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## The Learning Outcomes Framework

In its pursuit to provide quality education for all, the local education system is in the process of proposing to educators the local Learning Outcomes Framework (LOF). The LOF is a proposed approach to student centred teaching and learning driven by learning outcomes i.e. 'statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning' (ECTS Users' Guide, 2005, p. 47). According to the local education authorities, the whole LOF project proposes to free schools and learners from centrally-imposed knowledge-centric syllabi, and to give them the freedom to develop programmes that focus on attitudes and skills-based outcomes that are considered as national education entitlement of all learners in Malta ([www.schoolslearningoutcomes.edu.mt](http://www.schoolslearningoutcomes.edu.mt)). The LOF is thus proposing a more personalized system whereby the individual educator is more able to personalize teaching and learning according to the profile of his/her own learners.

The NCF (Ministry for Education and Employment, 2012) sets to foster in ALL students the desire to continue on a learning journey throughout their lives. The focus is also on differentiation, as it respects diverse forms of learning and understanding and does not provide a one size fits all formula. All individuals have different approaches to learning. There is no one right way of learning, but different ways that individuals prefer to learn and process information, depending on their unique combination of learning patterns (Johnston, 2010). This concept forms the foundations of Let Me Learn (LML). The LML training



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programme aims to support teachers in devising a diverse curriculum that taps on the individual learner. Our aim as educators is not to make our students experts in knowledge but expert learners – being able to apply the knowledge in today's ever changing environments. In this regard, the focus shifts from content presentation to the fact that every one of us processes information differently.

All LML support teachers form part of a community of learning participants coming from different sectors within the Ministry for Education and Employment who have received training in the LOF. As part of this learning journey, all participants have attended training and visited schools in Cork, Ireland. The aim is to trigger a ripple effect by sharing skills and knowledge learnt about the LOF with other educators.



As implied above, the Learning Outcomes Framework is still at the stages where it is being proposed to educators. Additionally, it is not aimed at being a one off change but it is there to support the local NCF, it represents a process and is being proposed as a pedagogical tool for all educators to be able to identify their individual needs and

to develop their own teaching and learning experiences accordingly. More information about the local LOF can be accessed from: <http://www.schoolslearningoutcomes.edu.mt>.

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Ministry for Education and Employment (2012). A National Curriculum Framework for All. [pdf] Malta: Salesian Press. Available at: <http://education.gov.mt/en/Documents/A%20National%20Curriculum%20Framework%20for%20All%20-%202012.pdf> [Access 14th November 2015].

Photos: Learning communities made up of local education professionals during the LOF related study trip in Cork, Ireland in November 2015.





Scholastic year 2015-2016 saw a change in the way professional training is given to educators in the Let Me Learn Process. For the first time, a Let Me Learn trainer was assigned to a particular school, offering training sessions and support to all educators who were willing to attend such training. All educators in this school with no exception and including the Senior Management Team took on this opportunity for further training. The trainer is making use of curriculum time to train and work with the educators, at times even individually.

*"Education is all about supporting our learners to achieve their maximum. The first two goals of the Framework for the Education Strategy for Malta state that educators are to strive to reduce the gaps for educational outcomes, decrease the number of low achievers and support educational achievement of children at risk of poverty and from low socio-economic status. This is exactly the reason why I, together with my staff, accepted to introduce LML at our school – to address the genuine wish to identify our learners' way*

*of learning and focus more on a pedagogical shift in our teaching and learning methodologies."*

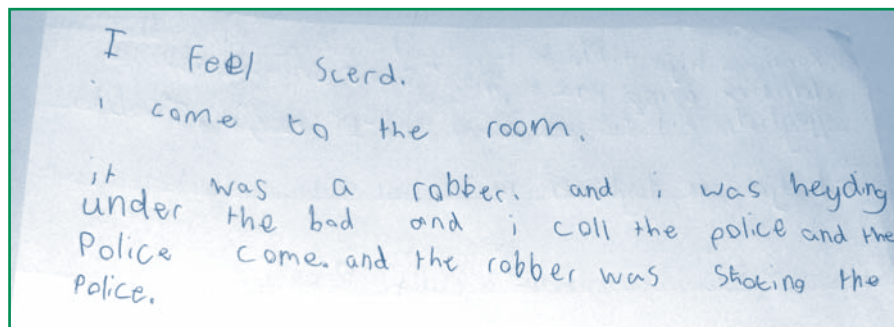
**Mr. Stephen Miceli – Head of School**

Before the Let Me Learn training started, a training needs analysis was conducted so as to be able to identify the educators' needs and thus be able to tap on these needs to make the training more relevant to them. The LML trainer at Floriana Primary school thus started to use the Let Me Learn process to support teachers in moving further towards a more learner-centered approach in their classroom across all subjects. The current training is doing this by enabling all participants to:

