

NETWORK

Nikbru flimkien Nitgħallmu minn xulxin

Tul is-snin li ilna naħdmu ma' l-għalliema, dejjem ħassejna l-bżonn li nsibu modi ġodda kif l-għalliema li qegħdin jużaw dan il-proċess, jaqsmu bejniethom esperjenzi u strateġiji. Dawn l-għalliema jkunu qed jiżviluppaw, waqt li jiddifferenzjaw, il-kurrikulu biex iwieġbu għal modi differenti li bihom jitgħallmu l-istudenti.

Dan il-fuljett żgħir - **Network**, huwa maħsub biex iservi bħala wieħed mill-mezzi li jwasslu għal dan il-għan - li bħala komunità ta' għalliema nikbru u nitgħallmu minn xulxin. Għalhekk is-suċċess ta' dan il-fuljett se jkun jiddependi ħafna minnkom l-għalliema li tfittxu tgħaddulna ħsibijiet, esperjenzi u strateġiji li intom esperjenzajtu. M'hemmx isbaħ milli naqsmu dawn l-esperjenzi flimkien!

Minn naħa tagħna, aħna nfittxu li naqsmu magħkom l-esperjenzi u l-ideat tagħna fuq it-tagħlim biex wieħed jagħrbel, jagħžel, jipprova u jgħaddi l-ġudizzju tiegħu ta' kemm kienu effettivi jew le dawn l-ideat fil-kuntest tal-klassi tiegħu jew tagħha. Fl-aħħarnett nixtiequ nawguraw li dan il-fuljett verament iħalli xi forma ta' effett fuq kull min jaqrah. Hemm modi oħra li qegħdin naħsbu biex inżidu dan il-qsim ta' ideat u nittamaw illi tul din is-sena nkomplu niżviluppawh.

Let Me Learn

Kamra 221

Fakultà ta' l-Edukazzjoni

Università ta' Malta

Msida MSD 06, Malta

Tel: (+356) 2340 2554

Fax: (+356) 2132 4803

Tim Editorjali:

Colin Calleja

Messaġġ mill-Ministru ta' l-Edukazzjoni

Fid-diskors li għamel il-President ta' Malta, il-Prof Gwido DeMarco meta kien inawgurat il-Parlament aktar kmieni din is-sena, l-edukazzjoni reġgħet ħadet prijorità. Il-President fisser kif id-dimensjoni Ewropea fil-qasam ta' l-edukazzjoni se twessa' ix-xefaq ta' ħsiebijiet għall-Maltin kollha u tiftaħ orizzonti godda għaž-żgħar u għaž-żgħażaġh.



Il-kelma operattiva ta' din il-viżjoni ġdida, li qed tipprezenta sfidi mentali godda għal Malta, hija l-kreattività. Il-pajjiż jehtieg enerġiji kreattivi godda biex nistgħu nersqu lejn l-isfida Ewropea b'atteggjamenti mġedda.

F'dan il-kuntest, programm bħal-"Let me Learn" għandu importanza, għax qed jindirizza kemm lid-diversità (kelma operattiva oħra fix-xenarju edukattiv Ewropew) u l-kreattività. Dan il-programm qed jaċcetta kriterji godda ta' kif isir it-tagħlim, billi jikkunsidra, qabel xejn, li hemm stili godda ta' kif isir it-tagħlim, skond l-atteggjamenti personali



ta' l-istudenti u kif jirreaġixxu. Kien l-edukatur famuż Paulo Freire li kien wissa biex it-tagħlim ma jkunx sterjotipat u li ma jitqiesx bħala sistema ta' 'depożitu', fejn it-tagħlim ikun sempliciment 'trasferit' bħallikieku f'bank finanzjarju. It-tagħlim hu dinamiku ħafna aktar minn hekk. Hu ħafna aktar organiku. Fuq kollox, it-tagħlim għandu jittfassa skond il-bżonnijiet tal-persuna.

