

network

The Exam Discourse: The need for a shift in paradigm

Streaming, which has been a topic of hot debate in the past years, is once again standing in the limelight due to recent movements and research studies presenting their arguments in favour or against the subject.

The document, 'Biex it-Tfal Kollha Jmorru Aħjar', proposes a reform in the transition from Primary to Secondary Education emphasising the need to review the current setup. At the heart of the document lies the notorious Junior Lyceum exam, for which students are streamed in Year 4. It has been reported that preparation for this exam is resulting in a lot of stress and

anxiety among students, teachers and parents alike. This document has furthermore stated that "Primary Education, especially in the upper years, has been reduced to coaching pupils for the high-stakes exam at the end of Year 6."

When selective exams are used as a measure of students' success rate, one would be utilising a

paradigm which supports, encourages and facilitates a student's ability to obtain good grades in high-stake exams. This type of discourse, which centres on academic achievement, is detached from a holistic understanding of the true problems surrounding the issue. This is further reinforced when exam results are published in newspapers

Let Me Learn Centre

Rm 225

Faculty of Education

University of Malta

Msida MSD 2080, Malta

Tel: (+356) 2340 2554

Fax: (+356) 2132 4803

Editorial Team:

Colin Calleja

Valerie Salerno

Susan Gixti

Michelle Attard Tonna

for comparative purposes. The emphasis is on measurement of achievement through grades and standardised testing with the consequence that areas of learning which fall outside the statistics, such as music, drama, art, physical education, creative thinking and other soft skills are never taken seriously.

Such a paradigm emphasises uniformity and takes place in a top-down environment in which policy-makers impose programmes, procedures and policies on individuals having less control of their learning. When too much attention is placed on these statistics (to the detriment of other current educational realities), one fails to take into account individual differences in cultural backgrounds, rates and modes of learning, and other crucial factors that influence a student's exam performance. Ignoring these differences is one of the reasons why particular students continue to fail exams, drop out of school at an early stage, and feel that education has failed them.

It is high time that we move away from a preparatory system and towards a developmental system which is more child-centred, thus ensuring a well-rounded education. By a well-rounded education we understand an educational experience which seeks to nurture abilities which cannot be quantified, such as building successful

relationships with others, giving meaningful service to the community, developing emotional maturity, ethical behaviour and ultimately, a passion for learning.

In our opinion, the discourse needs to be shifted to one which promotes a more holistic educational development, since learning signifies much more than making it through high-stakes exams. However, such a shift carries a number of other implications. Educators need to be allowed more flexibility in order to use their professional expertise to personalise instruction and give students meaningful choices. Since differentiated learning is still a new concept among some educators, continuing professional development and the provision of ongoing support should be interwoven in this new system.



Another area which needs to be reconsidered is the present form of assessment. One needs to promote a mode of assessment which, rather than comparing students to each other, compares a student's present performance to his/her prior performances. So, rather than using precious newspaper space to continue perpetuating the stigma that certain areas of Malta carry, one needs to write more about, and celebrate, the individual's development and success. It is only through positive thinking and the feeling of success that one can alleviate the burden of failure that children from deprived areas very often carry with them throughout their scholastic years.

A holistic developmental education encourages schools and colleges to develop innovative diversity learning programmes which respond to the local and personal needs of their learners. Success can only be achieved if schools will be allowed to take initiatives and are supported with financial, physical as well as human resources to respond to the

Rather than using precious newspaper space to continue perpetuating the stigma that certain areas of Malta carry, one needs to write more about, and celebrate, the individual's development and success

diverse social and cultural realities that different localities pose.

Having a vision for the future which merely comprises of action plans that measure up to the needs for employment will not give us better results. Results are achieved when it is

ensured that every child is on the path of success, that is, that every child is progressing when compared to previous performances. Students are engaged in learning activities and coursework that will help them function in the real world. Educators and students are empowered to have more control over their learning

environments and students are enabled to develop competencies at their own pace. Above all, the need to classify students with disability labels is lessened and students are allowed to shine in their areas of strength.

The Let Me Learn team

Bidu mill-ġdid!

Reġa wasal iż-żmien biex nibdew it-taħriġ. Fil-bidu ta' Jannar li ġej, grupp ta' edukaturi, fosthom għalliema tal-primarja u s-sekondarja, Learning Support Assistants, Amministraturi u Subject Coordinators, se jibdew it-taħriġ tagħhom, li se jsir fiċ-Ċentru tal-Kurrikulu Nazzjonali (NCC) fil-Ħamrun.