- Identify who they are as learners
- Recognise who their students are as learners

- Create a class profile using the Learning Connections Inventory
- Plan lessons embedding LML principles
- Apply different learning strategies for particular tasks

The LML trainer has been given the opportunity to use journaling as a pre-writing strategy with one of the classrooms. Here she tapped on the students' high score in Confluence by for example providing them with a mysterious prompt, to stretch their Precision. The result was that even the reluctant writers were able to produce a piece of writing which could definitely be improved but the students left the class optimistic that they could write. This was basic ground work that is going to be used to strengthen the students' literacy skills.



The training, as well as the support being given in the school is already leaving some impact on the teaching methodologies used in the classrooms:

*Since now I can understand more the children's preferred ways of learning, I am able to deliver certain activities that highlight a particular learning pattern that I didn't acknowledge before. For example; I try to include more Technical Reasoning in my lessons.*  
**Ms. Matthia – teacher**

*For me, Let Me Learn is the way forward as it is the process which helps me as a teacher to move away from a one-size fits all to a more inclusive environment in my classroom.*  
**Ms. Martina – Teacher**

It is also creating a community of learners where the aim is to reach each and every learner including the support offered by SMT members to the teaching staff:

*LML will be guiding me when conducting class observations as I will be able to note why different students are being given particular instructions for the same activity*

*as well as being able to support the teachers in tapping on all students found in their classrooms.*  
**Ms. Christine – Assistant Head**

In the coming weeks, the Let Me Learn trainer together with the Literacy Support teacher as well as the complementary teachers, is organising two literacy days where the students will be exposed to various activities which are aimed to appeal to all learners.

**A correlation of learning patterns and choice of subjects:  
A case study of male students’ learning patterns and their relation to the subjects they choose to further their studies in a Maltese Catholic Church school**

*by Alison Spiteri Pace Bardon, LSA, St Michael School, St Venera*



This article briefly outlines a study conducted as part of my Masters degree in Learning, Research and Teaching done in collaboration with the University of Sheffield, UK.

**Rationale**

Always intrigued by learning patterns and their impact on individuals’

thought processes, actions and feelings, this study, held at a local male-populated Maltese Catholic Church school, aimed to investigate whether learning patterns influenced identified students’ choice of subjects. Concerned subjects include the Sciences, Art, Graphic Communication, IT, Home Economics and Accounts.

Its findings suggest that factors like family strains and culture background, self-concept and personality, teacher-student relationships, perceived subject level of difficulty, future career aspirations, and peer pressure carry much more weight than learning aptitudes when such decisions have been/need to be taken.



## Applied Research Method

For reasons of practicality the study did not seek to survey, nor represent, the school's global population. Instead, 'a multi-stage' procedure making use of both qualitative and quantitative data research measures was implemented among a 'purposive sample' of the total school population.

14 students varying from Forms 3 to 5 initially completed the Learning Connections Inventory (LCI) to discover their learning preferences and aptitudes. They were then involved in a task decoding exercise where the subjects of their choice together with exercises and activities pertaining to indicated subjects were broken down for embedded learning patterns. This led to a comparative process which sought to detect whether the students' learning profile was mirrored in the learning patterns featuring within chosen subjects.

Semi-structured 'exploratory' interviews were conducted to "yield rich material" (Bell, 1999: 135), to "go deeper into [students'] motivations" (Cohen and Manion, 1994: 273) and place "more emphasis on the interviewee elaborating points of interest" (Denscombe, 1998: 113). The interviews sought to gather data mainly regarding (i) the identification of reasons and explanations for choosing/ not choosing specific subjects and (ii) the exploration of similarities and/ or differences by

subject, learning patterns, interests, family background, help perceived, self-belief and commitment, and career projections. Specific questions were formulated in a way that they could be easily analysed using SPSS.