Għandi tama shiħa li dak li qed isir fil-programm *Let me Learn* qed jissensibilizza kemm lill-għalliema kif ukoll lill-istudenti. Il-programm jirrappreżenta pass importanti fil-mixja tagħna lejn kuncetti godda fl-edukazzjoni, li jinvestu mhux fit-tagħlim bħas-sistema 'bankarja', imma b'metodi flessibbli, animati u originali. Fil-ħsieb kreattiv hemm il-qofol tat-tigdid ta' pajjiżna, f'mument daqstant importanti ta' l-istorja tagħna.

Għaliex il-Let Me Learn jissejjaħ proċess u mhux programm?

L-istess bħal meta tkun qed tibni dar, ġebba fuq ġebba, hekk ukoll tifhem il-vuċi ta' l-istudent. Il-proċess li jagħraf l-abiltajiet u t-tifsiliet ta' kif huma jitgħallmu, huwa wieħed dinamiku. Il-kurrikulu u t-taħriġ ta' l-għalliema wkoll huma parti minn dan il-proċess li jgħaqqad dawn l-elementi flimkien. Biex dan il-proċess isehh, hemm bżonn li l-għalliema jibqgħu kontinwament f'kuntatt ma' kif l-istudenti jitgħallmu.

Jekk għandkom xi esperjenzi jew sugġerimenti li tixtiequ twasslu kif ukoll xi mistoqsija iktbulna fuq: info@letmelearnmalta.com

www.letmelearnmalta.com

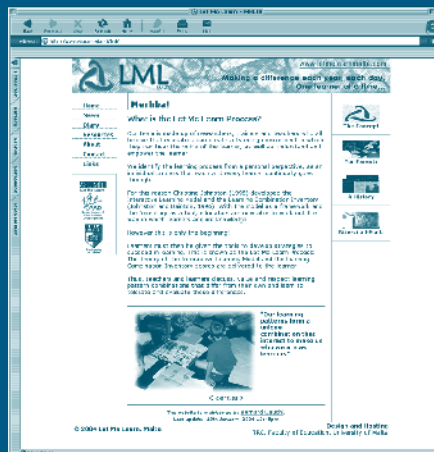
Jekk ilkom ma tidhlu fis-sit elettroniku tagħna, nistednukhom terġgħu tagħtu daqqa t'għajnejh.

Is-Sit Elettroniku Ġdid Tagħna

Għadna kif aġġornajna u tajna dehra kompletament ġdida lis-sit, u b'hekk ġie aktar faċli u prattiku biex tużah.

Fih tistgħu ssibu riżorsi bil-Malti li jinkludu preżentazzjoni bil-'Powerpoint', u xi informazzjoni dwar is-'soft toys'. Hemm ukoll rokna ta' interess għall-ġenituri. Nistednukhom tużaw ukoll is-'search engine' li biha tistgħu tfittxu riżorsi faċli dwar is-sugġett li għadna fil-librerija tagħna, bħal kotba, vidjows u teżijiet.

Tistgħu taqraw ukoll storja dwar kif ġie introdott il-LML f'Malta u kif qed jiġi applikat fl-iskejjel. Fis-sit elettroniku l-ġdid taqraw ukoll dwar avvenimenti li jikkonċernaw il-Let Me Learn.



Žuruh u aġtuna s-sugġerimenti tagħkom fuq: info@letmelearnmalta.com

Mill-Librerija



Fil-librerija tal-Let Me Learn hemm diversi kotba dwar it-tagħlim li intom tistgħu tissellfu. Wieħed minn dawn il-kotba hu: **Let Me Learn** miktub minn Christine A. Johnston (1998).

Hija l-ħolma, l-intenzjoni u r-responsabilità ta' l-għalliema li jilħqu lil kull student u lil kull studenta. Madanakollu dan mhux dejjem ikun faċli. Christine Johnston fil-ktieb tagħha *Let Me Learn* turi kif dan hu possibbli. Hi twieġeb għall-mistoqsijiet: Min huma l-istudenti? X'qed jgħidu permezz tal-vuċi tagħhom? Għaliex xi wħud ma nkunx nista' nsib tarfhom? Christine Johnston tispjega l-erba' learning patterns u l-Learning Combination Connections Inventory bħala strumenti li jgħinu lill-għalliema jaddattaw metodi ta' tagħlim tagħhom skond il-ħtiġijiet individwali ta' l-istudenti. F'dan il-ktieb hemm diversi esperjenzi ta' għalliema li raw bialla għall-aħjar fl-iżvilupp ta' l-istudenti wara li fehmu l-proċess tal-Let Me Learn. Biex tissellfu dan il-ktieb jew oħrajn iktbu: info@letmelearnmalta.com jew ċemplan 23402554. Dan l-aħħar zidna aktar materjal fis-sit elettroniku tal-Let Me Learn. Žuru s-sit elettroniku: www.letmelearnmalta.org