L-għan ewlieni ta' dan it-taħriġ huwa li jharreġ lill-edukaturi fil-proċess tal-LML b'mod l-aktar prattiku. Fil-fatt, tingħata mportanza kbira lill-aspett ta' implementazzjoni tal-proċess ma' l-istudenti. It-trainers jaħdmu id f'id ma' l-edukaturi u joffru s-sapport u l-għajnuna matul il-perjodu tat-taħriġ. Il-kuntatt bejn l-għalliema u t-trainers jinżamm kontinwu mhux biss waqt il-laqgħat iżda wkoll permezz tal-email. Il-kors jinkludi wkoll minn ta' l-anqas żewġ school visits li fih it-trainers jgħinu lill-għalliema biex jintroduċu il-proċess tal-LML lill-istudenti tagħhom.

Il-LML Professional Learning Process jinkludi sitt laqgħat ta' saġhtejn –li

waħda. Isiru wkoll żewġ seminars ta' ġurnata li huma bbażati aktar fuq attivitajiet. Dawn il-laqgħat huma mifruxa fuq perjodu ta' hames xhur. Waqt it-taħriġ tingħata mportanza lid-diskussjoni u l-esplorazzjoni ta' temi marbuta mal-qasam edukattiv, u għal din ir-raġuni, kull grupp ikun ta' madwar 12-il persuna. Kull sessjoni ssir iktar minn darba fil-ġimgħa, bil-għan li noffru aktar flessibiltà lill-iskejjel li jkunu jixtiequ jibagħtu aktar minn persuna waħda.

*Jekk tixiteq aktar informazzjoni, jew jekk tixtieq tippartecipa f'dan it-taħriġ, żur il-website tagħna fuq **www.letmelearnmalta.org***



5 mistoqsijiet lil Susan Grixti

Kemm ilek taħdem maċ-Ċentru tal-LML?

Nhar il-11 ta' Jannar, 2009 nagħlaq tliet snin bl-eżatt.

X'bidla ġab miegħu dan ix-xogħol?

Issa nista' nħares lejn l-esperjenza tat-tagħlim min-naħa ta' barra tal-klassi, perspettiva kompletament differenti. Għandi ukoll iċ-ċans indur diversi skejjel f'Malta u hekk niltaq' ma' bosta edukaturi iktar minn meta kont fl-ambjent skolastiku tiegħi. Tasew nieħu pjaċir naqşam fehmiet differenti dwar l-edukazzjoni f'pajjiżna ma' nies ġejjin mill-ġerarkiji kollha fil-qasam edukattiv. Nista' napprezza ukoll ix-xogħol siewi li qed isir minn bosta għalliema dedikati f'numru ta' skejjel filwaqt li nħossni tasew utli u kburiya meta niġi mitluba noffri s-sapport tiegħi fejn dan ikun jinhtieg.

Esperjenzajt xi bidla fil-mod ta' kif tħares lejn l-esperjenza tat-tagħlim?

Għalkemm kont konxja tax-xogħol kollu ta' fejda li kien qed isir fil-klassi minni u, iktar minn hekk, mill-istudenti tiegħi, mistoqsija partikolari kienet saret tberren kontinwament f'moħħi. X'kont qed nagħmel nieqes biex, minkejja l-proġetti kollha li kont nattwa flimkien ma' l-adattament ta' xogħli għall-hiliet differenti fil-klassi, numru ta' studenti ma

kinux jirrendu daqskemm kien mistenni minnhom? Skoprejt li l-proċess tal-LML, għalkemm mhux is-soluzzjoni għall-problemi kollha li jistgħu jeżistu fil-klassi, joffri għodda valida li tgħin lill-għalliema jifhmu aħjar min huma l-istudenti li għandhom quddiemhom u kif verament jippreferu li jitgħallmu. Hekk l-għalliema jaslu biex joffru tagħlim diversifikat li jmur lil hinn mill-hiliet għax tasew jemmu li huma ma qegħdinx jaħdmu fi klassijiet omoġenji iżda ma' gruppi ta' individwi b'valuri, interessi u modi ta' tagħlim differenti minn ta' xulxin.

X'inhuma l-affarijiet pożittivi u n-nuqqasijiet li qed tesperjenza f'dan ix-xogħol?

Il-pożittiv li joffri ix-xogħol maċ-Ċentru tal-LML aktarx li ħareġ b'mod indirett fit-tweġibiet li tajt qabel. Nuqqasijiet mhux li tgħid hemm, biss kultant inħoss in-nuqqas tal-kuntatt dirett mat-tfal fil-klassi, fil-każ tiegħi primarja. Ikunu kemm ikunu motivati u effiċjenti l-edukaturi li naħdmu magħhom, l-enerġija, l-isponjanet`u l-kreattività`li joħorġu mit-tfal li jkunu qed jitgħallmu għal qalbhom diffiċli biex tugwaljahom.