## Findings

Information gathered and obtained statistics reflected an overall weak to moderate correlation between learning patterns and choice of subjects. Although a student's learning pattern combination may be considered as another factor that influences his choice of subjects, yet in this study it did not yield to be as powerful as other factors, especially desired career aspirations, in determining one's academic pathway. Only in rare occasions prior to initial subject choice did specific students consciously turn to their learning pattern combination to make a more informed choice, but only when in doubt as to whether their choice would eventually affect them negatively.

## Conclusion

Generalisation of these findings beyond the school involved needs to be taken with great caution for the following reasons:

- i. the small sized sample used relative to the student populations involved,
- ii. the fact that the former was already limited in representing its

- respective school population,
- iii. student populations vary in context and LML awareness from school to school,
- iv. the students involved were relatively new to LML theory and practice, and hence may have been limited in the awareness of how this actually impinges on both their daily and the more important academic choices.

Overall, this study has provided a local first time glimpse into the process of subject choice from two perspectives: the students' and LML's. It would be interesting to extend a modified version of this study more widely. Another consideration would be gauging the results stemming from a school where there is an intentionally sustained effort in equipping the students with the necessary tools and skills to render subject selection a more informed practice, with learners rather than students knowing how to stretch and tether their learning patterns to fit chosen careers and corresponding subjects that do not necessarily reflect their learning profile.

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# Let Me Learn IN GOZO

As from scholastic year 2014-2015, the LML Professional Learning Process also kicked off in Gozo. These are experiences of some of the Gozitan educators who are experimenting with the implementation of the LML process.

## WHEN THE IMPLEMENTATION OF LML IN THE CLASSROOM IS A JOINT EFFORT

*by Ms Mariella Grech, Kindergarten Assistant &  
Ms Kelly Grima, Learning Support Assistant, St. Francis School, Victoria, Gozo*



My name is Mariella Grech and I teach Kindergarten students at St Francis School, Victoria, Gozo. In 2014-2015, I attended the Let Me Learn Professional Learning Process. Ms Kelly Grima, a Learning Support Assistant in my classroom, is also participating in the Let Me Learn process during the current scholastic year. Together, we are striving hard to maximise each pupil's learning potential.



This year, I am kick starting the Let Me Learn process in my class. I am helping Ms Kelly to design activities whilst paying particular attention to her student's combination of learning patterns. In the meantime, Ms Kelly is giving me a helping hand in my observation process whilst compiling a learning profile for my class. This learning profile will eventually enable me to tailor my lessons according to my students' preferred ways of learning, whilst at the same time providing them with little challenges that they can tackle together.

We feel that early years are critical for children to form their attitude towards learning. Research suggests that learning patterns stabilise around the age of five. Therefore, if we want our learners to leverage the various learning patterns, as needed in various situations both at school and beyond, we need to start providing them with differentiated learning opportunities

as early as in kindergarten. We aim to give opportunities for students to use all four learning patterns including those that do not naturally fall within their comfort zone.

Since I already attended this course, my main aim in implementing the LML process this year is to support my students in understanding that they are all different, building their self-esteem, developing a good positive self-identity and gaining confidence in themselves as well as appreciating their achievements.

In our opinion, Let Me Learn helps to evaluate each child's preferred ways of learning and to plan learning experiences based on individual strengths and needs. From experience, we can say that the Let Me Learn Process makes for better education and boosts children's confidence, leading towards progressive achievement.

# LET ME LEARN ICT *by Antonella Camilleri, ICT Teacher, Gozo College, Secondary School*

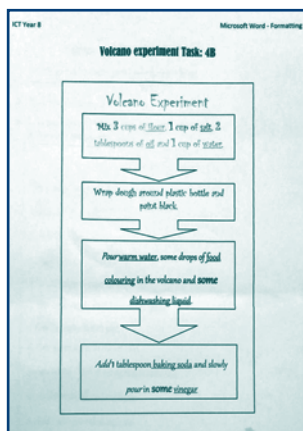
I have been teaching ICT for over ten years and try as I might my lessons never seemed to appeal to every student in my class. So when I came across the Let Me Learn (LML) Process I decided to give it a try and I am currently participating in this scholastic year's training programme.

During the first sessions I became aware that my lessons were mainly catering for students who like me lead with Sequence. Then again the ICT syllabus requires the ability to perform a set of tasks in the right order, so it was understandably difficult for me to incorporate the other learning patterns in my lessons. However, I still wanted to find and explore ways appealing to students with different learning pattern combinations. As part of our training in the LML process, we participated in a demonstration Science lesson

incorporating different learning patterns. This lesson elicited me to integrate Science with ICT.

