

Frequently Asked Questions

Will textbooks, worksheets and/or workbooks still be used across Years 1 and 2?

Textbooks/worksheets/workbooks will continue to be used as a resource during next scholastic year. Textbooks and workbooks are tools, amongst many others, which the educator can use to support children's learning.

Should teachers provide **all** the learning opportunities included in the guidelines in every subject? If not, who is responsible as to what should be covered by the end of Year 2, and for potential gaps?

Through the emergent curriculum, teachers use an integrated approach that enables the educator to cover more content through contextualised learning experiences based upon children's interests/strengths/needs. Built upon a pedagogy of listening, this curriculum enables educators to observe their pupils closely and respond to each child by scaffolding their learning. The approach is based on differentiation rather than on a prescriptive curriculum. The latter is a one-size-fits-all approach which does not allow the educator to gauge learners' previous knowledge. A record of work will enable teachers to identify and address gaps.

What should be specifically covered in Year 1 and in Year 2 to avoid overlap and ensure continuation?

Guidelines for each subject area is being provided. Traditionally teachers covered most of the content indicated for a particular year, however this did not guarantee that all pupils learnt what teachers taught, and often high achievers were not catered for. The teacher will ensure that each student maximises his/her potential in all areas of learning. Teachers are encouraged to keep record of content covered.

What type of planning is required [scheme of work, lesson plan, record of work]?

Within an emergent curriculum, a scheme of work is of limited use. However, planning and a record of work is useful.

How will teachers be able to prepare their schemes of work at the beginning of the scholastic year if the Emergent Curriculum is based on learner experiences? How will they be able to prepare at this time of year if they first need to get to know their learners?

The Emergent Curriculum responds to children's interests and needs and therefore there can be no long-term plan if one does not get to know the children. This does not mean that the teacher is not familiar with the subject content to be covered in Years 1 and 2. The teacher facilitates the teaching and learning of all content as provided in the subject guidelines, in a way which is more natural to the learners.

So, if in the beginning of the year teachers are not asked for the scheme of work, what should the preparation file contain?

Educators identify children's interests, strength or needs and plan learning experiences through various documents namely:

- a) the web at the end of the project
- b) a project plan
- c) weekly plans

Should the teacher refrain from covering the textbook page after page to be able to adapt according to the interests of the pupils and various situations that constantly arise?

Yes. The textbook will still be covered but not page after page.

Which level four broad LOs need to be ticked [reported]?

The LOF for Early Years is not a ticking system. Early Years educators will have the first four levels at their disposal and they can choose specific learning outcomes from different levels for different areas. LOs will be used for reporting significant moments of achievement of the learners. Teachers will identify the learning outcome/s achieved by the pupil and record these on the My School Early Years App.

Are students expected to be able to write using a pencil by the end of year 2?

Yes, unless there are learning difficulties which inhibit this learning stage.

How are subject areas such as PE, Art, Music, Ethics, PSCD affected?

PE, Art, Music and Ethics will not be affected as educators will work around these sessions and continue with the emergent curriculum. PSCD is offered from Year 3 onwards.

How will the subject of Religion be included in our Curriculum when there are students who follow the Ethics programme?

Where Ethics is offered, Religion can be delivered on its own. However moral and values are easily integrated with other areas.

Since Religion/Ethics meets various aspects of the pupils' lives, when and how can I mention and include its themes?

The Emergent Curriculum embraces a cross-curricular approach. Religion/Ethics can easily be included in the projects being developed.

What about assessment?

Observation and assessment for learning are at the core of this approach. The assessment tool celebrates the child's achievements and holistic development and builds upon them. Assessment will be carried out on an online platform.

How much time is dedicated to a project?

The project continues as long as the children show interest.

How much time should be allotted for Teacher-led instruction?

How much time should be allotted for Student-led instruction?

There should be a balance between teacher-led and child-initiated opportunities.

To what extent is balanced bilingualism possible within the Emergent Curriculum?

Teachers are to expose learners to both Maltese and English.

Will the emergent curriculum in Years 1 and 2 lead naturally to the achievement of learning outcomes in Year 3?

Following meetings with respective subject area EOs, it was agreed that Guidelines prepared for each subject will ensure that there is seamless continuation in LOs from Year 1 through Year 2, and Year 3.