Liema kienet l-aħjar ġurnata fix-xogħol tiegħek s'issa?

M'hemmx xi ġurnata partikolari. Biss, bi ħgari nkun qed nistenna dak iż-żmien fejn ikollna 'l hekk imsejja *school*



visits. Minbarra li nerġa' nara t-tfal, hu tasew ta' sodisfazzjon għaliya nara l-għalliema jattwaw dak li jkunu rċievew waqt it-taħriġ tal-LML. Il-proċess ikun sar tagħhom u l-frott tiegħu jkunu qed igawduh it-tfal. Ġurnata oħra għal qalbi hi Jum iċ-Ċertifikazzjoni. Nieħu pjaċir nara numru dejjem jikber ta' edukaturi dedikati jirċievu r-rikonoxximent misthoqq għas-sagrifiċċju li jwettqu biex jattendu għat-*training* u jagħmlu ix-xogħol mitlub minnhom, minkejja d-diffikulta` li jiltaqgħu magħha sabieħ iħallu l-klassi u l-iskola magħġuna flimkien ma' l-impennji personali tagħhom li jridu jlaħħqu magħhom ukoll. Din il-ġurnata sservi ta' sodisfazzjon kbir għaliya minħabba li hi l-konferma li l-isforzi ġejjin mit-tim kollu tal-LML m'qegħdinx ikunu vani!

U x'sar minnu Bernard?

Bernard wera' x-xewqa li jerġa jmur lura fil-klassi u issa qiegħed jgħalliem l-istorja fil-klassijiet tas-sekondarja fil-kulleġġ ta' St Albert.

Let Me Learn Celebration

A certification ceremony was recently held for all educators and student teachers who successfully completed their training in the Let Me Learn Professional Learning Process.

The theme chosen for this year's event was 'Reflective Practice – your food for thought.' In fact, the importance of reflection was emphasised in the opening speech given by Mr Colin Calleja, coordinator of the LML Process and lecturer at the University of Malta.

Educators Mr Carlo Zarb, Ms Claudine Sawyer and Ms Lara Anne Brincat as well as B.Ed 3rd year student Veronique Micallef Grimaud delivered remarkable presentations in which they shared

their experience of personal and professional growth throughout this learning process. The presenters linked this experience with their practice and demonstrated how the LML process has brought significant changes to the way they perceive the learning process. They commented that the Let Me Learn process, apart from helping them to focus on the strengths of their students, has equipped them with strategies enabling them to reach different learners. Reactions to these

presentations were given by Ms Joan Brincat, assistant head at St. Joseph Blata, and Ms Maria Camilleri, head of school, Mariam Al Batool.

Certificates were awarded to 38 educators from 15 different schools in the primary and secondary sectors. 21 B. Ed students were also awarded a certificate for the successful completion of the training.



The presenters linked this experience with their practice and demonstrated how the LML process has brought significant changes to the way they perceive the learning process.

The First Malta International Forum on Learning

This event will take place at the Dolmen Resort Hotel, Qawra, Malta, between 25-27th June 2009.

This conference is being organised by Let Me Learn (Malta) in partnership with the University of Malta. The conference will provide an excellent opportunity for established scholars, teachers, education administrators, school leaders, policy makers and other stakeholders to present and discuss latest research, applications, and innovations in the field of learning. It will also facilitate national and international networking in the area.

Differentiation

Mr Caruana's English Form 2 class has 24 students, with varying degrees of reading levels. Some of the students know the grammar well, others don't. Some students are very fluent in speaking the language, but rarely turn up with their homework. Others seem to be always lagging behind and then there are those who seem to be learning faster than he is teaching. Many teachers, like Mr Caruana, feel frustrated at having to deal with the demands of the syllabus, knowing that he is not respecting the individuality of the students in his class.

The National Minimum Curriculum (NMC) emphasises the fact that schools have to support the wide spectrum of students in all their diverse needs. It states that the “educational community must develop a system that identifies, from an early stage, the potential and needs of all students.” Schools should provide “a basic educational package for everyone and specialised provision catering to the particular needs of specific students.”