Mill-Esperjenzi ta' l-Għalliema

Tliet għalliema mill-iskola primarja A tal-Mosta, li tħarrġu fil-Let Me Learn, jispjegaw kif saru jifhmu aktar lilhom infushom u lil dawk ta' madwarhom wara li saru jafu bil-Let Me Learn.

Catherine Farrugia

"When my husband and I were having our house built, I was very eager to help out on any odd job. I remember making electrical connections and putting up drain systems for the kitchen and bathrooms. I was successful in most of these jobs while my husband just felt helpless since he found it difficult to do such jobs. Most of the time, he just could not accept the fact that I was able to do such jobs. Later on, when we were both exposed to Let Me Learn, we realized that while my husband had a low score in technical, my score was very high. No wonder I felt so at ease at doing these jobs."

Pauline Cassar

Pauline kitbet dwar kif bdiet tifhem aktar l-istudenti wara li saret taf bil-Let Me Learn. Hi tagħti dan l-eżempju wara li

saret taf dwar l-erba' *learning patterns* u bdiet tara l-aspetti pożittivi fl-istudenti.

"I have a student in my class, whom I don't think has a high score in precision, because he copies carelessly from the whiteboard. He keeps his things like pencils, ruler and colours all scattered over his desk. I think he rates better in confluence, for two reasons:

First of all he is creative even in the way he writes down his name. For example while the other students write their name at the top, he always writes it in the middle among sentences and I have to look for it. He doesn't even write it as one whole piece. For example, he doesn't write Fabrizio but

Fab
r
i
z
io.

Given the chance, he always accompanies his writing with a drawing. When I tell my students to write some sentences about a topic, the majority of the students follow my instructions but he goes on to illustrate his sentences."

Maria Stella Muscat

"Since I have participated in the Let Me Learn course, I have come to know myself better. I have realized why I do certain things the way I do."



"Today nearly everyone can read, but only a few people can think."

Cardinal Alfredo Ottaviani

Laqgħa mal-Kapijiet ta' l-Iskejjel

54 għalliema minn diversi skejjel fil-primarja u s-sekondarja bdew it-taħriġ tagħhom fil-Let Me Learn fl-ewwel ġimgħa ta' Frar 2004.

Fl-erbatax ta' Jannar saret laqgħa mal-kapijiet ta' l-iskejjel ta' daww l-għalliema li applikaw biex jattendu għal kors tal- *Let Me Learn* li ser jibda fi Frar. Colin Calleja, il-koordinatur tal-*Let Me Learn*, għamel preżentazzjoni informattiva. Huwa qal kif fost ħafna inizzjattivi li saru mit-tim tal-*Let Me Learn*, saru sett ta' erba' 'soft toys' li qed jintużaw fil-klassijiet tal-primarja. Dawn il-karattri ntlaqgħu mat-tfal u qed jintużaw b'suċċess

kemm mit-tfal u kemm mill-għalliema. Inkitbet ukoll storja dwar dawn il-karattri simpatici. Inħoloq ukoll 'Clicks: a reflective journal', djarju ta' riflessjoni għall-għalliema.

Bernard Cauchi, li huwa t-trainer ta' l-għalliema, wera u spjega lill-kapijiet ta' l-iskejjel kif ikun imqassam it-taħriġ. Il-kors huwa maqsum f'żewġ fażijiet, li kull wieħed minnhom hu mifruq fuq

ħames ġimgħat. Il-kapijiet ta' l-iskejjel li attendew għal din il-laqgħa wrew interess u entużjazzmu li jaddottaw din is-sistema u japplikawha fl-iskejjel tagħhom, l-iktar minħabba l-benefiċċji li din toffri lit-tfal fit-tagħlim tagħhom.