I found an interesting Science experiment which students could use during the ICT lesson as a stepping stone for further work on Microsoft Word. Due

to time constraints, I ended up showing them a three minute video clip about the experiment. Afterwards, instead of assigning only one highly Sequential task, I offered two other options, each one appealing to a specific learning pattern or two: I also asked them either to present their work in the form of a digital chart or else in a very creative manner, whilst experimenting with different fonts, sizes, alignments and colours. It was no surprise to notice as a class that the task they chose reflected their own learning patterns. My efforts to provide my students with various options to demonstrate their understanding and to relate to everyday experiences were rewarded.



Apart from feeling fulfilled that I finally managed to draw the attention of different students in one lesson, I was surprised that this was possible with fine-tuning the existing lesson plan and task sheet.

What's important is to keep referring students to their own learning



patterns whilst keeping in mind the different learning patterns in lesson planning and delivery. Students have a bigger chance of succeeding if they are intentional learners: becoming aware of their preferred learning approach and subsequently identifying the learning patterns they are being asked to employ. This will allow me to eventually start challenging students into using the most apt learning pattern to the situation at hand even if not their preferred one.

I am now able to identify and understand the students' learning patterns allowing me to incorporate the Let Me Learn Process in the classroom making my lessons even more engaging, interesting and appealing to each student. Hopefully, this will lead to better behaviour in class, better results but most of all to happier students!

# THE LML JOURNEY

by *Pauline Vella, English Teacher,  
Gozo College, Secondary School*



I came to know of the Let Me Learn course through an email on iLearn. I usually seek advice from someone knowledgeable before embarking on any kind of project but the course name itself was convincing enough to take the plunge.

The course was offered in Gozo during the subsequent scholastic year making it possible and easier for both teachers and students. The best description that comes to mind is that of a journey on which I embarked together with my colleagues, students, family and of course, with my mentor. I gradually rediscovered

myself and those around me. The students and myself filled in the LCI and shared the results. This joint exercise was fundamental in breaking the typical ‘us-you’ approach and in fully engaging the students.

Initially hesitant and reluctant, the students appreciated and got used to the team grouping by learning patterns. Some students got on better than others due to various other factors. However, at the end of the day, students benefitted in understanding themselves, each other and their learning patterns. Learning tools, such as the task decoding and my experimenting with strategies encouraged them to understand how to use their own Learning Patterns to their own advantage.

This year I have started afresh with another class and am working towards my Certificate of Mentored Practice. The Let Me Learn project in Gozo is still in its initial stages and the number of trained teachers is limited - making it difficult to ensure continuity as the class moves on to the next year. This said, I must also add that during last year’s course I worked with many excellent educators who were full of ideas and did their work diligently.

What I augur for the future is that school leaders will include the Let Me

Learn project in their development plans for better professional learning communities so that it will empower our students to perform to their best abilities in the context of a whole school approach.

*The Word Wall: A LML tool used in the process of Task Decoding.  
Teacher: Ms. Anabelle Mercieca,  
Gozo College, Secondary School*



*Kindergartners during a LML Lesson. Teacher:  
Ms. Charlene Xuereb, Gozo College, Għajnsielem Primary*

Learning Connections Inventory				
	S	P	TR	C
Aaron Atzori	25	29	18	24
Maria P. Borja	18	21	23	21
Troy Bugeja	27	15	29	23
Christina Cardona	22	25	33	33
Michaela Cardona	29	26	19	21
Marlon Cauchi	27	28	34	32
Paul Cauchi	27	30	27	16
Aydon Hili	27	25	35	26
Dwayne Mercieca	24	28	30	25
Andy Micallef	28	22	15	17
Jon Mifsud	29	24	27	24
Trishin Mifsud	12	8	23	19
Clive Muscat	21	15	32	26
Maria P. Pisani	28	22	19	20
Francesca Vella	24	25	13	27
Amy Xuereb	31	24	31	28
Pauline Vella	32	30	19	25



# THE LML JOURNEY WHAT AN ADVENTURE!

by **Anita Seguna M.Ed., NPQH (UK)**

**Head of Curriculum Design, Chiswick House School & St Martin's College**



Throughout my personal life and professional career as mother, teacher and Head of School, I have always had the different learning needs of each individual learner at heart. My belief has always been that students learn in many different ways.