Many educators feel trapped between the pressure of our exam-oriented system and the knowledge that they are not rendering justice to a good number

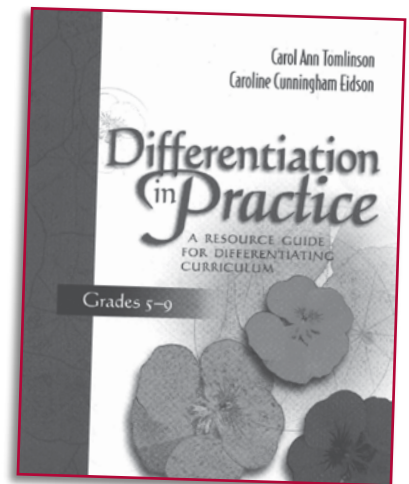
of students in their classrooms. Since our classrooms are so diversified, and they will continue to be, our best bet as educators would be to learn how to provide differentiated instruction in order to respond to the varied needs of our students.

The term differentiation is not a new term. In fact it has been used for a number of years. Differentiated instruction applies to an approach to teaching so that students have multiple options for taking in information and making sense of ideas. Although essential curriculum objectives may be similar for all students, methodologies used in the classroom must be varied to suit the individual needs of all students. Therefore, the teacher would first need to identify the students' varying readiness levels, their interests as well as their learning patterns. This knowledge will help the teacher to react responsively.

In this context, teachers are required to be flexible in their approach to teaching, adjusting the curriculum and presenting the information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching becomes a blend of whole-class, group and individual instruction. Instructional approaches should vary and adapted

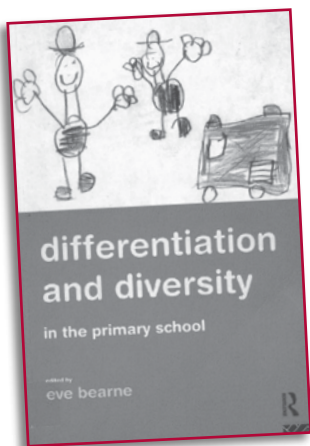
in relation to the diverse needs of the students in the classroom.

There are a number of books about the topic that provide a thorough explanation of the principles of differentiated practice, and also equip teachers with tools and strategies which help teachers vary their instructional methods. The following are two books on the subject that can be borrowed from our library:



Differentiation in Practice, by Carol Ann Tomlinson and Caroline Cunningham Eidson, is a resource which can help teachers differentiate the curriculum. This book explores how real teachers incorporate differentiation principles and strategies throughout an

entire instructional unit. Annotated lesson plans for differentiated units in a variety of subjects are also included. This text also provides samples of differentiated worksheets and homework handouts. Teachers provide running commentary on their use of flexible grouping and pacing, tiered assignments and assessments, negotiated criteria and numerous other strategies.



Differentiation and diversity in the primary classroom, edited by Eve Bearne, examines the process involved providing a curriculum for children across a range of abilities. A major underlying assumption throughout this book is that diversity and difference are to be welcomed in the classrooms.

Throughout the use of practical advice, case studies and examples, this book will help teachers to reflect on and improve their practice.

Experiencing Let Me Learn in Malta

A Secondary School Context: The making of a DVD

What does the shooting of a LML DVD involve? Our latest LML DVD, which revolves around the implementation of the LML Process in the secondary classroom, is the second in a series of visual resources aimed to support our training.

This has been no easy feat, considering the amount of schools, students and teachers participating in it. The original plan behind it was to present different realities of teachers and students implementing the Let Me Learn Process and bringing to the surface possibilities that different learners have discovered.

One of the challenges has been to adapt the script to a mixed audience, ranging from teachers who are deeply engaged in the Process, to others who have just been introduced to it. It was also very laborious to go through the long hours of footage from the different classes and select those that most express the instances of implementation, strategising and personalisation. One needs to keep in mind that the lessons being filmed were not staged so filming included many other class sequences that, although valuable in their own right, had to be filtered in a twenty-minute concise feature film.



It has been very encouraging to learn that the teachers and students who were actually being filmed, although quite hesitant at the beginning, were very comfortable in front of the camera. There was hardly any need of refilming or prompting of any sort; they were at ease doing what they know best – teaching and learning. This contributed greatly to producing an authentic and realistic final product. The staff of Picture Box, particularly Joe Meli, who was in charge of the filming, editing, audio and all the other technicalities involved, were highly professional. They understood the needs of each setting and worked around it.

All in all, the whole team contributed to make this DVD a big success – perhaps not in the Academy Awards series, but undoubtedly in the way it manages to deliver the message that a number of educators in the Maltese context are willing to embrace and work with diversity in their classroom setting.

Sapport għall-ghalliema permezz tal-MENTORING

Riċentament sar studju intensiv dwar l-għalliema li ħadu sehem fit-taħriġ u l-prattika tal-LML fil-klassijiet tagħhom. Permezz ta' din ir-riċerka, ħafna għalliema wrew ix-xewqa li jkun hemm iktar għajjnuna u iktar żjarat fl-iskejjel mit-trainers fejn tiġi mogħtija għajjnuna fl-implementazzjoni tal-proċess tal-LML.

