir imnissel fil-letteratura jibqa' jinħass wara li l-lezzjoni tkun giet fit-traini. L-ghalliem għandu jintervjeni biex joffri sens ta' gwida; importanti li ma jimponix il-hsieb tiegħu bħala dawk l-aktar korretti u li jagħmlu sens; madankollu huwa importanti li jagħti direzzjoni lit-tfassil tad-diskussjoni “the focus

on language should be integrated with a focus on the student's experience and that the various pre-post reading activities need to be integrated with a student-centered development of response for a test" (Carter & Long 1991).

L-awtonomija fl-istudent tkompli tissahhah permezz ta' diversi mistoqsijiet. L-ghan tal-mistoqsijiet huwa li jitqanqal dibattitu, li joffri pedament sod ghat-tqanqil ta' apprezzament letterarju. Il-mistoqsijiet jistghu jsiru mill-ghalliem jew ikunu inkluzi fit-testi ta' studju. Dawn il-mistoqsijiet jistghu jitwiegħbu individwalment, fi grupp jew flimkien ma' l-ghalliem. L-ghan tal-mistoqsijiet għandu jkun li jghin l-istudenti jifhmu l-kontenut kemm dak dirett, dak li jidher fil-wiċċ kif ukoll dak li jkun mistur fil-kuntest letterarju.

Mistoqsijiet

Skond Elkins (1976) jeżistu żewġ tipi ta' mistoqsijiet;

"low order"; dawn il-mistoqsijiet jitrattaw aspetti fattwali misjuba fil-kontenut; mistoqsijiet li jitrattaw tifsir ta' kliem u propożizzjonijiet kif ukoll tahrig il-fehem.

"high order"; dawn il-mistoqsijiet jiffukaw fuq irrispons ta' l-istudenti għat-test li għandhom quddiemhom. Dawn it-tip ta' mistoqsijiet rari jkollhom twegħiba tajba li tkun wahda biss.

Jeżistu wkoll mistoqsijiet li jissejhu;

"open questions"; L-istudenti jistghu jimirhu kemm iridu meta jwiegħbu dawn il-mistoqsijiet.

"close questions"; Jirrikjedu twegħiba wahda li tkun tajba u huma mibnija fuq informazzjoni eżatta.

Huwa ta' importanza li l-mistoqsijiet isiru b'mod gradat. L-ghan tal-mistoqsijiet m'għandux jiffoka biss fuq il-kapaċità ta' l-istudenti li jifhmu l-kontenut; janalizzaw u jirreaġixxu għalih. Il-mistoqsijiet iridu jkun kompattibli mal-livell

konjittiv ta' kull student. B'hekk f'kull student jitqanqal ċertu grad ta' suċċess għal kull twegħiba korretta li jagħti. L-istudenti jridu jingħataw l-opportunita' li jwiegħbu anki dawk il-mistoqsijiet li jistghu jitqiesu xi ftit diffiċli għalihom. Il-kittieba Mary Lou White (1976), żviluppat għadd ta' kriterji li jistghu jservu ta' għajjnuna fil-kunxjentizzazzjoni ta' l-apprezzament letterarju. Il-punti li ġejjin jghinu lill-ghalliem/a jtanalizza aktar fid-dettal it-test letterarju. B'hekk ikunu jistghu jippreparaw ahjar il-lezzjoni.

Analizi letterarja fuq sfond psikoloġika;

● Tiddeskrivi li hemm relazzjoni bejn biċċa xogħol letterarja u l-hajja tal-qarrej.

● Tqabbel is-similaritajiet bejn ix-xogħlijiet ta' l-awtur u hajtu.

● Tinterpreta t-tifsir ta' simboli użati fil-letteratura.

Tiddetermina kemm il-bixriet mogħtija lill-karattri illustrati fit-test letterarju huma realistiki.

Analizi letterarja fuq sfond soċjali

● Tagħzel partijiet mit-test li huma ta' natura propogandistika.

● Tikkonferma li partijiet mil-letteratura jipprezentaw viżjonijiet soċjali, politiċi jew ekonomiċi deskritti fl-istorja.

● Tagħraf tidentifika kemm ir-reazzjonijiet tal-karattri għall-problemi u avvenimenti huma kompatibbli man-normi taż-żmien u tal-post.

● Tanalizza l-karattri li jitqiesu bhala eroj.

● Tagħraf it-temi fl-istorja li jżiedu bixra realistika.

● Tagħraf tidentifika l-karattri li huma relegati f'diversi klassijiet soċjali.

● Tagħraf tidentifika kemm awtur għarraf jipprogetta karattri li jappartjenu fi klassijiet soċjali differenti, bl-istess mod.

● Tagħraf tanalizza kif il-forzi soċjali, ekonomiċi u politiċi ta' dak iż-żmien affettwaw il-hajja tal-karattru.

Analizi letterarja fuq sfond strutturali;

● Tagħraf l-iskema strutturali tax-xogħol.

● Tanalizza t-tifsir ta' xi kliem partikulari, frażijiet u metafori użati fil-letteratura.

● Tagħti t-tifsir ta' kliem skond l-interpretazzjoni l-aktar rikorrenti fil-letteratura biex kemm jista' jkun it-tifsir tal-kliem ikun jaqbel ma' l-intenzjoni ta' l-awtur.

● Tanalizza d-differenzi fit-tifsir letterali u figurattiv.

● Tagħraf l-użu ta' l-ironija

● Tqabbel poezija jew biċċa xogħol letterarja ma' xogħol partikulari jew letterarju ta' natura tradizzjonali.

● Tagħraf il-kontradizzjonijiet fil-metafori.

● Tanalizza l-effett li xi kliem jew frażijiet iħallu fuq livell emozzjonali.

Meta naghmlu l-għażla tal-kotba għandna nsaqsu lilna nfuṣna dawn il-mistoqsijiet;

● Il-kotba li għandhom quddiemhom it-tfal, ihajjruhom jużaw l-abbiltà imajnativa tagħhom?

● X'ser tkun ir-reazzjoni tagħhom għall-kotba - indifferenza, ironija, hasra, umoristika, dwejjaq?

● Ser ihajjru lit-tfal isiru kurjużi u jgħieghluhom jiskopru aktar dwar it-tema tat-test?

● Ser ihajjru lit-tfal isiru konxji mill-istrutturi ta' l-istil?

● Il-karattri fit-testi u l-plots ser jghinuhom jifhmu il-bniedem?

Finalment it-testi se jghinuhom jiehdu gost li qegħdin jifhmu; li qegħdin jiskopru affarijiet li jistghu jkun godda għalihom jew jistghu jirriflettu, xi ftit jew wisq lil hajjithom?

Tajjeb li l-ghalliema jagħtu ċans lit-tfal jissuġġerixxu xi titli ta' kotba huma stess kif ukoll jistharrġu sew mal-librara dwar kotba godda li jappellaw u jstimulaw l-interess ta' l-istudenti.