Din hija wkoll opportunità li biha t-tfal jistgħu jkabbru l-istima tagħhom filwaqt li jiskopru aktar dwarhom infushom.

Let Me Learn - X'jaħbat?

Malli jisimgħu l-frazi Let Me Learn, ħafna jaħsbu li dan huwa programm għat-tfal li għandhom diffikultà biex jitgħallmu. Iżda mhux hekk...

Dan huwa proċess li jista' jintuża ma individwi ta' kull età u abbiltà mentali. Il-*Let Me Learn*, tqiegħed il-**learner** fiċ-ċentru ta' l-attenzjoni tagħna. Il-*Let Me Learn* tenfasizza l-fatt li kulhadd jitgħallmu b'mod differenti u bil-pass tiegħu u għalhekk, il-kelma **learner** tintuża aktar milli 'student'. Kull individwu huwa differenti, u kull wieħed u waħda minna għandna mod differenti u individwali ta' kif aħna nitgħallmu. Għalhekk il-*Let Me Learn* tgħinna biex aħna, bħala għalliema, niskopru l-kapaċitajiet ta' l-istudenti tagħna u

nghinuhom jiżviluppawhom aktar. Dan huwa mod pożittiv ta' kif tħares lejn it-tagħlim. Lill-istudenti nagħtuhom il-messaġġ li aħna lesti li nisimgħuhom, nifmuhom u nimxu id f'id magħhom fil-proċess tat-tagħlim.

Il-ħidma tagħna f'dan il-proċess tmur lura lejn l-1996 meta saru l-ewwel kuntatti u bdiet issir l-ewwel riċerka fl-użu ta' l-inventarji, li permezz tagħhom niskopru t-tifsiliet li jswawru kull persuna. Hemm erba' tifsiliet ta' tagħlim li wieħed jista' japplika fit-tagħlim tiegħu, li huma

sekwenza, preċiżjoni, teknika u konfluwenza. Dan il-proċess jgħin ukoll lill-istudenti biex ikabbru l-istima tagħhom lejhom infushom minħabba li aħna qed nuruhom li lesti napprezzaw l-individwalità tagħhom. Madwar 131 għalliem u għalliema li għandhom għal qalbhom it-tagħlim ta' l-istudenti tagħhom, digà għamli kors ta' taħriġ fuq il-*Let Me Learn* u qed japplikawha fil-klassijiet tagħhom.

Hungarian Heads of Schools Association on an Orientation Visit to Let Me Learn - Malta

A group of Hungarian heads of school, who were in Malta last June, attended a seminar at Ġużè D'Amato secondary school in Paola



Mr. Anthony Demicoli, the headmaster of this school, explained how the different phases of the Let Me Learn training and process are being put into practice in his school and how these have made a considerable difference in the teachers' and students' approach to learning. During this seminar, Mr. Colin Calleja exemplified the goals of the Let Me Learn process by means of a powerpoint presentation. He explained the strategies and tasks which lead to the attainment of these goals. Mr. Calleja also emphasized the importance of teamwork among teachers who are implementing the Let Me Learn process. This teamwork brings together the different strengths of teachers collaborating with each other. Ms. Catherine Azzopardi, a

teacher from Gużè D'Amato school focused on how area secondary school students are benefiting from the Let Me Learn pedagogy. Through listening to the voice and feelings of her students, which is what the Let Me Learn process encourages teachers to do, Catherine got to know what her students hate most when faced with a learning task. This has made Catherine much more aware of their learning needs. Consequently these insights have empowered her to address these needs. Becoming acquainted with how her students prefer that she, as their teacher, would view their work, also affected Catherine's planning and teaching strategies. Mr. Michael Baldacchino, an assistant head at F.X. Attard area

secondary school in Marsa related his experiences about the Let Me Learn process at his school. As an administrator he related how Let Me Learn has helped students from his school combat their sense of inferiority and gain better self understanding. Describing himself as a lifelong learner, Mr. Baldacchino is looking forward to the second phase of training in this process.