Għaldaqstant, il-membri tat-tim tal-LML iddeċidew li jibdwu jiddedikaw ħafna mill-enerġija u l-ħin tagħhom biex jipprovdu servizz ta' *mentoring* lill-għalliema li jkunu għadhom kemm lestew it-taħriġ fil-proċess tal-LML.

Is-sena li għaddiet, 'l fuq minn 50 edukatur għażlu li jieħdu dan is-servizz u dik hi r-raġuni għalfejn kontu qegħdin tarawna spiss niġru mas-saqajn fl-iskejjel tagħkom! Din is-sena dan is-servizz ser ikompli jingħata importanza qawwiya.

L-għajjnuna li nipprovdu tiddependi ħafna mill-bżonnijiet ta' l-għalliema konċernati. Hemm min talabna li nagħmlu *awareness session* ma' l-istudenti, hemm min wera x-xewqa li jkollu għajjnuna fil-validazzjoni ta' l-LCI u hemm uħud li xtaqu li jieħdu għajjnuna fi proġetti oħra li qed jieħdu sehem fihom huma u l-istudenti tagħhom u li fihom qed jużaw il-proċess tal-LML.

Il- *feedback* li għarna s'issa kien inkoraġġanti ħafna u s'issa jidher li mexjin fit-triq it-tajba. Nixtieq niehu l-opportunità' biex nawgura lill-għalliema li qed jagħmlu ħilithom biex jimplimentaw dan il-Proċess għaliex

qegħdin naraw li qed isir ħafna xogħol tajjeb! Dawn huma ftit mill-kummenti tagħkom!

"L-idea tal-mentoring hija tajba ħafna għaliex naf li nista' nserrah fuq persuni li jistgħu jagħtuni s-sapport neċessarju u pariri siewja fl-implementazzjoni tal-proċess. Iħalluni libera li nagħzel u niddeċiedi jien x'tip ta' sapport nixtieq u għalhekk huwa servizz flessibbli ħafna"

Romina Hollier, year 4. Paola B

"Il-mentoring huwa ta' għajjnuna kbira għaliex jinkoraġġik biex tibqa' tipprowa u barra min hekk, tkun taf li dejjem se ssib l-għajjnuna meta tiltaqa' ma' xi diffikultajiet. Jgħinek ukoll biex tiċċara d-dubji li jista' jkollok"

Joan Brincat, ass. Kap, St. Joseph Blata l-Bajda, Senior School.

"Mhix xi ħaġa komuni li tiġi offrut servizz ta mentoring wara li tagħmel xi tip ta' taħriġ. Huwa servizz utli għaliex naf li m'inx waħdi u personalment, inhossni aktar komda meta nkun naf li hemm xi hadd jissapportjani! Xi kultant ikolli bżonn ta' mbuttatura żgħira!"

Christa Galea, Learning assistant, Mater Boni Consiglii, Paola.

"Il-mentoring ma jfissirx li xi hadd barrani jiġi jara u jiddeċiedi jekk l-għalliema hijiex qed tagħmel xogħolha sew jew le fil-kuntest tal-klassi tagħha. Il-mentoring huwa sistema ta' sapport kontinwu li huwa ta bżonn għall-għalliema li jixtiequ jimplementaw il-prinċipji tal-LML. Huwa żgur ta' għajjnuna, speċjalment meta l-għalliema trid tiffaċċja sitwazzjonijiet diffiċli u l-istudenti ma jibqgħux jiġu mħarsa bħala *learners* iżda bħala studenti stereotipi li jridu jikkonformaw ma' sistema li ħafna drabi hija inflessibbli."

Felicienne Fenech Caruana, Year 6, B.Buga Primary B.



Mill-Qrib: Intervista ma' Ms Diane Fenech u ma' Ms Edel Spiteri

Ms Diane Fenech hija għalliema tat-2 Sena fl-iskola primarja taż-Żurrieq li tagħmel parti mill-Kulleġġ ta' San Benedittu. Ms Fenech ħadet sehem fit-taħriġ tal-Let Me Learn fl-2006 u ilha timplimenta dan il-proċess fit-tagħlim tagħha għal dawn l-aħħar sentejn. Tlabna xi kummenti lil din l-għalliema biex niehdu ftit feedback mingħandha dwar kif l-implimentazzjoni tal-proċess, flimkien mas-sapport mogħti mit-tim tal-Let Me Learn, għamel differenza fit-tagħlim tagħha.