Some students look for the details, others view the whole picture. Some are better at analyzing, others at creating. Some students work better alone, others work better in groups. Some students like background noise, others want silence. Sensory preferences vary among auditory, visual and kinesthetic-tactile. And, of course,

some learn faster than others. (Sousa, D. A., 2005, p. 4)

Having been in the educational sphere for nearly twenty years, Let Me Learn (LML), has been around for quite a while! However, even though I had always heard that it could be of benefit to learners and staff members alike, I hadn't yet taken the plunge to look into it further. Once I decided that it was time for me to commence a new adventure in my life, albeit so many other commitments, all the hearsay about how inspirational and practical LML could be became a reality. As a member of a Senior Management Team (SMT) I could

see how LML would help me to take elements of it as well as guide others to ensure that all learners are taken into consideration.

I was immediately struck by LML from the very first training session. I remember emerging from the session thinking "This is definitely my cup of tea!" As the sessions progressed this feeling continued to be reinforced and I realized that LML was not only about a method that one could read upon, but a whole journey, a process that one engages in. The first thing that amazed me was that my LML scores gave a perfect description of who I am as a learner. This made me very self-aware and shed light on why I think, behave and feel as I do. I also realized that even though I scored lowest in Technical Reasoning, I was still managing to accomplish a number of 'technical' tasks in my life through the use of my other patterns.

This self-discovery helped me to work around my patterns and to tether and stretch them as necessary as well as to realize that when one works harder at one's most challenging aspects one does in fact improve. This was an outstanding revelation to me since





I immediately realized that teachers had the incredible capacity of helping all learners 'fit' the patterns they found demanding! By making a difference in one's teaching methods and applying the LML patterns, teachers are able to help their learners to become "... a whole human being [which] is the most important aspect of learning" (Armstrong, 2007, p. 39).

LML also provided me with a broader outlook towards people and a deeper understanding of why people react in particular ways. It helped me to look beyond the surface and not to be so quick to judge. It also presented me with the tools to work better with my colleagues and members of the family.

My LML training commenced in November 2014 and ended in May 2015, nearly one whole scholastic year. Since I had enough time to constantly reflect on what I was doing, the process left a deep impact on my personal and professional life. As a parent I learnt to look at my sons' different learning preferences and help them to understand how they could use their patterns to

their advantage. Having a son who is high in Technical Reasoning and Confluence and low in Sequence and Precision has helped him to recognize that even though the former two patterns come natural to him, he needs to stretch the latter two patterns in order to excel in areas such as the organization of his work and his preparation for examinations. On the other hand my other son is strong-willed. Thus he is learning to tether his high patterns so that he can relate better to others, especially when working in a group.

At work I have also come to understand LML as a great tool for differentiation. Since I was Head of School when I embarked on the LML journey I chose to work with the SMT. As a team we commenced our journey together by understanding what the different patterns meant and how each member of the SMT could tether and stretch their individual patterns. It also helped us to decide who would be the best team members to work on projects together and how best to go about tasks. LML also aided us to become more aware of the learners'

and teachers' patterns and how and why particular students and staff members acted in the way they did.

The LML course ended in May 2015, however I am still enjoying the LML journey to this day. Since the journey was a reflective one, I have continued to ensure that LML features in the life of those around me. I am now a firm believer that if teachers make their learners aware of their patterns, from a young age, all students will learn how to be more self-aware, how to tether and stretch their patterns and will be able to make use of the tools, skills and strategies to become better as autonomous, lifelong learners.

As a committed professional I do augur that other colleagues will embark on the LML journey as I have. If LML is able to "... create some space that people haven't experienced before and if it stays with them or gives them a dream for the future, that's the kind of structure I seek to create" (Ando, n.d.).

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## 20 years of making a measurable difference

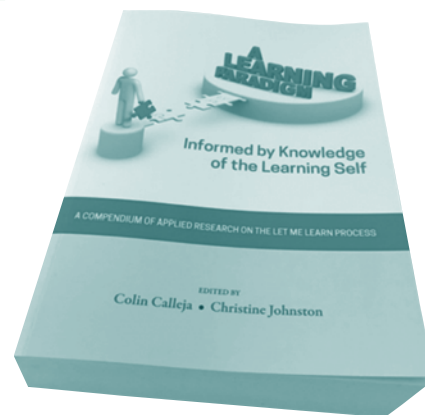
**Tania Farrugia & Susan Grixti, Let Me Learn Support Teachers**

2015 marked the 20<sup>th</sup> anniversary since the inception of the Let Me Learn (LML) Process<sup>®</sup>. As part of the events commemorating this anniversary, the LML Malta Centre hosted a seminar and a learning summit.