The Hungarian heads of school were very impressed by this seminar and asked numerous questions about the Let Me Learn process. They also showed great interest in getting to know more about it.

Żjara ta' Birgitte mill-Kulleġġ Niels Brock ta' Copenhagen

Birgitte Faber mill-Kulleġġ Niels Brock ta' Copenhagen, żaret lit-tim tal-Let Me Learn bejn is-16 u t-23 ta' Frar.

Ms. Faber, lekċerer u konsulenta fl-industrija, qiegħda taħdem fuq proġett ma' l-assoċjazzjoni tal-bankiera Daniżi u mas-sezzjoni Daniża tal-Microsoft. Hija qiegħda taħdem fuq proġett ta' riċerka bbażata fuq il-profil u l-influwenza tal-learning styles fit-taħriġ. Hija bdiet tinteressa ruħha fil-proċess wara li semgħet preżentazzjoni mill-koordinatur tal-proġett, Colin Calleja f'Niels Brock College.

The Let Me Learn Process presented at a symposium in Holland

*Mr. Colin Calleja gave a keynote presentation during a symposium organised by Pabo DeEekhorst Hogeschool Drenthe in the Netherlands. Mr. Calleja's presentation was entitled: **The Let Me Learn Process: Giving Young Learners an Effective Tool to Learn***

During this symposium other presentations were delivered by Lex Jones from the University of Middlesex University in London, Monica Cerna from the University of Pardubice in the Czech Republic and Wolfgang Borcharelt from Studienseminar Osnabrueck in Germany. All three representatives showed great interest in the Let Me Learn (Malta) project and discussed ways for further collaboration in the future.



Pabo De Eekhorst



Hogeschool in Drenthe Holland has been collaborating with the Department of Primary and, specifically, with the Let Me Learn Centre since 1998. Both institutions have been exchanging students through the Erasmus exchange programme. Students coming here come primarily to participate in an awareness training programme in the Let Me Learn Process. Our students, on the other hand, have the opportunity to participate in

L-Istaff il-Ġdid



It-tim tal-Let Me Learn qed ikompli jikber. Din is-sena kellna tliet membri godda: Mr Ray Debono-Roberts, Ms Valerie Salerno u Ms Michelle Attard Tonna.

Nawgurawhom kull suċċess.

Dawn l-għalliema, flimkien mas-Snr Joan Cassar, lekċerer il-Junior College, ħa jib dew sensiela ta' taħriġ li fit-tmien tiegħu jkunu kapaċi jħarrġu għalliema oħra fil-proċess tal-Let Me Learn.

L-ewwel parti tat-taħriġ sar f'Jannar f'Rowan University, New Jersey, l-Amerika. Kienet esperjenza intensa fejn saru diversi *workshops*, diskussjonijiet u anke ħin ta' riflessjoni u evalwazzjoni tal-programm. Żaru wkoll skejjel biex jaraw kif il-Let Me Learn qed jiġi implimentat fil-klassi. It-taħriġ ħa jkompli fix-xhur li ġejn. Barra t-taħriġ innifsu, hemm ukoll xogħol ieħor li qed isir biex inkomplu nwessgħu s-servizzi tagħna u nilħqu aktar skejjel u individwi. Issa li t-tim huwa komplut, nistgħu naffaċċaw sfidi akbar b'impenn u dedikazzjoni.

Food for Thought

"No one would feed children for one day and then expect them to be able to maintain their lives by going out to till the soil, plant and nurture the seeds, care for the tender plants and then harvest them for food."

In the same manner, we know that all who have begun a new venture in personal and professional growth need support, reinforcement, and above all on-going encouragement. The Let Me Learn newsletter which you have begun is a wonderful way in which to show your care for those who seek to make a difference each day, all year, one learner at a time. Your efforts to communicate and support those certified in the use of the Let Me Learn Process are to be applauded. I think the newsletter is especially valid because it matches so well the educational

culture of Malta. I say this with the very deepest respect, and I tell all who will listen that no where in all my travels, have I found a population that seeks more continuous learning opportunities than the people of Malta. The launching of a Let Me Learn newsletter acknowledges this wonderful national trait while at the same time promotes the message of the Let Me Learn Process so that all learners may come to be valued, respected, and encouraged for the human potential each brings to their learning tasks whether in school, university, on the production line, or in the hallowed halls of government.