1. Rajt xi differenza kemm ilek timplimenta l-Let Me Learn fit-tagħlim tiegħek?

Sa sentejn ilu t-*textbooks* ta' l-iskola kienu jmexxuni biex nippjana l-lezzjonijiet tiegħi. Ir-riżorsi tiegħi kienu bbażati ħafna fuq *photocopies* mill-kotba, *flashcards* u *č-charts*. Il-metodi tat-tagħlim tiegħi kienu ħafna *teacher-oriented*. Il-LML għallimni nesperimenta, indaħħal aktar diskussjoni waqt il-lezzjonijiet, *thinking skills* u *role-plays*. Dan it-tibdil ħallieli aktar nifs biex nippjana jien kif irrid fil-kuntest tas-sillabu li għandi, minflok inħalli t-*textbooks* jippjanaw għalija.

***Jiena għalliema
li nemmen
li l-entuzjażmu
fil-klassi huwa bla
dubju ta' prijorita'.***

2. X' taħseb fuq is-sapport li qed jiġi offrut mit-trejners tal-LML?

Peress li hawn Malta m'aħniex imdorrijin bil-*one-to-one mentoring*, għall- bidu ma tħossokx komda kemm tixtieq bil-fatt li persuna se tiġi tarak fil-klassi. Shabi kienu jaraw il-mentor tiegħi bħala *tutor* ġeja tara l-lezzjoni imbagħad tagħti l-*feedback* tagħha. Maż-żmien, aktar ma bdejt inqatta' hin mal-mentor tiegħi, niddiskuti ideat godda u nippjana metodi godda, l-idea ta' *tutor* li ġeja fil-klassi biex tikkritikak tkissret u l-mentor saret għalija sapport imprezzabbli.

3. Kif għenek dan is-sapport?

Qabel xejn kissirli l-idea li l-LML se jkompli jżid mal-*load* li jkollok fit-*timetable*. Fil-kors tal-LML titgħallim dwaru b'mod teoretiku. Il-mentor tgħallmek timplimenta l-LML b'mod prattikabbli mingħajr ma jżid l-iċken ħaġa fit-*time-table* tiegħek. L-ewwel ħaġa li għallmitni l-mentor tiegħi kienet li noħroġ l-erba' *learning patterns* fil-miftuħ jien u nfassal *lesson plan*. Għallmitni ukoll

ma ngħallimx suġġetti b'mod iżolat, sabiex dawk l-istudenti li għandhom Teknika għolja jkunu jistgħu jaraw aktar biċ-ċar ir-relevanza ta' l-għanijiet. Illum l-iskema tax-xogħol tiegħi hija mfassla bħala stampa waħda bbażata fuq xi stejjer, b'kull suġġett integrat ma' l-iehor, b'kull *worksheet* u *handout* mfassla fuq l-istorja speċifika li tkun qed issir f'dak il-perjodu. Minkejja li dan il-metodu fil-prattika swieli ħafna u ħafna aktar hin ta' preparazzjoni, fl-aħħar mill-aħħar, ninsab konvinta li se jintgħoġob ħafna aktar mill-istudenti tiegħi, milli kieku għamilt *photocopy* minn ktieb u tajthielhom biex jaħdmuha. Jiena għalliema li nemmen li l-entuzjażmu fil-klassi huwa bla dubju ta' prijorita'.

4. Tħoss li dan is-sapport huwa essenzjali?

Ma nħossx li l-*mentoring* huwa xi ħaġa ta' sena jew sentejn u daqshekk. Sakemm il-hin min-naħa tal-LML trejners jippermetti, nixtieq nibqa' nikkonsulta 'l-mentor tiegħi sena wara oħra.



Ms Edel Spiteri hija għalliema tal-ħames sena fl-iskola primarja ta' Birżebbuġa li tagħmel parti mill-Kulleġġ ta' San Benedittu. Ms Spiteri ħadet sehem fit-taħriġ tal-Let Me Learn fl-2007. Ms Spiteri titkellem kif it-taħriġ tal-Let Me Learn u s-sapport tal-mentoring għenuha fl-implimentazzjoni tal-proċess ma' l-istudenti tagħha.

1. Rajt xi differenza kemm ilek timplimenta l-Let Me Learn fit-tagħlim tiegħek?

Rajt differenza kbira. L-ewwelnett sirt nifhem aktar lili nnifsi bħala għalliema. Sirt nifhem għaliex inkun nixtieq li jkolli dejjem il-klassi ordnata, il-mejda mingħajr karti fuqha.... (għandi Sekwenza ta' 31). Sirt nifhem ukoll għaliex kont nipprova nevita attivitajiet li jinvolvu bini ta' mudelli eċċ.