The one-day seminar entitled “Finding Your Way” took place on Thursday 9th July, 2015 at The Palace Hotel, Sliema. Being aimed at the Corporate Sector, Hon. Chris Cardona, Minister for the Economy, Investment and Small

Business opened the session. Over the day, various local entrepreneurs had the opportunity to converse with and take part in workshops led by LML professionals in the field in order to familiarise themselves with the basic awareness, tools and skills needed for the establishment of a better workplace environment and an enhanced, more effective and efficient job performance.

Held at the same location, the International Summit for Educators



entitled “Unlocking Learning Potential” spanned over three days, starting on Thursday 9th till Saturday 11th July, 2015. HE Dr Mark Micallef, Maltese Ambassador to Spain and a LML admirer together with HE Gina Abercrombie-Winstanley, US Ambassador to Malta addressed the opening ceremony. Presenters included both local and international LML practitioners who daily engage in unlocking their students’ potential through effective academic instruction and support services. The purpose of this summit was to bring together educational professionals and equip them with practical information on how to use the LML Process<sup>®</sup> within their institutional setting so as to achieve a measurable difference in student performance, educational practice, student retention, and learning outcomes.



LML team and co-ordinator with Mr Ian Mifsud, DG, DQSE and HE Gina Abercrombie-Winstanley, US Ambassador to Malta





LML team together with founder of LML Prof. Christine Johnston

During the summit, Dr Colin Calleja and Prof. Christine Johnston launched the compendium *A learning paradigm: Informed by knowledge of the learning self*. It presents a collection of applied research on the LML Process®.

Other events took place in the run up towards the summit. One of them included an interesting Skype call between a local class of primary students from St Joseph Primary School, Blata I-Bajda who has been implementing the LML Process® and another class of US peers. It has been a joy preparing these students for the event and watching them discuss their learning with their US counterparts: definitely a learning experience for both classes! The Maltese students talked about the LML characters (Ġeru, Fina, Faru and Żringi) and how these

help them during learning whilst the US children explained how they use their learning patterns in their everyday lives both at school and beyond.

During another Skype call, the Lawrenceville Dragons 1st graders at Lawrenceville Elementary School, GA, US met with renowned Maltese authors Claire Azzopardi and Victor Fenech. Ms Azzopardi read a selection from her book *Jake Cassar isalva r-Renju tar-Re Pankrazju IV*, vividly recounting Jake's first of a series of weird and fantastic adventures in the Kingdom of Smelody where the Smelodites live. Ms Azzopardi talked about Jake and the process she went through to research, write, and publish the book. She also showed a couple of sketches that were later

transformed in some of the book's illustrations. Mr Fenech read a piece from *Jiena Kamra Kerha*, a poem about a tiny room in the countryside that becomes engulfed by progress and modern buildings. Mr Fenech gave a humoristic and informative presentation of how he became an author. He had a great message for the young listeners about perseverance and using one's imagination to create stories. The children were completely engaged listening, laughing and learning the whole time; posing questions also about the authors' likes and dislikes, the Maltese islands and our weather. A big THANK YOU, smiling faces and a tidal waving of hands closed off this highly interesting virtual session!

During both these on-line encounters, Dr Calleja was in the US visiting schools and addressing different audiences. During these days he had the opportunity to read Maltese stories to groups of young learners and talk about the four LML characters, explaining how these are used locally to help children speak about their learning. During this visit Dr Calleja was presented with a momento commemorating the 20<sup>th</sup> Anniversary.

As educators who constantly seek to bring out the best in the lives we touch in our daily profession, we all augur the LML Process® to keep flourishing yet many years more!



# Study Skills through Let Me Learn seminar

by **Nathalie Camilleri & Sarah Grech, PSCD/ Guidance Teachers**  
**St Joseph Senior School, Sliema**

## General introduction

Guidance teachers in their daily practice encounter students claiming that they find the studying process difficult and tedious. This perception is quite common, not only among students perceived as 'low achievers', but also those deemed as 'high fliers'. Students claim that they do not know from where to start, what to prioritise, what is relevant to their lives or not, and ask us to support them with ways how to facilitate this challenging experience. They ask us for strategies that meet their educational needs and that make this experience less strenuous and more significant to them. Moreover, we also come across students, very often having a high score in Precision, who, since they feel that everything is important and relevant, end up taking notes against notes, trying to remember everything by heart and remaining hard at studying till the very last minute prior to the beginning of exams. By the end of Form V, they are already burnt out, asking whether it is worthwhile to further their educational studies on the premise that they do not want

to spend their lives frustrated – the bitterness that goes with studying along the secondary years suffices! Across the years we felt the need and responsibility to address these issues tactfully, and to acquire knowledge ourselves to help us meet the different needs we are faced with in our profession.