I send my very best wishes to all involved in the development and promotion of the newsletter. I send my warmest regards to all professionals who have ventured into the exciting realm of understanding your learning patterns and learning processes. You are a wonderful resource to those with whom you work and the children whom you teach.

Christine A. Johnston Ed D
Originator and Lead Researcher
of the Let Me Learn Process



Christine Johnston kitbet dawn il-hsbijiet għal din l-ewwel 'arġa tan-newsletter

Are you interested in receiving an Awareness Certificate in the Let Me Learn process?

The two phases take ten weeks to complete, at the end of which one is expected to attain these goals:

ATTAINMENT GOALS PHASE I

By the end of phase I, candidates receiving an Awareness Certificate will have:

1. Basic knowledge of the Let Me Learn Theory candidates would be able to explain the Interactive learning Model and describe the characteristics of the four learning patterns.
2. The ability to describe their interactive learning patterns and uses anecdotal evidence from their learning experiences.
3. Acquired the skill to prepare the class for taking the inventory, administer the inventory and do basic validation of scored inventories.

4. Knowledge of basic concepts of differentiated teaching and attitude towards differentiated classrooms.
5. Acquired the necessary skills to apply let me learn knowledge to classroom preparation.
6. Acquired the necessary skill to apply let me learn knowledge to team building.

ATTAINMENT GOALS PHASE II

By the end of phase II, candidates receiving a Practitioner's Certificate will have:

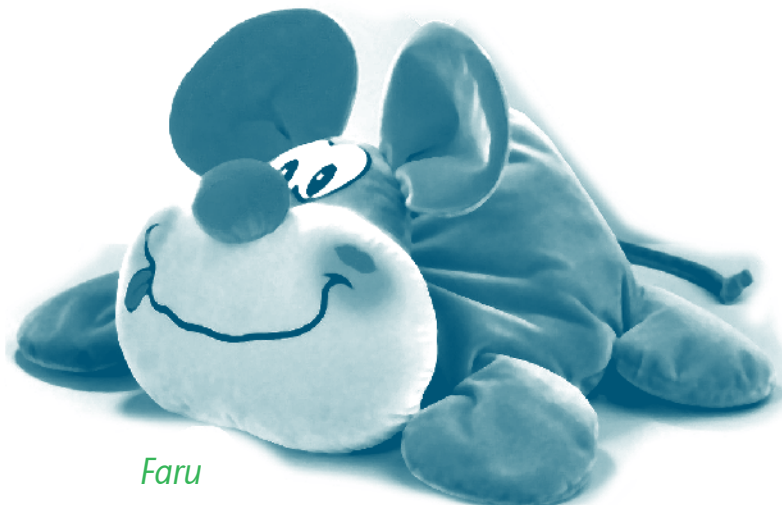
1. Successfully completed Phase I.
2. Acquired the skill of creating appropriate learning materials, which support different learning combinations.

3. Acquired the knowledge and skill to enable student's awareness of their different learning combinations thus empowering them to take control of their own learning.
4. Acquired the ability to effectively use differentiated learning strategies within the classroom utilising let me learn technology.

Those of you who would like to receive this newsletter in the future, kindly email us on:
info@letmelearnmalta.com
or apply at Room 221, Old Humanities
Faculty of Education
University of Malta



Žringu



Faru

Il-Karattri Tagħna

*Min huma? Dawn huma erba' karattri
ħelwin li flimkien mal-għalliema
tagħhom, Ms Warda, jgħinu lit-tfal
jiskopru l-erba' tifsiliet ta' tagħlim.*

Mindu l-Let Me Learn introduċa l-erba' karattri bħala għodda ta' tagħlim fl-iskejjel primarji, it-tfal immedjatament urew rispons pożittiv u ngħibdu lejhom. Intisġet storja – 'Erbat iħbieb f'Wied Lelluxa' – biex it-tfal jifhemu aħjar kif dawn il-karattri jaħdmu flimkien. L-għalliema/a jagħżel/tagħżel l-istorja tal-livell addattat u din tiġi rrakkuntata fil-klassi. Huwa maħsub li 'l quddiem jiġu miktuba stejjer oħra bl-istess karattri biex inkomplu nrawwmu fit-tfal l-idea li m'hemmx tifsiliet ta' tagħlim aħjar minn oħrajn – kollha huma importanti meta jintużaw fil-kuntest tagħhom.