Sirt noqgħod attenta li matul il-gimgha nipprova ninkludi attivitajiet li jolqtu lil tfal li għandhom il-Konfluwenza u t-Teknika għolja, għax irrealizzajt li ħafna drabi dawn it-tfal jitolfu l-interess fit-tagħlim għax l-attivitajiet li jsiru fil-klassi spiss ikunu jolqtu lil min hu għoli fis-Sekwenza u l-Preċiżjoni. Naħseb li l-akbar differenza li nara, pero, hija meta nibda nara t-tfal isiru konxji tal-mod kif qed jittgħallmu u jibdwu jagħrfu liema strateġiji jridu jużaw biex jittgħallmu aħjar.

2. X' taħseb fuq is-sapport li qed jiġi offrut mit-trejners tal-LML?

Is-sapport kien utli ħafna, għax meta

terġa' tibda s-sena skolastika għdida tkun ilek li spiċċajt it-taħriġ xi 5 xhur u forsi ċertu affarijiet tinsihom.....(il-memorja ma tibqax li kienet!) Barra minn hekk il-grupp ta' tfal li jkollok ikun differenti minn tas-sena ta' qabel u għalhekk tista' tiltaqa' ma diffikultajiet li ma tkunx iltaqat magħhom waqt it-taħriġ. It-trainer tiegħi (Michelle) għenitni ħafna kemm waqt li kont qed nagħmel il-class profile u meta għamilna l-LCIs. Barra minn hekk għenitni biex mat-tfal għamilt il-powercard, għax għad li kont għamilt tiegħi, ġejt f'diffikulta' kif ser nagħmilha mat-tfal. Darba oħra ġiet waqt lezzjoni tal-komponent fejn jien ridt li t-tfal jużaw il-Konfluwenza u l-input tagħha għeni ħafna.

3. Kif għenek dan is-sapport ?

Il-fatt li jien kelli persuna lejn min nirreferi f'diffikulta' għeni ħafna matul is-sena l-oħra. Ħafna drabi konna nikkomunikaw bl-email u kull meta kelli mistoqsija jew diffikulta' fuq xi haġa dejjem sibt l-għajnuna pronta. Naħseb li dan is-sapport għeni biex ma naqtax qalbi u ma nitlfix l-entuzjażmu għal-Let Me Learn.

Għeżiež Edukaturi,

Nixtiequ nfakkruhom li jekk għandkom bżonn xi inventarji (LCI), bookmarks għall-primarja u għas-sekondarja, jew brochures biex jgħinukom fl-implimentazzjoni tal-proċess tal-LML, dawn jistgħu jingabru mill-uffiċċju tagħna f'dan l-indirizz: Uffiċċju numru 225, Fakultà tal-Edukazzjoni, Università ta' Malta, Msida, MSD 2080. Il-kollega tagħna Susan Grixti ppreparat set ta' charts li jistgħu jintużaw fil-klassi biex jgħinu lill-istudent jassorbu aħjar il-kunċett tal-LML u l-Learning Patterns. Min jixtieq jirċievi soft copy ta' dawn iċ-charts, jista' jibgħat email indirizzata lil Susan Grixti fuq: info@letmelearnmalta.com

Is-sehem tal-ġenituri

L-iskola St Albert The Great bdew esperiment ġdid li fih grupp sostanzjali ta' ġenituri qegħdin jingħataw it-taħriġ fil- proċess tal-Let Me Learn. Għal dan il-għan intaġħzlu li jipparteċipaw il-ġenituri tat-tfal li jattendu l-klassi tal-Year 4 u l-ġenituri tat-tfal li qegħdin fil-Form 3.

Ta' min jgħid li l-proċess tal-Let Me Learn f'din l-iskola kellu l-bidu tiegħu fis-sena 2003. Il-maġġoranza ta' l-għalliema, kif ukoll l-amministraturi ta' l-iskola, diġa' ħadu t-taħriġ matul is-snin li għaddew.

Dan il-proġett għandu bosta vantaġġi, fosthom li l-istudenti li qed jiġu esposti għal-proċess tal-Let Me Learn fl-iskola, ikomplu jsibu l-appoġġ mid-dar. F'dan ir-rigward, l-iskola u l-ġenituri se jkunu qed jaħdmu id f'id għal għanijiet komuni fil- proċess ta' taġġil ta' wliedhom.

Ladarba jitlesta dan it-taħriġ, il-ġenituri ser ikunu kapaċi jifhem aħjar lil uliedhom bħala *learners*. Dan l-għarfien li ser jiksbi, se jkun utli biex il-ġenituri jifhem aħjar is-sitwazzjoni ta' wliedhom waqt li jkunu qed jaġġmlu x-xogħol ta' l-iskola. L-appoġġ li ser jingħataw lit-tfal se jkun mibni fuq l-għarfien tal-*learning patterns* tagħhom.