## Linking study skills with the Let Me Learn (LML) process

Teaching experience enmeshed with LML knowledge has made us aware that an individual's learning pattern combination not only influences the way how a student learns best, but also her study habits. The latter include a variety of activities: choosing an appropriate study environment, time management and self-organisation, setting appropriate goals, and using appropriate note-taking strategies among other. Before trying to alter or improve the way a student studies and learns, it is useful for her to understand more how she goes about her learning and how applied processes are affecting her both EMOTIONALLY and

## ACADEMICALLY.

This deeper understanding of the self as a learner acts as a spring-board towards assessing one's approach to studying and expectations around studying, together with the search for and application of those strategies that enable a student to tether or stretch her learning patterns in order to:

- critically assess information
- focus on the most salient ideas
- organise the latter, even visually, for easier and more effective retrieval
- pace oneself
- remain focused and committed

## Addressing the senior one student

The secondary environment, marked by more subjects and educational challenges, differs from the previous one, which is more focused and sheltered. Once the leap is done, we immediately target the senior one students during their first scholastic term in order to provide them with the initial, necessary awareness, skills and strategies to enable them to cope





with their studies along the five years - prior to feeling lost and frustrated. Encouraging them to shoulder more of the responsibility of their own learning is also of utmost importance from day one, as the feeling of being cushioned as in the primary wears off with the passing of the secondary years.

### The Aims of the Seminar

- To revise pre-learnt concepts about LML patterns, with students understanding better the meaning of their scores
- To provide students with the opportunity to voice concerns/ anxieties concerning studying and preparation for exams
- To aid students to see possible links between study habits and learning pattern combinations and gauge whether the students' learning patterns are working in their favour or acting as a hindrance
- To raise awareness about methods students can apply, according to

their learning patterns, to help them study more efficiently and effectively

### The Impact of the Seminar

By the end of the seminar, students are able to explain better who they are as learners through their scores. They also explain the impact of their learning pattern combination on the course of their studies. Students feel gratified to identify study skills that can help them be better, more focused and prepared learners.

"Kulhadd jghidlek studja imma ffit juruk kif. Hassejtni kuntenta li tgħallimt nagħraf x'inhu l-aktar importanti. Għaliya, bniedma bi Preċiżjoni għolja, din tfixxer hafna. Jien naf kemm nghejja għax kull linja u kelma huma importanti għaliya!"

"Xtaqt li s-seminar kien maqsum fuq jumejn għax minkejja li tgħallimt kien hemm mument i fejn gurnata kienet wisq."

"Jalla ommi u missieri jitgħallmu dwar dawn il-patterns forsi jifhmli li mhux kemm inqatta' sigħat nistudja jghodd!"

"I really felt it was a positive experience where we had the opportunity to do hands on experience and acquire knowledge about the different ways to study."

"I felt understood. I felt that even when doing images and webs I am understanding and not playing like others say. I have a high Confluence and this helps me focus more. Acquiring knowledge about my leading pattern enabled me to understand what are those things I need to focus on too."

### Way ahead

As reflective practitioners, we are more than ready to take stock of the significant feedback provided by the students, to provide better service in the years to come. Worthy of notice is their suggestion to bring their parents and guardians on board. It takes a community to care for a child's education, with teachers working alongside other caring adults for the benefit of the students. When parents and guardians are equipped as well with LML theory and practice, they too are enabled to better understand their offsprings and to help them accordingly during this important phase of their educational journey.

# LET ME LEARN CORPORATE: *by Tania Farrugia, Let Me Learn Support Teacher*

## Growing into a learning organisation

Learning is not only confined to a formal school setting. It is all that happens when we take in the world around us and make sense of it (Johnston, 2010). LML corporate has seen its inception in the US, where it has been implemented in various organisations. When talking about the experience of her own organisation in LML, Noreen C. Campbell, former manager for DuPont Coatings, North and South America explains how

“...the Process was introduced... giving us a common language to use when discussing our learning. Individuals were able to identify the approaches to learning that worked best for them and communicate that effectively to others around them.”