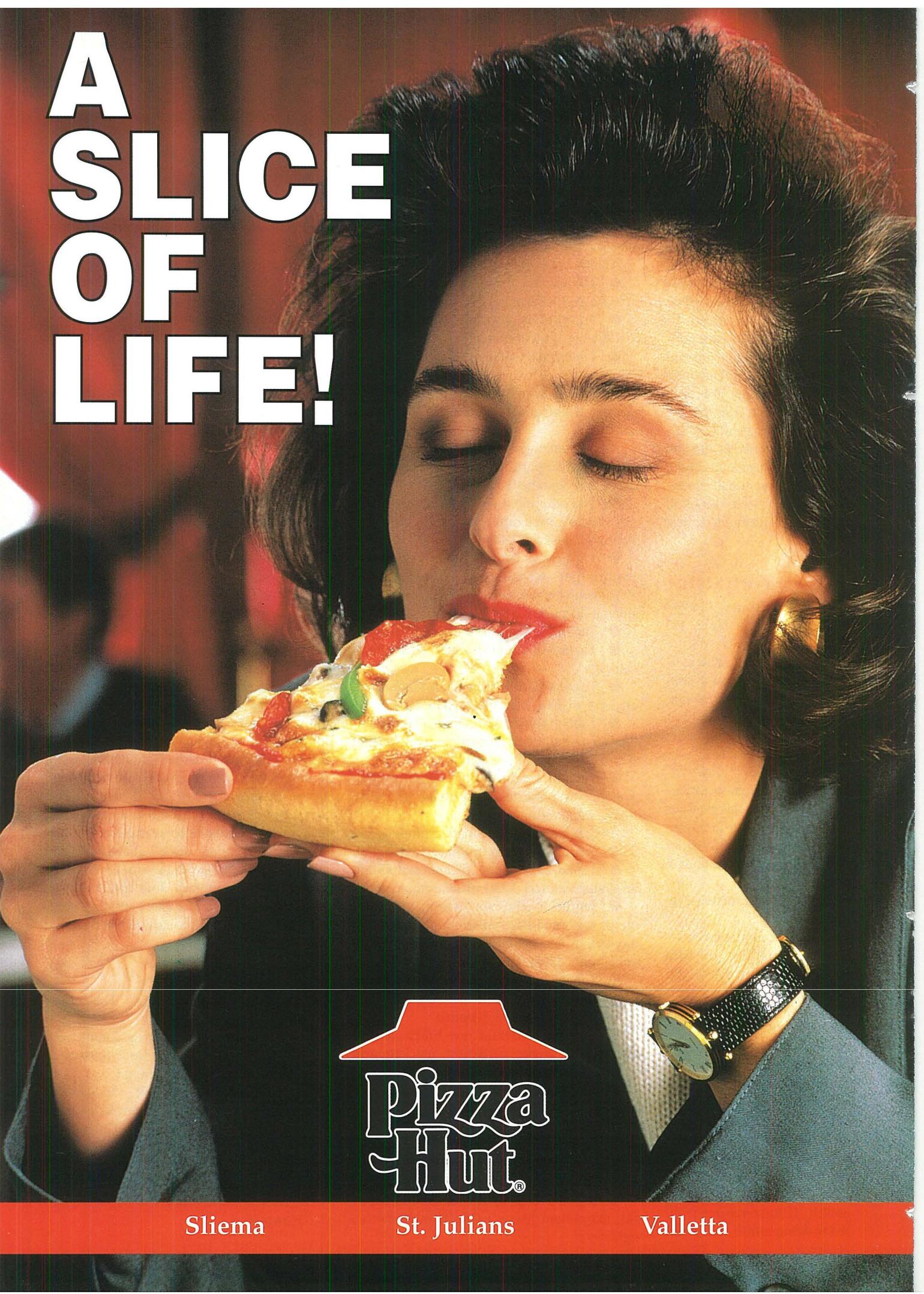
Jekk l-ghalliema jużaw l-istess metodoloġija, li thaddan dejjem l-istess proċessi, din tista' tillimita lit-tfal milli jitgħallmu alternattivi oħra u milli jikbru fl-abbiltajiet tagħhom li jirreaġixxu għal-letteratura bir-riżultat li jombraw il-letteratura nnifisha. (Axiaq u Sammut 1994; 77).

L-ghalliema għandhom ikunu konxji tat-teknika li jgħaqqu flimkien u jirrelataw kotba skond l-esperjenzi ta' l-istudenti. Biex it-tagħlim tal-letteratura jakkwista l-potenzjal kollu tiegħu, l-istudenti għandhom iġarrbu l-kotba. L-ghalliema li jkun qed ihejju l-kurrikulu tal-letteratura għandhom ikunu konxji ta' l-ghan u tas-sekwenza (l-ordni ta' l-esperjenzi f'kull livell edukattiv). It-tfal għandhom jingħataw kemm jista' jkun opportunitajiet biex jirriflettu fuq il-letteratura minn angoli diversi, bil-ghan li t-tfal ixettlu fihom reazzjonijiet għal-letteratura. Dan jista' jsehh biss kemm-il darba l-ghalliema jagħrfu jipprattikaw metodoloġija effettiva li tagħti spazju lil-kuxjenza kritika. M'hemm l-ebda teorija jew formula preskrittiva li biha wiehed jista' jqanqal fi student apprezzament letterarju lejn test partikulari. Jekk l-ghalliem juża xi attivita' partikulari li biha jqanqal fi student A apprezzament letterarju lejn test jew għajja partikulari ma jfissirx li l-istess attivita' li ntuzat ma' student A se thalli l-istess riżultati u effetti ma' student B.

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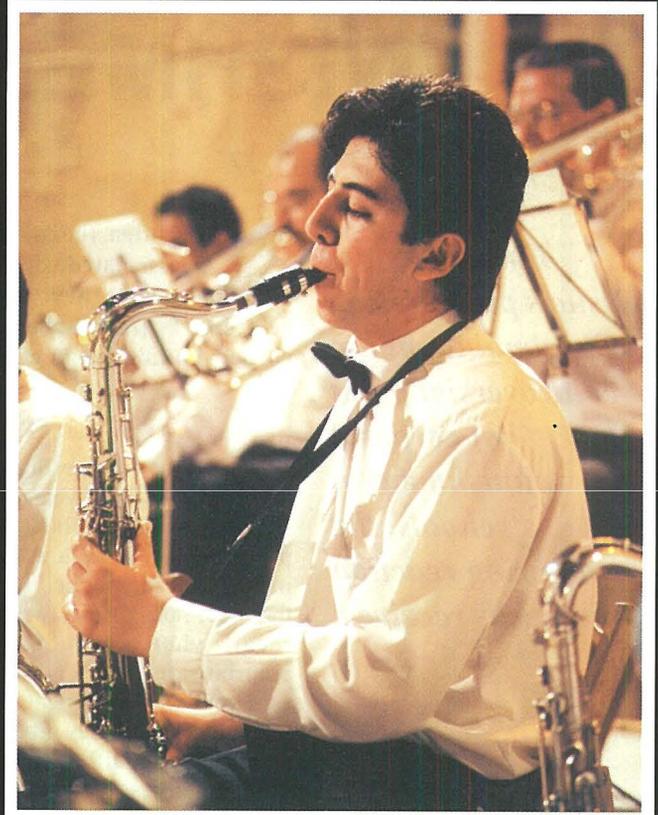
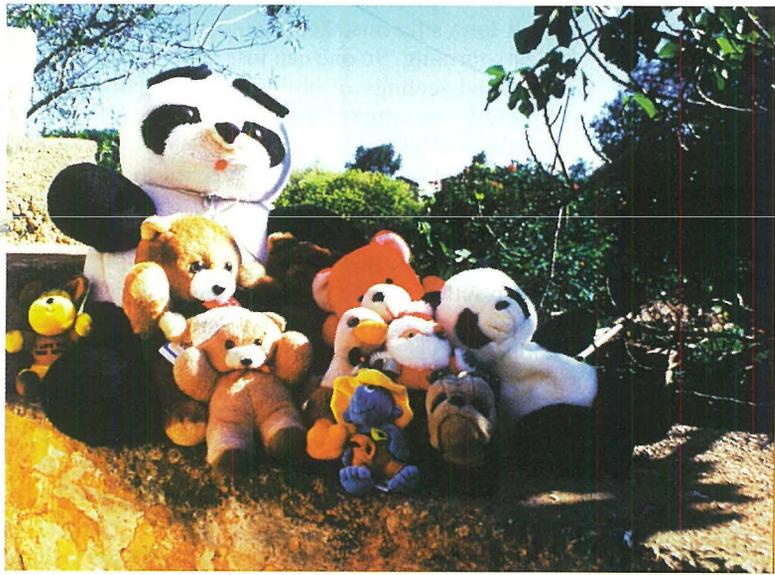
Valletta

Photos for discussion

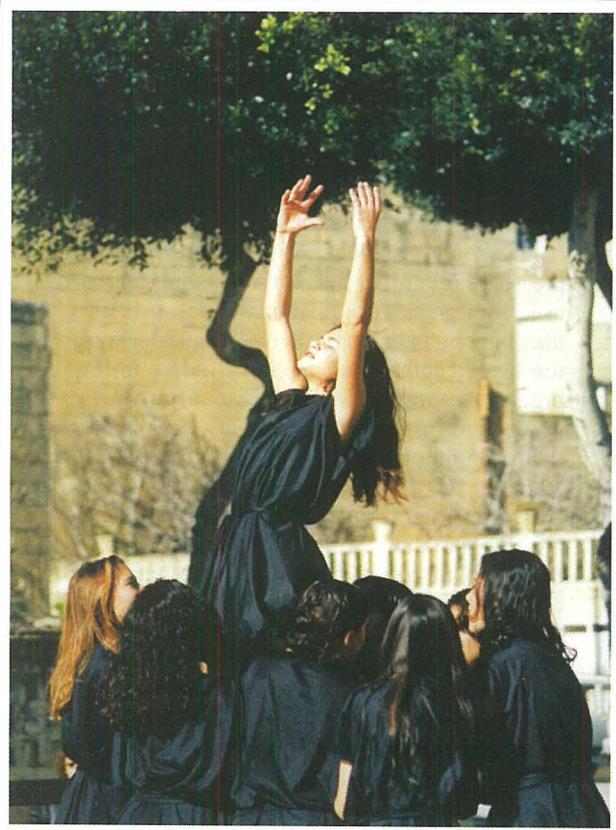
Communications students

A set of photos that can be used in classrooms as a springboard to discussion or creative writing