Dan il-proġett għe milqugh tajjeb ħafna mill-ġenituri. Huwa mistenni li fis-snin li ġejjin, il-ġenituri ta' tfal li jattendu klassijiet oħra jingħataw l-opportunita' li jaġġmlu parti minn din il-komunita' li qed tinholq gewwa l-iskola tas- St Albert.



Peozija dwar il-*patterns* li nuża biex nitgħallmu

Rita Camilleri
Assistant Head,
Żabbar Primary A

Jekk tkun għoli fis-Sekwenza
Żgur ikollok il-paċenzja
Hajtek dejjem ippjanata
Infurmata w organizzata.
Titlob ħafna nformazzjoni
Għax trid li jkollok direzzjoni.

Jekk tuża l-aktar il-Preciżjoni
Ikollok ħafna attenzjoni
Tfittex ħafna fid-dettall
U ma tħalli mkien battal.
Għax tkun ferm osservanti
Taqla u tikteb, għalik importanti.

Jekk imbagħad timxi bit-Teknika
Tkun tippreferi aktar il-prattika.
Issewwi u taħdem sew b'idejk
U forsi ma tkunx trid in-nies ħdejk.
Għax ta ftit kliem u iżjed azzjoni
Fix-xogħol ta' jdejk għandek id-doni.

Jekk tinzerta tkun Konfluwenti
Tkun trid taġġmel xi ħaġa differenti.
Thobb tkun għalhekk oriġinali
Toħloq xi ħaġa u mhux tikkupjani.
Ikollok ħafna ideat
U tkun trid turi lil kulhadd.

Dawn l-erba' *patterns* twieldu magħna
Kollha bżonnjużi għat-tagħlim tagħna.
Xi wieħed jew aktar jispikka go fina
Kemm fit-tagħlim u anke f'hajjita.
Ikollok xi jkollok u tkun xi tkun
Thoss li inti dejjem għandek raġun.

Iżda trid tiftakar li m'intix waħdek
Hemm ħaddiehor li qed jgħix miegħek.
Trid tidra tifhem u tirrispetta
U taġġmel mill-aħjar li tista'
Biex taħdem ma' shabek mingħajr ilmenti
U b'hekk inkunu ferm aktar kuntenti.

The contribution of LML in International Conferences

The third Let Me Learn International Conference was held in Tarragona, Spain in July 2007. During this conference, the LML Malta Centre had the opportunity to share its findings about the research study that was carried out among educators who have participated in the Let Me Learn Professional Learning Process (LML PLP). A copy of this study can be obtained from our website: www.letmelearnmalta.org. The second LML DVD, revolving around the implementation of the LML Process in secondary education classrooms was also launched at this conference.

The LML Malta Centre has also made its contribution to the Social Capital International Conference that was held in Malta in September 2008. The LML Centre presented a paper about how the LML Professional Learning Process helps create

social networks between teachers thus promoting professional interaction and collegial sharing of experiences. Through such interactions, learners benefit from a richer capital of professional practice.

Recently, the LML team has participated in a learning conference, 'The Whole Child – Embracing A Global Vision' which was held in November 2008 in Turkey. This provided an opportunity for the trainers to learn how they can pursue approaches that help students grow personally, as well as academically, thus embracing the needs of the whole child. The LML team members had the opportunity to participate in a number of institutes in which they explored differentiated instruction and examined how research about the topic can be translated into action.

Our New Website

We are proud to launch our new Let Me Learn website, www.letmelearnmalta.org. In creating this new website, our goal was to provide a useful resource for educators who wish to explore or implement the Let Me Learn Process.



The website is made up of various sections. First of all there is a comprehensive explanation of the theories and concepts put forward by the LML process. This includes an explanation of the Interactive Learning Model and an overview of the four learning patterns. An important page in this site is the 'Resources' section. In this section, one can find PowerPoint presentations, lesson plans and other ideas that can be used in the implementation of the

LML Process. The Let Me Learn videos are also streamed on the website in the 'Media' section. It was one of our aims to make these videos accessible to educators who wish to explore the LML process. These videos are also an important resource for the Let Me Learn practitioners. One can also look up the 'Research' section in order to learn more about the studies that have been carried out in the field. A search feature has also been added in order to help you navigate around the site! An important

feature which we would like to promote is the 'Forum'. We would like to invite educators to use this space in order to discuss key issues. A question, comment or article will be posted and visitors will be invited to leave their reactions and their opinion. Another important feature is the chat which will enable us to communicate with each other, providing instantaneous feedback.

Hope to meet you on the web!