Fina



Ġeru

Ċeremonja ta' Ċertifikazzjoni *L-għalliema li ħadu ċ-ċertifikati huma:*

Fl-20 ta' Jannar, 2004, it-tim tal-Let Me Learn, flimkien mad-Divizzjoni ta' l-Edukazzjoni u l-Università ta' Malta, organizza ċerimonja ta' ċertifikazzjoni fiċ-Ċentru tal-Kurrikulu Nazzjonali, il-Ħamrun.



L-iskejjel involuti huma: Carmela Sammut Primary A, Mosta; FX Attard, Marsa; St. Francis of Assisi, Sta. Venera; George Schinas Primary C, Luqa; Ġorġ Zammit Primary A, Qormi SG; Patri Manwel Gatt Primary B, Sta Venera; Ġużeppa Deguara Primary C, M'Xlokk u Francis Ebejer Primary B, Żurrieq. Fil-bidu taċ-ċerimonja l-koordinatur tal-Let Me Learn, Colin Calleja, għamel preżentazzjoni żgħira fuq il-proġett. Wara tkellmu wkoll Dr Carmel Borg, Dr

Cecilia Borg, Mr Raymond J. Camilleri, Mr Charles Mizzi (Permanent Secretary) u l-Ministru ta' l-Edukazzjoni, Dr Louis Galea. Tliet għalliema li ħadu sehem fit-taħriġ – Ms Janice Chetcuti, Mr Nicholas Busuttil u Ms Amanda Cassar – qasmu l-esperjenzenzi tagħhom ta' kif applikaw il-Let Me Learn fil-klassi. Fl-aħħar tqassmu ċ-ċertifikati lill-għalliema li lestew it-taħriġ u kien hemm ukoll riċeviment żgħir ta' l-okkażjoni.



Mosta Primary A

Mavonia Thake, Pauline Cassar, Carmen Agius, Maria Stella Muscat, Nancy Pace, Lina Deguara, Nathalie Farrugia, Catherine Farrugia, Doris Muscat

F X Attard

Mario Genovese, Michael Baldacchino, Joanna Azzopardi, Amanda Cassar, Antonella Giglio, Carmen Brincat, Connie Dimech, Stephen Azzopardi, Josianne Camilleri

Maria Regina

Evangeline Azzopardi

Dun Karm Psaila BSS

Stephen Cachia

St. Francis Assisi

Alison Pullicino Xuereb

Luqa Primary C

Olivia Abdilla, Marica Barbara, Josephine Casaletto, Janice Chetcuti, Moira Chetcuti, Mary Vella, Carmen Vella

M'Xlokk Primary C

Louis Spiteri, Frances Bugeja, Angele Carabott, Alexia Grima

Qormi SG Primary A

Jane Seddon

St. Venera Primary B

Marco Vella, Karen Gauci

Żurrieq Primary B

Nicholas Busuttil, Mario Camilleri, Carmen Mifsud, Margaret Vella

Unit for Dyslexia

Joanne Mifsud

Aktar mumenti waqt iċ-ċeremonja ta' ċertifikazzjoni



mix-xellug: Dr Cecilia Borg, Mr Ray Camilleri, Ms Michelle Attard Tonna, Ms Valerie Salerno and Dr Joe Mangani... waqt ir-riċeviment fl-okkazzjoni taċ-Ċeremonja ta' Ċertifikazzjoni



mix-xellug: Mr Saliba, Kap ta' l-Iskola San Frangisk Assisi, Mr Frik Holm Olsen, Public Affairs Officer fl-Ambaxxata Amerikana ta' Malta, u Mr Charles Mizzi, Segretarju Permanenti fid-Divizjoni ta' l-Edukazzjoni... waqt ir-riċeviment