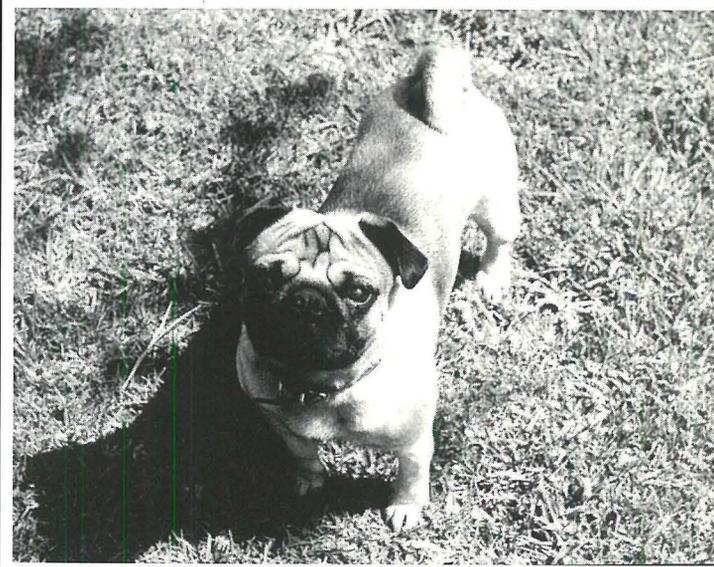
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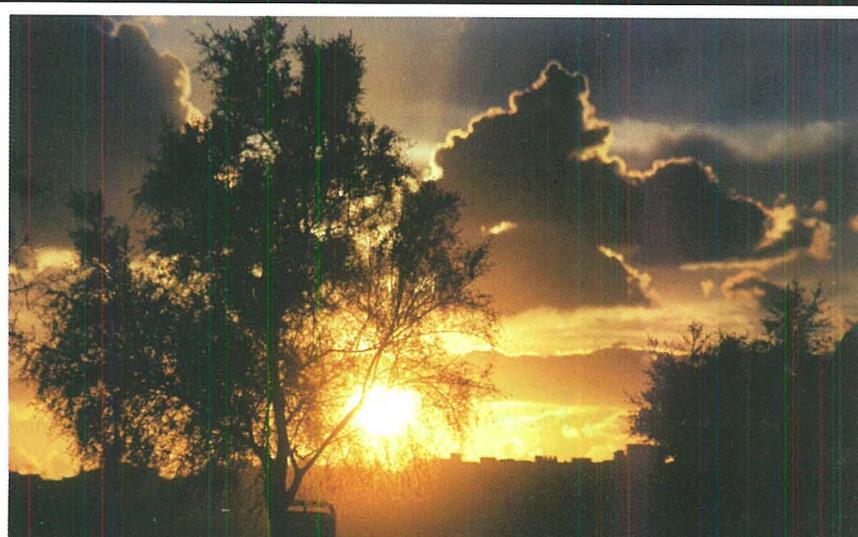
Therese Ellul



Daniel Zerafa



Sarah Gasan



Tutor: Alfred Cauchi

Anoushka Grech

CONTROVERSIES IN EDUCATION

PUNISHMENT

Phaedra Cassar

Following last issue's piece by Joe Giordmaina on the controversial point of corporal punishment in schools, the following reaction piece was received.

“Every child submitted to corporal punishment must cope with the tremendous frustration of being overpowered by an adult”

Very often, the concept of punishment is associated with that of discipline. But are they, in any way, really related? Is punishment, and especially corporal punishment, effective?

Corporal punishment

One of the very few things I remember from my Primary school years is being slapped in front of a whole class for some form of misbehaviour. Even now, as I recall this trivial incident, I can still feel the stinging shame of the slap; but, what is worse is that I cannot recall what I had done to deserve the punishment.

Corporal punishment, I believe, does not work in the same way on everybody. Different people react in different ways to this form of punishment; some may rebel, others may imitate their punishing teacher by striking out at their own school colleagues, and others may become dangerously submissive. However, I believe that every child submitted to corporal punishment must not only cope with the shame and the pain ... but s/he must also cope with the tremendous frustration of being overpowered by an adult who can so easily inflict the punishment on him/her. The child is totally at the mercy of the teacher, unable to strike back or to defend himself/herself, but required to stand and take the blows. This is a form of bullying.

One inevitable consequence of permitting corporal punishment is the abuse of this power. How can the amount of punishing, the forms of punishing, and the form of attribution of punishment ever be controlled in class?

Corporal punishment for unconforming adults has long been removed from the law courts, and is not being reconsidered. So why should it ever be considered for children?

So, although corporal punishment may appear to be temporarily effective with misbehaving children, long term negative effects may be caused. Corporal punishment may also lead to abuse and to accidents, and therefore it is justifiably illegal, and should remain so.

Psychological punishment

Corporal punishment is not the only form of punishment that is harmful. Many people tend to overlook and undermine the devastating effects that the more common psychological

punishment can cause. When teachers scold students for their mistakes in public, it is a form of psychological punishment. Calling students names is a most common practice which I have observed myself during the observation sessions; it can cause children to lose their confidence, to become shy and withdrawn. Rather unfortunately, psychological punishment is often frequent because it is so easy to commit when a teacher is daily engrossed in the task of correcting. I will never forget the incident where I mistakenly raised my voice a little too loud while scolding a student for a silly mistake; I could almost see the tears forming. So one can just imagine the jeopardised feelings of children being daily subjected to more severe forms of psychological bullying.

Psychological punishment appears to be very much more effective in a Junior Lyceum class, or in any other well-behaved class where students are interested in learning. I can still recall myself as a student, being angered at the consistent teasing I received by my schoolmates when a teacher recounted in class some of the silly mistakes she read in the exam papers, three of which were mine. Psychological punishment is often not performed by teachers as deliberately as is corporal punishment. That is why it is so common.

Worse still, teachers often do not recognise the extent of the damage they can cause with what may seem to be a harmless remark, especially when dealing with misbehaving, underachieving students in a trade school or area secondary.

Denial of rewards or pleasures

Denying misbehaving students rewards or pleasures is another form of punishment often used by teachers (and parents alike). It is not uncommon, for example, to find primary school teachers keeping misbehaving children in for break. Denying children the opportunity to participate in the Christmas play, or leaving them behind on a school outing may be other forms of this punishment. Perhaps this is the least damaging form of punishment; but there are few variations to it. Also, in some cases, this form of punishment may have negative effects; a lively child kept in daily for break for restless misbehaviour, offers the child little opportunity to get rid of the excess energy.

Rewarding well-behaved students and denying misbehaving student the reward is another form of this punishment. When teaching a very troublesome primary class, I tried this form of punishment. Every now and then, I bought a large bag of sweets and, at the end of the day, I rewarded the well-behaved children with a sweet. But, almost immediately, several questions began to haunt me. Who really deserved a sweet at the end of the day?

Why is it that most of the sweets went to the girls? Was the restless misbehaviour of the

boys really their own fault? And ultimately, what really causes misbehaviour?

The effectiveness of punishment

Punishment itself is not always effective, be it corporal or otherwise; it depends on the student and on the frequency of the punishment. I still recall the dreadful fear with which I returned home with my first detention slip for my parents to sign. Yet, despite that initial fear, I earned myself a good number of them. And by the time I got my seventh one, I had no reason to fear my parents any more. The punishment became ineffective.

If punishment is limited and distributed with the same stinginess as one would distribute cash notes, it can be very effective. But consistent, regular punishment becomes meaningless after a while. Yet this is not something a teacher will recognise easily . . . because clearly s/he sees punishment as the only solution to misbehaviour.

Sometimes I wonder whether teachers connect the concept of patience with their idea of a teacher. Repeated misbehaviour is trying and stressful for a teacher ... but sometimes teachers respond all too quickly with a punishment in hand, corporal or otherwise. There should be a gradual build up. Consider trade unions who are preparing to strike because of a dispute ... the first strikes are usually trivial and minimally damaging; for example, workers may be ordered by the union to report for work an hour later than usual. If the dispute remains unresolved, the unions gradually step up their actions until workers do not report at all for work. This is an effective form of strike, which initially allows opportunity for the management and trade union to resolve the dispute, before the really damaging part of the strike begins. I believe that misbehaviour in class should

be treated in a similar way. Initially, a verbal reprimanding should be enough to show the student that the exhibited behaviour is undesirable. Only when the behaviour is repeated or escalated to something worse should punishment be considered.

However, a teacher with all good intentions, may be faced with students who have already tired of the punishments they received from previous teachers. The ineffectiveness of punishments is already there. I am curious to know whether the student who wrote the extract maintained discipline successfully in the class.

What constitutes misbehaviour? What constitutes poor work? This varies from teacher to teacher. One teacher may scold a student for presenting untidy work; another teacher may not be so concerned, as long as the work is complete and correct. As children move from teacher to teacher, they encounter various demands. What is punishable behaviour with one teacher may not be punishable with another. Sometimes, the students have to find out for themselves which behaviours are punishable, because it is not the practice of teachers to inform them.

Since students do not appreciate that punishment is being used to maintain discipline, that it is for their own good, punishment may lead to the students' dislike of the teacher.

General dislike by the whole class may result when several students are punished.

Individual students may dislike the teacher when punishment is restricted to the few who deserve it. In either case, the dislike of a teacher renders the teacher less approachable and may undermine the teacher-student relationship.

Prevention is better than cure

Although punishment may seem to be useful in the control of behaviour, preventing misbehaviour is better than punishing it. For example, in the account narrated, one preventative measure the punishing teacher should take is to mix the girls and the boys, rather than keep them separate where, as the author rightfully noted, it is easier for the boys to pick on each other.

Next to a troublesome student, a quiet one should be placed.

Of course, preventative measures are not exhaustive ... misbehaviour may arise in unforeseen circumstances and cannot be prevented. In fact, teachers should expect misbehaviour. As adults, the experience of schooling may be too far away for us to remember clearly; but the experience of sitting in class all day, listening to new ideas and explanations, is exhausting, boring and, for the failing students, frustrating. Misbehaviour is inevitable.

All too often, discipline has nothing to do with the actual process of learning. Claiming that corporal punishment is the only way that some children can learn is the feeblest excuse

a teacher can use to cover up his/her incapability of maintaining discipline in other ways. Discipline is the control of behaviour, clearly defining the desirable, and the undesirable behaviour. Behaviour control is detrimental to a good learning environment; otherwise, learning becomes an impossible task, the attention of the students being focused on their own disruptions, or on the disruptions around them.

For and against corporal punishment

I cannot criticise only the teachers. Some colleagues of mine teach in schools where they literally are at risk. Numerous threats from their students causes them daily anxiety. The swear words and names they are called are also degrading and humiliating. Being of small physical stature, how can one possibly ever hope to defend oneself when faced with a group of teenage students all so much taller than oneself?

Teachers are vulnerable ... not just to possible physical attacks and frightening threats, but also to subtle vandalistic attacks and, sometimes, to sexual harassment. Where is the respect a teacher so rightly deserves? Why have students become so arrogant, so dangerous and disrespectful? Why is it that a student today would not think twice of swearing revoltingly at a teacher, while the students of ten, fifteen years ago would never have dreamt such a thing? What is wrong with the educational upbringing of the children of today? And above all, what protection does a teacher, placed in such a position, have?

Some people may be tempted to suggest that corporal punishment is the missing factor, that these children need some form of discipline which they will fear.

Convincing the parents

Finally, I doubt seriously the integrity of the statement of the teacher (described in the article) where he claimed that when the parents approached him, he was able to convince them of the necessity of this form of punishment. No parent who genuinely has the good of his/her young children at heart would allow this form of punishment to carry on.

The worst thing is that often, parents are unable to report teachers who use this form of punishment because they wouldn't know about it. Often, the punished children are ashamed to admit to their parents that they have misbehaved, they are ashamed to admit having been punished for it, and it is painful for them to recount and relive the shame and the pain of the punishment itself.

So the punishing goes on, often unnoticed ... and that is why it is so important for anybody who learns of this illegal practice to report the teacher immediately.

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Drama in science education

Deborah Chetcuti

Drama helps students in the classroom to:

- understand better concepts which are too abstract for them to grasp through simple explanation;
- relate the science that they learn in school with their own understanding of the world;
- helps them understand better the social applications of science and develop positive attitudes towards science.

Drama can be used to expand the awareness of students to enable them to look at reality through fantasy, to see below the surface of actions to their meanings.

Drama helps students to face challenges and crisis in the imagination before they find themselves overwhelmed by them in real life.

“Drama can be used to expand the awareness of students to enable them to look at reality through fantasy”



DEBORAH CHETCUTI,
B.Ed (Hons.),
specialising in Biology in
1989. M.Ed in Curriculum
& Instruction at McGill
University, Montreal in
1992. Currently reading
for a Ph.D in Education at
the Nottingham Trent
University.

It helps students to discover that they know more than they thought they knew. It allows them to discover resources that they did not know that they had.

It helps to bring out the best in students and can be used to build confidence and self-esteem especially in those students who feel that they are failures.

Drama encourages co-operation among students and teaches them how to mutually respect each other and communicate their ideas. Drama gives students 'voice'.

Drama can be used in the form of a pre-written script in order to introduce a lesson. It can be used to explain concepts in the form of role play or games, and it can be used for the revision of a particular set of information.

For example the following short sketch was used to introduce a lesson on disappearing chemicals:

Narrator: Water is very important for life and without it animals and plants cannot live. When we put something in water many different things can happen and today we are going to see what happens when we put some things in water. But let us first go with Cetta into her kitchen and see what is happening there.

Cetta: Today I feel like making myself a special drink - chocolate milkshake - my favourite. Let me see what I need: milk, water, sugar and some chocolate. Let me see what I need to do. I need to put the sugar in the milk until the sugar dissolves. Let me mix it so that it will dissolve more quickly. Good I can no longer see the sugar. Now let me add the chocolate until it too dissolves. I think just by mixing it will not be enough. Let me try heating it up a bit. Good now everything has dissolved, though I can still see the brown colour of the chocolate.

Narrator: But at that moment, the telephone rang and Cetta left the kitchen to answer the call. At that moment, Johnnie and her son walked into the kitchen. He drank the chocolate which his mother had prepared and decided to play a joke on her.

Johnnie: ...mmm...that was delicious...let me see if the one I am going to prepare for mummy will be just as good. Let me see...what can I do so that she doesn't notice that I've changed things. Let me see...you have to add some sugar. I think that instead I will add some salt. Good the salt has disappeared, it has dissolved just like the sugar. Now let me see what I can add instead of chocolate. I

know some soil

Narrator: Unfortunately, Johnnie's plan did not work so well. The soil would not dissolve in the water. He tried mixing and mixing and heating up...but now use, he could still see bits of soil in the milk.

Johnnie: What's happened here. The soil will not dissolve. I think that the soil must be different from the sugar and the salt as I can still see it in the milk. I wonder why?

Narrator: Johnnie heard his mother put down the phone and he went to hide behind the cupboard. His mother had taken off her spectacles and so she did not notice what Johnnie had done. She picked up the glass and started to drink the milkshake which Johnnie had prepared...

Cetta: Ughh...what's this...it's horrible. I think it's that naughty Johnnie. Where are you. You mischievous child. Now you'll see what a spanking you're going to get...

Narrator: So Johnnie got a spanking and his mother had a bad taste after drinking her milkshake. But Johnnie still continued to think and he asked his mother why the sugar and salt had dissolved but the soil did not. Maybe after today's lesson you can answer Johnnie's question for him.

Three other examples of drama which can be used in the classroom are

The Hot Seat Drama

The hot seat is a chair placed at the centre of a semi-circle. The person in the chair is the expert. For example, it can be a press conference about building a power station with the person in the chair being the environmental expert and the rest of the class being journalists at the press conference. This can be used for the exchange of scientific information, to explore social attitudes or to debate the role of science in society.

The Aeroplane Drama

Here everyone is in pairs, the seating pattern is arranged as in an aeroplane with two rows of chairs and an aisle down the middle. The students come in from the back of the classroom and enter the aeroplane, in groups first group A and then group B. Group A could have been assigned to carry out some research on a particular topic and group B research on a different topic. You then explain that the flight will take twenty minutes and in those twenty minutes the two students (scientists) are asked to exchange any relevant information they had collected about the topic assigned. This can be used to share knowledge when students have carried out different projects or assignments. It can also be used for revision.

The Panel of Experts

Here it is the panel of experts seated before an audience. The experts give an individual presentation and then have a discussion with the whole class.

SCHOOL DEVELOPMENT PLANNING

Joseph Micallef

“Those who do not plan, plan to fail”

“SDP should be about maximising success and reducing failure.”



JOSEPH MICALLEF
B.Ed. (Hons.), Dip.Ed. (Adm. & Mgt.) is a teacher of Italian. He is a member of the editorial board of *LO STIVALE*. He is also a recent member of the *British Educational Management and Administration Society*

The Education Division, while retaining certain powers for itself, is seeking to locate more and more decision-making at the school level.

Development of decentralised school management, with the school taking increasing responsibility for the quality of the education it offers, depends on the school ability to be proactive rather than reactive.

This can begin to happen if a clear vision is set down and effective means are put forward to achieve that vision. Research has shown that the only way of achieving this is to engage in a meaningful process of school development planning.

SDP should be about maximising success and reducing failure.

The purpose of the school development plan is to aid development of areas of the school's organisation and practices.