Proġett ta' Kreattività

I think, I do, I feel, therefore I learn

F'dawn l-aħħar sitt snin il-programm LML (Malta) kien attiv biex iwassal messagg ċar dwar l-importanza tat-tagħlim differenzjat. Dan jinkwadra tajjeb ħafna fid-direzzjoni addottata mill-Kurrikulu Minimu Nazzjonali. Wieħed mill-proġetti tal-LML huwa dak tal-kreattività. Dan il-proġett huwa maħsub li jsir b'kollaborazzjoni ma' għaqdiet mhux governattivi, u assoċjazzjonijiet oħra interessati biex l-erba' tifsiliet ta' tagħlim jigu imfissra permezz tad-drama, arti, u produzzjonijiet televiżivi u awdjoviżivi. Biex ikun jista' jinħadem huwa maħsub li parti mill-fondi mogħtija lil *Let Me Learn* jigu ddedikati għall-proġett magħżul. Għalhekk huwa maħsub li permezz ta' dawn il-proġetti l-programm LML ikollu vuċijiet oħra li permezz tagħhom jintlaħaq l-iskop ewlieni, dak li kulhadd għandu jingħata l-opportunità biex jitgħalliem bil-mod tiegħu, l-aktar f'dinja ta' informazzjoni.

Aspects of the Application of the Let Me Learn Process in Schools

How can the 'Let Me Learn' process be applied in schools? The following are some aspects that can help the teacher in planning the lesson, in devising strategies and in evaluating one's work. The teacher works closely with the student to reach a better understanding of one's learning patterns. Language can enable the teacher and the student not merely to communicate, but also to develop strategies and to be used as a tool for reflection. Differentiation is also emphasised in all stages of the learning experience.

DIFFERENTIATION

PLANNING

1. Ability to identify the dominant learning patterns in specific learning activities.
2. Ability to design learning strategies to address specific learning profiles.
3. Ability to include a variety of learning activities to fit the differentiated learning profiles present.
4. Assess learning outcomes by giving students the flexibility of producing different end products

COLLABORATIVE WORK

For Teachers

1. Use LCI Scores in forming multi-faceted teams for multi-faceted tasks **OR** Define formed teams in terms of pattern dominance
2. Ability to help students to recognise the teams' learning pattern formation and effectively use the strengths of members of the team to deal with specific tasks.

For Students

1. Use LML Language to effectively communicate one's individual learning needs within the group/team

LANGUAGE

1. Develop positive language in relation to learning challenges using the LML technology
2. Using appropriate variations of language to meet the specific learning needs of specific learning profiles. (e.g. different type/format of instructions for different learning patterns)

LANGUAGE

COMMUNICATION

Teacher

1. Understand the dominant pattern/s of each student.
2. Understanding the learning combination of each pupil.
3. Use the appropriate language to communicate the above to each student.
4. Ability to explain to the student the patterns present in a learning task.

Student

1. Understand & talk about their dominant learning patterns.
2. Able to explain the characteristics of each learning pattern.
3. Can express learning patterns in terms of his/her learning patterns
4. Can understand better and express his emotions during a learning task when asked to deal with a specific learning pattern.

STRATEGIES

Teacher

1. Ability to identify dominant patterns at play in a learning task.
2. Ability to devise appropriate strategies to help students with varied learning combination to deal with specific tasks.
3. Ability to give on task support to students using the knowledge of how they learn.

Student

1. Can identify dominant learning patterns at play in a learning situation
2. Using the knowledge of the learning patterns to cope better with a given task.
3. Ability to collaborate with fellow students to seek support to use patterns which he/she avoids.

REFLECTION

Teacher

1. Understand how one's combination of learning patterns can influence one's own teaching method.
2. Ability to recognise success in teaching that is attributable to the LML Process.
3. Ability to analyse a lesson performance in terms of the emphasised patterns.
4. Ability to identify students who might need to work with different learning patterns other than those emphasised.

Student

1. The ability to understand himself as a learner.
2. Ability to recognise strengths and challenges in using particular learning patterns in particular learning situations.