The SDP is the main factor influencing where the school concentrates its efforts and spends the funds available. The backdrop for the whole process of

producing the SDP should be an agreed vision and the changing needs of both those who serve in the school and those which the school serves.

The process of producing the SDP has the following four stages:

The Audit: The school reviews its strengths, weaknesses and omissions and then identifies which areas need to be developed;

Plan Construction: The priorities for development in the following three years are

AREA	PROPOSED ACTION	96/97
1. CLIMATE	1.1 Develop, implement, evaluate a profiling system;	Develop
	1.2 Develop, implement, evaluate a positive discipline policy;	Develop
	1.3 Provide an attractive, happy, healthy, safe learning environment (see 3. Buildings);	Form 1
	1.4 Introduce a primary/secondary co-operative teaching/learning project;	
	1.5 Promote individual/group/class/whole school achievements (internally/externally);	News-letter
	1.6 Evaluate school's vision, mission and curriculum statements;	
2. MANAGEMENT	2.1 Introduce new organisational system;	Introduce
	2.2 Improve internal and external communications;	Internal
	2.3 Decentralise decision-making/delegate new responsibilities to teams;	See 2.1
	2.4 Study lettings/sponsorship possibilities	
	2.5 Provide time for management;	
	2.6 Computerise administrative tasks;	See 4.6
3. CURRICULUM	3.1 Develop, implement, evaluate new s.o.w. (all depts) which match our mission/curriculum statements;	Develop
	3.2 Introduce a new system of assessment and of recording achievement;	Introduce
	3.3 Establish and introduce performance indicators;	
	3.4 Develop and implement a language policy;	
	3.5 Introduce media-education through cross-curricular themes;	
	3.6 Review progress reporting to parents and parents' days;	
4. STAFF	4.1 Designate new roles and responsibilities (new organisational system);	Introduce
	4.2 Identification of staff development needs in terms of the school's new needs;	Identify
	4.3 Build and develop management teams;	
	4.4 Develop teacher skills in self-evaluation and introduce voluntary appraisal;	
	4.5 Provide training to office staff: (i) computer; (ii) finance; (iii) secretarial;	Train (i)
	4.6 Evaluate teacher performance;	
5. BUILDINGS AND SITES	5.1 Reconstruct new main entrance and administration block;	Reconstruct
	5.2 Refurbish/redecorate classrooms, corridors, display areas;	Form 1
	5.3 Provide special purpose classrooms (Teaching of modern languages);	Finalise plan
	5.4 Convert existing hall into multipurpose hall;	
	5.5 Provide new accommodation for Library - to include resource room for teachers;	
	5.6 Develop one of the football grounds into an athletics pitch;	
6. CONSTITUENCY	6.1 Revitalise the Friends, Parents and Teachers Association;	Reorganise
	6.2 Continue work on the twinning programme with "Scuola	Exchange 1
	6.3 Produce and Implement FPTA fund raising plans;	
	6.4 Improve home-school links/promote parental involvement;	
	6.5 Improve public relations;	
	6.6 Initiate links with the Community.	

identified in outline. Detailed action plans with the targets (what?), explained in terms of the implementation strategies (how?), of the persons responsible (who?), of a time scale (when?) and for measuring success are constructed.

Implementation of the SDP: The plan becomes a working document and begins to be put into practice. At the same time the detailed action plan for the following year is constructed.

Evaluation of the SDP: The implementation process is monitored regularly and updated. It is also evaluated against the pre-established performance indicators.

This is an example of how the school can translate the audit into a plan (stage two of the development plan). The lead up to this stage can be found on page 34.

SCHOOL DEVELOPMENT PLAN

TIME SCALE		ACTION PLAN FOR SCHOLASTIC YEAR		
97/98	98/99	WHAT (+) / HOW (*)	WHO (+) / WHEN (*)	SUCCESS
Implement	Evaluate	1.1 (+) Develop a profiling scheme which ensures objective continuity; (* Consultative committee /discussions.	1.1 (+) Asst. Hd Curriculum Dev. and Form Teachers; (* Draft for discussion Draft for approval	1.1 An efficient profiling system known to all (pupils, teachers, parents) ready to be implemented.
Implement Forms 2, 3	Evaluate Forms 4, 5	1.2 (+) Develop a policy which takes views/abides all parties; (* Consultative committee/discussions with pupils, parents.	1.2 (+) Asst Hd Pastoral Care and Year Masters (* Draft for discussion Draft for approval	1.2 An agreed policy ready for circulation and implementation
Develop Annual	Implement Evaluate			
Review External See 2.1	Devolve further Plan	2.1 (+) Designate new roles (special duties covered by Lm120); (* Brief individuals/teams and explain details of new system.	2.1 Hd. Asst Hd. Year Masters. Form Teachers. Teachers; Designate Brief/explain. Monitor (schedule).	2.1 A new organisational system - functioning.
Study Provide Hardware	Software	2.2 (+) Review present system and propose changes; (* Consultation especially with team masters/form teachers (see 4.1).	2.2 (+) All staff (teaching + non-teaching); (* Review Propose Implement	2.2 A more efficient and effective communication.
Implement	Refine	3.1 (+) Produce new s.o.w. indicating possibilities/areas for integrated learning; (* Departmental meetings.	3.1 (+) E.O.s. Asst Hd. Curr. Dev., subject coordinators. all teachers; (* Produce: 4/97; Outline for parents: 5/97.	3.1 S.O.W. (outcomes based & crosscurricular approach); and outline document for parents.
Implement Establish Discuss	Review Introduce Develop	3.2 (+) Evaluate present system ; propose changes; introduce. (* Consultation with the various departments.	3.2 (+) SMT and subject coordinators. (* Evaluate: 11/96; Propose: 12/96; Introduce: after H/Y exams.	3.2 An objective system of assessment and efficient system of recording.
Investigate	Pilot Review			
Review		4.1 Sec 2.1	4.1 Sec 2.1	4.1 Clear role descriptions: for both individuals and teams.
Implement Yr. Masters	Implement F. Teachers	4.2 (+) Identify and prioritise needs: schedule; (* questionnaire, consultation, monitoring (see 2.1), congruence with SDP.	4.2 (+) Asst Hd Staff Development, all teachers (* Identify: 5/97; Prioritise: 6/97; Schedule: 6/97;	4.2 List of staff development needs with details (time, type of development) ready to be implemented.
Develop				
Train (ii)	Train (iii) Evaluate			
Forms 2, 3	Forms 4, 5	5.1 (+) Propose changes to proposed plans. subcontract, reconstruct. (* discussion of plans: tendering procedure.	5.1 (+) New main entrance committee of architects; subcontractors (* Plans Subcontract Reconstruct	5.1 New main entrance (attractive & welcoming) and complimentary administration block.
Rooms 1, 2 Convert	Rooms 3, 4	5.2 (*) Action plan (rolling programme), subcontract, refurbish.	5.2 (+) SMT, year masters Forms 1& 2, subcontractors; (* Plan Subcontract Refurbish	5.2 Two fully refurbished blocks (Forms 1& 2).
Plan	Provide Plan	5.3 (+) Discuss proposed plan, refine. costings.	5.3 (+) SMT, Modern Languages Depts (* Discuss Refine Costings	5.3 Finalised plans including action plan and costings.
Exchange 2 Produce	Exchange 3 Implement	6.1 (+) Update data base; revitalise. (* questionnaire; organise meetings/social evenings for various target groups, form various sub-committees.	6.1 (+) Asst. Hd., friends, parents and parent teachers; (* Questionnaire: 12/96; Meetings: 3/97; Sub-committees: 4/97.	6.1 Sub-committees formed and submission of draft proposals of plans.
Review Parents	Improve Community Initiate	6.2 (+) Finalise arrangements for 1st exchange. (* Plan the Malta visit exchange programme & prepare two school based projects (music/history).	6.2 (+) Asst.Hd., exchange co-ordinator, teachers of English, Italian, Music, History; (* Arrangements Programme Projects	6.2 Exchange visits (Malta visit & Italy visit); signing of formal twinning agreement for 3 years).



SCHOOL DEVELOPMENT PLAN : AUDIT STAGE

SUBMISSION FROM (INDIVIDUAL/GROUP/DEPARTMENT):		STEP 1. WHERE ARE WE?		STEP 2. AREAS FOR DEVELOPMENT		
OUR ...		DESCRIPTION OF	REASON WHY YOU CONSIDER IT TO BE SO	DETAILED DESCRIPTION	TIMETABLE	ESTIMATED COS
STRENGTHS (things we do well)	1.	1.	1.	Choose one item of the two listed and describe how it could be further developed to meet future needs. 1.	1.	1.
	2.	2.	2. ....	.....	.....	.....
WEAKNESSES (things we are doing badly and could be improved)	1.	1.	1.	Choose two items of the three listed and describe how they could be improved. 1.	1.	1.
	2.	2.	2. ....	.....	.....	.....
	3.	3.	3. ....	.....	.....	.....
OMISSIONS (things we are not doing at all, that we should be doing)	1.	1.	1.	Take all three items and describe how they could be developed. 1.	1.	1.
	2.	2.	2. ....	.....	.....	.....
	3.	3.	3. ....	.....	.....	.....

Please return this questionnaire by the 15th of June 1996.

Thank you for your cooperation.

This is an example of how an audit can be conducted (stage 1). The schematic diagram reproduced on pages 32 and 33 is the finished product (stage 2), which leads to the actual implementation.

The Audit stage: beginning to share in the control of the school

The purpose of this document is to carry out the audit stage.

Through this exercise we will find out where we are. Your views are important. You are asked to:

Step 1

Think about/discuss the strengths, the weaknesses and the omissions of the school. It is felt that you should think particularly about the areas which will represent the main headings of the schematic diagram forming the whole school plan.

These are:

- The Climate (school's philosophy and ethos);
- The Management (school's organisation systems);
- The Curriculum (school's curriculum statement and its sub-units for every department);
- The Staff (school's teaching and non-teaching staff);
- The Resources (school's physical resources; buildings and sites);

“List down the strengths, the weaknesses and the omissions of the school”

f. The Constituency (school's external links from parents to central government).

List down the **strengths**, the **weaknesses** and the **omissions** of the school and state your (individual/group/departmental) reason/s for considering them to be so.

Step 2

Prioritise the areas which you feel should be included in our three-year SDP and suggest how and when these developments should be implemented.

Please remember that we have to plan for the next three years.

Research has shown that the plan should be realistic, neither too ambitious, not too insufficiently' demanding. There should be no more than two major priorities in each key area in each year.

At this stage, it might be useful to know, according to the latest projections, what the school's budget (government grants and fund raising) over the next three years will be. However, it is most important that finance should be seen as neither the starting point nor as a separate activity from the education process.

Therefore, the funds available should be seen in the context of what the school is trying to achieve and not as a factor predetermining the debate of where we want to go.

Agħti daqqa t'id

Agħti sehmek bħala player jew voluntier fit-13-il edizzjoni tal-Malta Volleyball Marathon

Gheżież Hbieb,

Hemm diversi mezzi kif wiehed jista' jghin lid-Dar tal-Providenza. Il-Moviment Kerygma għal dawn l-aħhar tnax-il sena, għażel mod uniku kif nistghu nghanu lil din id-Dar li ilha għal dawn l-aħhar 33 sena tagħti servizz soċjali tant siewi lis-soċjetà Maltija.

Kull Sajf, il-Moviment Kerygma jaf li d-Dar tal-Providenza jkollha bżonn aktar għajna finanzjarja. Għalhekk jorganizza l-KAMPANJA NAZZJONALI SOLIDARJETÀ BL-ISPORT biex permezz ta' tant attività sportiva u Maratona ta' 219-il siegħa Volleyball bejn is-17 u s-26 ta' Awissu, 1998 fl-Iskola Marija Assunta, il-Hamrun, inheggu lin-nies jghinu lid-Dar tal-Providenza.

Hemm diversi modi kif INT tista' tghin. Inheggu biex ma ddumx taħsibha. Ibghat malajr din il-formola flimkien ma' ritratt 'passport size' biex tidda tirċievi minnufih l-informazzjoni kollha dwar il-Kampanja Nazzjonali Solidarjetà Bl-Isport. L-ewwel mitt persuna li jibghatu l-formola ser jirċievu bil-posta kopja b'xejn ta' ktieb reliġjuż bħala rigal ta' merħba.

Nittamaw li niltaqghu u nghanu Sajf iehor ta' solidarjetà flimkien.

Tagħkom fi Kristu,

Fr. Charles Fenech O.P.
Direttur - Moviment Kerygma

Iva... jien irrid nagħti sehm!

Formola ta' applikazzjoni

Isem

Indirizz

..... Postcode

Telefon

Data tat-twelld

Skola/Form

Xogħol

Nixtieq nagħti

sehm bħala **Player**
jew/u **Voluntier**

Waħhal ritratt
'passport size' hawn

Jekk voluntier għid f'hiex tixtieq tghin. Jekk minkejja li ser tkun player, tixtieq tghin ukoll, immarka kemm player kif ukoll voluntier, u anke fejn trid tghin.

Bar waqt il-Maratona

Helper fit-Training

Supervision waqt il-Maratona
(Il fuq minn 18-il sena)

Sehem fil-Ġbir tal-flus

Souvenir Stand u Donation Stand
(Il fuq minn 16-il sena)

Tqassim ta' posters u fuljetti

Xogħol fis-Segreterija, Typing, Mailing, Computing

Ibghat ukoll ritratt 'passport size' biex tinħariġlek ID Card li 'l quddiem mhux biss tuzaha fl-attivitàjiet uffiċjali iżda tista' sservik għal skont fuq xi attivitàjiet soċjali li ser jiġu organizzati.

**Ktieb rigal
għall-ewwel mitt
applikazzjoni
li jasl!**

Ibghat din il-formola u r-ritratt malajr lil:

Segreterija Kampanja Nazzjonali Solidarjetà Bl-Isport
Ċentru Kulturali Kerygma - Kunvent Patrijiet Dumnikani Rabat RBT 06 - Malta - Tel. 459942

Attard Primary School

a living example of a grassroots initiated school development strategy

Paul Pace

Schools have traditionally been considered important socialising agencies within the community, but they have also been regularly criticised for their inability to keep up with the demands made by the same society that they are trying to 'serve'. Years upon years of centralised management, both on a macro and on a micro level, systematically isolated schools from the reality outside their walls. Learning experiences offered in schools have become archaic and alien to the learners' world, and rather than being proactive forces within society, schools tended to become inactive, or at best reactive.

“Attard’s primary school community initiated a bottom-up grassroots’ initiative to improve the school’s role as an educational institution”



PAUL PACE B.Ed. (Hons), M.Ed., Ph.D. (Brad) is Head of the Department of Maths, Science & Technical Education, Faculty of Education, University of Malta. He lectures in science education and environmental education and is a member in the Attard Primary School Council.

Preparing learners for life has, nowadays, achieved a much wider interpretation that the traditional transmission of 'school-knowledge' cannot satisfy. Although schools have effectively resisted change for quite some time, ever-mounting pressure from the community is forcing them to change. Schools are now expected to be sensitive to interpersonal relationships (within and outside the school) and to become promoters of learning rather than sites for information transfer. Attard's primary school, is one of the schools that have boldly taken up the challenge.

Taking the initiative

Encouraged by the Education Division's decision to decentralise management, Attard's primary school community (head teacher, assistant heads, teachers, parents and children) endeavoured to meet this top-down initiative half way by initiating a concurrent bottom-up grassroots' initiative to improve the school's role as an educational institution. This development strategy, primarily orchestrated by Mr Emmanuel Debono - the school's head teacher, was structured around two major underlying principles: (a) the gradual introduction of innovation - giving the school community time to assimilate and internalise the innovation itself and its implications, and (b) the institutionalisation of the innovation by generating support from within (i.e., the schools' management team and teachers) and from outside (i.e., parents, education authorities and agencies within the community) the school. These principles ensured a chain reaction of initiatives that made good quality education part of the everyday praxis of this school.

Named after the master-craftsman Tumas Dingli, Attard's primary school caters for 560 children (140 of which are in Kindergarten). An ever increasing student population is one of the major concerns that the primary school

of a village with a growing population nearing 10,000 has to respond to every year. This concern has been manifested throughout the years by the building of a new kindergarten block with all the appropriate facilities to promote valid learning experiences in early childhood education and plans to build a multi-functional school hall.

Intimately tied with the need to create a welcoming and functional physical school environment was the strategy to develop a specific school identity that would develop a sense of belonging and ownership in the school community. This strategy was initiated on three fronts: (a) the design and introduction of a new school uniform, (b) the publication of an annual school magazine which celebrates the achievements of the school children, and (c) the drawing up and publicising of a meaningful teaching policy that seeks to provide a holistic educational experience.

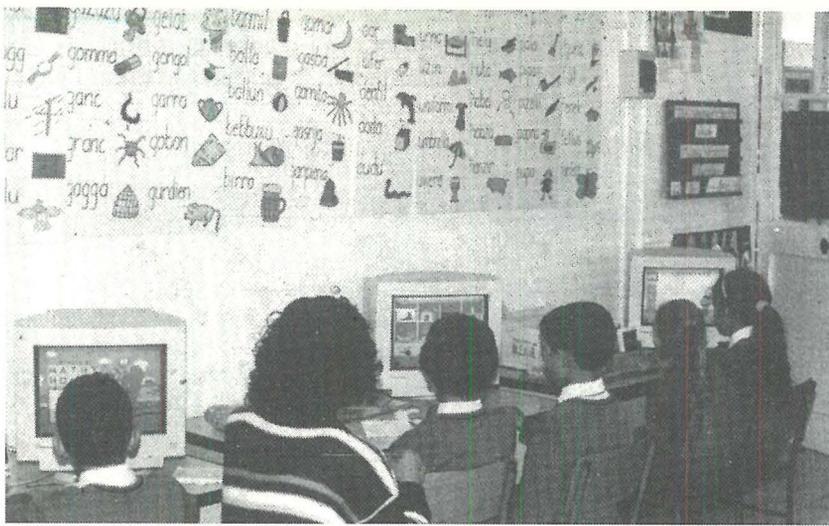
Banking on the professional commitment of the school teachers, the school community identified key areas of concern within the curriculum and built up an ongoing strategy that consistently focused on them during each scholastic year.

Development of literacy programmes

One of these key areas was the development of literacy. Students attending Attard primary school are continuously encouraged to read and to discover the benefits of literacy.

Long before literacy became a national The





The Year One classroom environment

**“The school
community
has developed
an ethos that
views the
child’s parents
as equal
partners in
this
educational
enterprise”**

Attard primary school responded by initiating an experiment, with the first three years of primary, aimed at providing a formative type of assessment that evaluates the child’s academic progress throughout the year. The results have been quite encouraging and plans are being drawn up to extend the scheme to include all the primary school years and to introduce an evaluation system based on profiling.

The forum during which most of these strategies are planned, discussed and implemented is the school council. Currently chaired by Mr Anthony Tabone, the school council is made up of three parents, three teachers and the head teacher. It is the functional hub of the school and the place where the interests of the various stake holders in the school are distilled. Its major contribution has been the development of a good interface with parents, who are sincerely considered by the school as equal partners in the educational process of children.

Concrete efforts are taken to actively involve parents and children in decision making. To date, besides the gathering of feedback from children, three questionnaires have been sent to parents requesting their opinions regarding school development initiatives and what assistance they can offer to the school. As a result parental involvement in the school has been abundant and varied: ranging from organising school activities to

helping teachers produce teaching materials, or from decorating school corridors to the building of an adventure playground in the school grounds. Although parents are always welcomed to discuss their child’s performance with the class teacher, plans are now being considered to strengthen these parents - class teacher bonds by providing more opportunities for them to meet and by possibly developing some form of teaching support service.

A reaching out exercise

Tumas Dingli primary school is now engaging in a reaching out exercise. Prior to the March 1998 local council elections, the school council sent a memorandum, entitled “*Building Stronger School-Community Links*”, to all the prospective candidates. While explaining the school’s vision about the role it should play within the community, the document also makes practical suggestions of how school - community links could be developed and strengthened.

The school has also twinned with Kercem Primary School. Children from both schools are encouraged to write letters to each other and maintain an information network about daily events in their respective communities. On a wider level and as an initial step towards participation in COMENIUS projects, the school’s head initiated contacts with Armando Diaz primary school in Catania and arranged for an exchange visit during May 1998. The aim of this visit is help school children develop a wider perspective of education and to expose them to a different culture.

Head teachers and teachers sometimes complain that whatever they try to build at school is ‘dismantled’ the minute the child returns home. This surely does not apply to Tumas Dingli primary school. Years of dedication and commitment from the school community have developed an ethos that views a child’s education as spanning the whole time spent in school and at home and consequently the child’s parents as equal partners in this educational enterprise. With such an attitude, the school community feels confident about the future and is not afraid to chart new ground in its quest for providing a meaningful education.

Prior to the March 1998 local council elections, the school council sent a memorandum, entitled “Building Stronger School-Community Links”, to all the prospective candidates. In the photo can be seen an example of a joint initiative between the school and the previous Attard Local Council: the inauguration of the upgrading of the gardens next to the school



free
to be...



Coolee ice
LIGHT tea

Coolee
LIGHT
LEMON
ice
tea
Serve Chilled 330ml e

Coolee
LIGHT
PEACH
ice
tea
Serve Chilled 330ml e

The Synergy Project for Primary Schools

Mary Rose Mifsud

The *Cambridge International Dictionary of English* defines the word "synergy" as the combined power of a group of things when they are working together which is greater than the total power achieved by each working separately.

This was precisely the intended effect of the bringing together of a group of thirteen people including an assistant director, three Education Officers, one subject Coordinator and eight peripatetic teachers from the Art, Music, Drama and Complementary Education sections of the Curriculum Department. These officers designed and piloted a project intended to present to teachers of Year Two classes a gamut of theme-related teaching strategies that could appeal to children of different abilities and personalities.

"It is useless, if not actually harmful, for pupils to be treated as though they were clones of a prototype"



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The rationale behind this approach was based on Howard Gardner's theory of the Seven Intelligences and Myers' and Briggs' theory of the sixteen personality types. (This had been an important theme of an international workshop that the project coordinator had attended at the Council of Europe Language Centre in Graz, in June 1997). Both Gardner's and Myers/Briggs theories imply that different people have different learning styles. It is therefore useless, if not actually harmful, for pupils to be treated as though they were clones of a prototype. Dunn *et al* (1989) state that a learning style is a biologically and developmentally imposed set of personal characteristics that make the same teaching method effective for some and ineffective for others. Nevertheless some teachers address all pupils as a homogenous group and expect them to learn and work in a uniform way - an approach that has given rise to the term 'the uniform school'.

The Synergy Project tried to do away with uniformity by using a host of teaching

strategies from different curriculum areas. Different strategies were meant to appeal to pupils of different abilities and types. Since a secondary objective of the project was English oracy, English was used throughout, thus giving the children an immersion exercise.

Project Description

Climate Setting. The project took off with an introductory meeting for the Heads of the identified schools. During this meeting Heads were introduced to the project and were given the opportunity to socialize with the team. At a later stage members of the project team paid an orientation visit to the school during which they talked about the project with the Year Two teachers, explaining the art work that needed to be produced for the day when the team would bring the project to the school.

Method

The visit started with a plenary session for the pupils and their teachers in the school hall. Everyone was encouraged to participate in a welcome song which included lots of movements. This created a feeling of well-being and fun. Imaginary characters were then introduced by means of a telephone which provided a real purpose for communication and pupil involvement. Small props, such as a policeman's hat and soft toys served to make changes of character more credible to the children and more enjoyable. This session came to an end with a repeat of the opening song to which the children marched to their classes.

The second session started with the display of a big picture of a plastic house in a garden (the theme of the project). After using some sound effects, the team made the children guess who was inside the house. Questioning fired the children's imagination. Different types of creatures or monsters were mentioned. Afterwards it was time for the children to make the creature out of a paper bag accompanied by conversation centering on the number of





The creature comes to life

“Team members were all the time sharing and learning in an environment that was dramatically opposed to the traditional one of teacher isolation”

noses, eyes etc. that the creature was said to have. This session came to an end with children making paper bag creatures and having them talk to each other and to their peers.

In the afternoon, children were taken to the hall again and made to experience art and music on a rotation basis. So while one group worked on a huge frieze of a plastic house, another learnt a song about mysterious things that the creature was eating. Children were totally involved in community singing with such songs as

*Five fat sausages, sizzling in a pan
One went pop, then it went bang.*

The day came to an end when the ‘creature’ finally came out of the house and all the children sang the welcome song again.

Evaluation

Methodology. The impact of the project on the 67 classes involved, was evaluated through informal interviews with Heads of School, Class Teachers and Complementary Education Teachers. Information was also gathered by observation of the project in action by members of the organisation team who coordinated the project.

In addition a questionnaire was distributed to all Class and Complementary Education Teachers who had been involved between October and December. 74 completed questionnaires were returned.

Findings

The general response to the project was a very positive one. 69 out of 74 teachers thought that the project had had some effect on their pupils’ use of English. While nobody is claiming miracles, it is significant that so many teachers said they noticed an effect despite the fact that this was a one off activity conducted by strangers.

When asked whether they themselves use such strategies as were shown in the project, 65 replied in the affirmative, and only 7 in the negative. The latter mentioned shortage of time

and syllabus constraints as the main cause for not using such methods.

Asked which strategies they actually use, most teachers said they used art, drama, story telling. Music trailed somewhat behind the other arts. Class Teachers seem to look upon music as the specialized subject par excellence.

Asked whether they thought these strategies would make a difference to their class, 45 out of 74 replied ‘yes’. Among those who did not tick the ‘yes’ option, were some who said they had never stopped using these methods since they learnt about them in college.

Teachers answers to open-ended questions gave the project organisers very interesting feedback. Several respondents stressed the joy shown by the children during the team’s visit, some adding that a full day of activities was too much for the children to cope with. Many stressed the value of collaboration and wished they had timetabled slots to enable them engage in similar collaboration with their colleagues.

Conclusion

Collaboration was in fact the name of the game. The teachers who formed the synergy team used a lot of time and energy in order to share their expertise with the Year Two teachers. At the same time they also gained a lot from their synergistic approach to teaching. Prior to the project they had mainly concentrated on their subject. At the planning and implementation stages of the project they had to look at a theme through the eyes of a teacher specialist from another discipline, integrate their skills and at times even cover for each other when a colleague fell sick. Team members were all the time sharing and learning in an environment that was dramatically opposed to the traditional one of teacher isolation, which Lieberman (1995) terms as the most powerful impediment to school reform. These teachers had problems, but they learnt to overcome them and to feel comfortable in each other’s presence. This encouraged them to take risks, such that when a music teacher fell ill, a drama teacher teacher acted as a substitute, proving that a teacher does not need to be a Pavarotti to use songs in the classroom.

Note. The synergy project has by now gone through its first and second phases and has to date visited 41 Primary schools. The remaining schools will be visited during the last school term.

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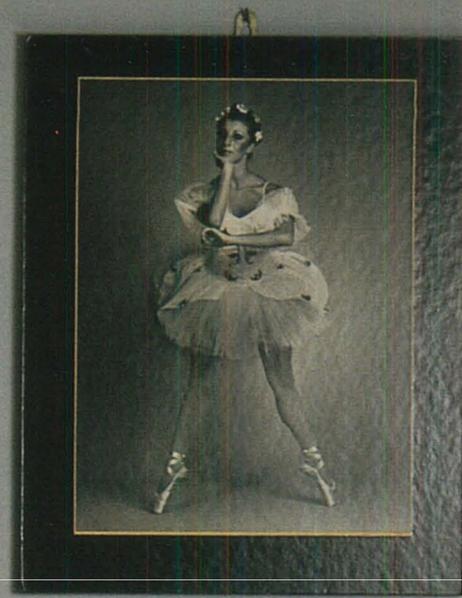
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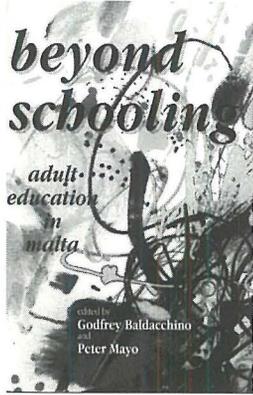
SAFARI

PUBLICATIONS

Beyond Schooling Adult Education in Malta

Godfrey Baldacchino & Peter Mayo (editors)

Adult education, Baldacchino and Mayo say, is not age specific. It is not meant to be teacher oriented, nor does it require full-time attendance. Then what, we may ask, is adult education? An answer to this all-important question emerges in *Beyond Schooling*, published by Mireva, in which the reader unfolds the mysteries of change in a field of study that has come of age.



This is what three authorities in the field had to say about the book:

Beyond Schooling aims to provide a review of the history, theory and practice of adult education in Malta, and hopes to be a counter-manifesto to schooling.

The editors have taken another decisive step towards establishing adult education as an area of scholarship and research in Malta. Apart from the impressive range of papers included, they have managed to attract the interest of established writers and researchers who are not usually identified with the field. The outcome is the first comprehensive overview of formal and non-formal adult education initiatives in Malta.

Professor Kenneth Wain, University of Malta.

This excellent book tells us a great deal about adult/continuing education in Malta, and that in itself is very worthwhile. However, it also speaks with an international perspective to larger issues in the field. Every reader should consider the Editor's introduction before delving into the specifics as this sets the historical and global context. The meaning of adult education, the process, the context, the range and aims of it are all considered. This is a book of relevance to all educators, especially those who have been on either side of the experience of colonialism.

Dr Paula Allman, University of Nottingham.

This first book on Adult Education in Malta is a most useful contribution to the growing literature available to an equally growing number of people involved in adult education the world over. The main reason for making such an acknowledgment is the fact that the text suggests a viable and pertinent methodology for a comprehensive analysis of the various and most prominent forms of adult education provision in one particular country. While so doing, the contributors do not neglect to take due account of the historical, socio-economic and political circumstances within which such adult education occurs.

Ettore Gelpi

The book contains:

Manuel Dimech's Search for Enlightenment by Desmond Zammit-Marmara
Adult Education and the Politics of Knowledge: The relevance of Malta's Dun Gorg Preca by Ronald G. Sultana
Adult Education in the Maltese Church by Paul Pace
Night Schools and Basic English: Adult Literacy Education in Malta (1946-1973) An Interview with Captain Paul Bugeja by Joseph Vancell
Continuing Professional Development and Adult Education: The Case of Maltese Teachers by Charles Farrugia
The Use of Comics in Adult Education Practice by Gorg Mallia
The Cultural Construction of Femininity: Women's Magazines and Maltese Women by JosAnn Cutajar
Radio and Adult Education in Malta: Towards a Research Agenda by Joseph Borg

Adult Education for Peace by Christopher Bezzina
Teaching EFL to Adults: The Development of Professional Practitioners by Simon Borg & Alan Marsh
Co-operative Learning by Godfrey Baldacchino
Creating Community Theatre by Vicki Ann Cremona
Programmes for the Education of the Elderly by Anthony M. Schembri
Mass Media and Adult Distance Learning: Television in Malta by Charles Xuereb
Painting a Realistic Picture: Art in Malta Today by Isabelle Borg
Promoting Health and Empowering the patient: Steps Forward in Professional Nursing by Therese Bugeja & Denise Chircop
Developing Workers on the Job by Antoinette Caruana
Worker Education and Democracy: A Case Study by Peter Mayo

The Information Age: Implications for Trade Unions and Worker Education by Godfrey Baldacchino
The Labour Movement and Adult Education: Some Considerations on Raising Environmental Awareness Through Adult Education by Anne Marie Callus
Adult Political Education: For Socialisation or Mobilisation? by Saviour Rizzo
Women's Studies in Adult Education by Mary Darmanin
Adult Learners: Students or Participants? by Anthony E. Azzopardi
Anzjani with Special Needs by Charles E. Mizzi
The Maltese Community in Toronto: A Proposed Adult Education Strategy by Carmel Borg, Jennifer Camilleri, and Peter Mayo
Imposing Freedom: The Cultural Game of 'Adult Education' by John Baldacchino

The public launch of *Inside/Outside Schools: Towards a Critical Sociology of Education in Malta* edited by Ronald G. Sultana

On Friday 12th December 1997 I had the pleasure and indeed distinct honour to chair the discussion on the occasion of the public launch of a book entitled *Towards a Critical Sociology of Education in Malta* edited by Dr. Ronald G. Sultana. The event was organized by Publishers Enterprises Group (PEG) Ltd. and the Faculty of Education and held at the Aula Magna of the Foundation for International Studies in Valletta.

The launch was patronized by a sizable crowd which included students, schoolteachers, Education Division officials, and academics.

The importance of the event was highlighted not only by the very distinguished panel which considered and discussed some of the issues raised in the book - this consisted of Dr. Louis Galea, PN spokesperson on education; Mr. Charles Mizzi, Director General of Education; Mr. Michael Cassar, MUT vice-president, and Mr. Mario Mallia, Alternattiva spokesperson on education - but also by the participation of Professor Andrew Pollard from the University of Bristol and the Hon Mr. Evarist Bartolo Minister of Education and National Culture

All the various speakers were practically in agreement about the importance of the book for establishing a sociology of education in this country.

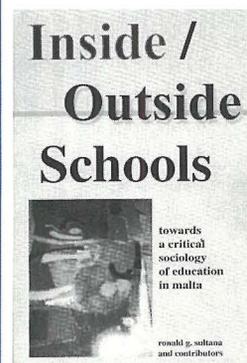
There was also general agreement about the scholarly level of the various contributions.

The book in question is a veritable milestone in the history of local education in many ways. Apart from being yet another in a series of books edited by Dr. Sultana, present Dean of the Faculty of Education, and undoubtedly one of the foremost educationist and educational researcher in this country, its importance is derived from the fact that the vast majority of contributors are former B. Ed(Hons.) students who had carried out their research under the supervision of Dr. Sultana.

The book is also important for the example it sets. Although student research has many, many limitations, there is also much that it can contribute, as many of the papers clearly show. These budding writers/researchers augur well for the future of educational research in Malta.

Moreover, the book joins the ever-growing long list of scholarly publications that have been authored or edited by the dynamic and prolific group of young educationist, members of the Faculty of Education. Some of these researchers have established themselves not only at the local level but have also earned the respect of peers from universities abroad. Indeed, one may safely say that the research profile that these researchers have accumulated over the years is second to none both in quantity as well as quality.

Dr. Mark G. Borg
Head of the
Department of Psychology
Faculty of Education





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