For the first time, Let Me Learn Malta was part of the local “Workers of the Year National Award, 2015” which recognised and celebrated the



challenging and exemplary work carried out by workers with the aim of highlighting good practice.

In association with the Worker of the Year National Awards 2015, LML Malta aims to implement the LML process throughout Malta’s workforce over time. According to the website of the Ministry for Social Dialog (2015), by offering the awardees and/or the nominating organisations the opportunity to participate in LML training, the National Awards provides added value to those benefitting from such exposure, since:

\* Application of the LML process leads to staff fulfilment and development, as well as team building;

\* Awardees, or their nominees are experiencing the LML process so as to ensure the possibility of ongoing induction of all new staff members within their organisations.

The training started off during June 2015. Participants were allowed the time to understand who they are as learners and to understand learning as a tool for navigating their life both at work and beyond (Johnston, 2010). The training sessions focused on an



understanding of how our learning affects our interactions at the place of work. It was highlighted that specific learning combinations of different individuals affects daily routines. Discussions about how one can customize training programmes to suit an individual’s or a team’s learning patterns were also on the agenda.

This training opportunity was a very positive experience where employees were able to explore who they are as learners, get to know themselves and their workmates as learners and identify various work processes whilst linking them to learning patterns.

### Reference

Johnston, C. A. (2010). Finding your way: Navigating life by understanding your learning self. Let Me Learn Incorporated.

# Ittra lill-Mentor

**minn Silvana Cardona**

**Għalliema, Ċentru ta' Sapport u Tagħlim għas-Subien, Hamrun**

**Il-Proċess tal-LML Qalb Studenti b'-SEBD (Social, Emotional and Behavioural Difficulties)**

**Proċess ta' Tama u Fiducja**



Għażiża Susan,

Nixtieq naqşam miegħek l-esperjenza memorabbli li għaddejt matul dawn l-aħħar snin minn mindu attendejt għall-kors tal-Let Me Learn (LML).

L-attendenza għall-kors tal-LML mill-ewwel ippruvajt insarraffa f'implimentazzjoni fil-klassi għax emmint bis-shif kemm dan il-proċess hu bżonjuż u utli kemm għall-għalliema kif ukoll għall-istudenti. It-tagħrif u l-hiliet li ksibt, flimkien mal-esperjenza dejjem tikber fit-tħaddim tal-proċess f'xogħli, kienu qabelxejn gwadann personali fejn jien kbirt fit-tagħlim u fl-għarfien ta' kif jien stess nitgħallem u kif bil-mod li fih nipprepara l-lezzjonijiet, inhejji r-riżorsi meħtieġa u nikkomunika, stajt inħalli impatt fuq l-istudenti tiegħi. Studenti li minħabba l-bagalja personali tagħhom, mimlija b'diversi diffikultajiet soċjali, emozzjonali kif ukoll fl-imġiba, jiġu jagħmlu programm għall-perjodu ta' żmien fiċ-Ċentru ta' Sapport u Tagħlim f'St Venera, issa l-Hamrun. B'għożża u b'ħafna attenzjoni individwali jien u l-kollegi tiegħi, b'sapport mill-amministrazzjoni, ngħinuhom jiksibu l-hiliet neċessarji kemm akkademiki

kif ukoll soċjali biex ikunu jistgħu jerġgħu jintegraw lura fl-iskejjel rispettivi tagħhom. Kontinwament ninkoraġġuhom jiskopru u jiżviluppaw il-potenzjal tagħhom biex ikomplu mixjin 'il quddiem u jgħixu ħajjithom b'mod għaqli u produttiv. Bi pjaċir ninnota li meta l-għarfien ta' min persuna hi bħala *learner* jinqasam flimkien mal-istudenti, titqanqal il-kurżità u jfígġ l-interess fl-istudenti biex isiru jafu aktar dwarhom infushom u jifhmu l-għaliex xi attivitajiet jolqtu u oħrajn le. Meta l-għalliema u l-istudenti jingħataw l-għodda li biha jagħrfu x'inhuma l-preferenzi ta' tagħlim tagħhom, jingħatalhom lingwaġġ komuni li bih jadattaw għall-ħtiġijiet ta' xulxin u ċ-ċirkustanzi li jkunu qed jaħdmu fihom – xi haġa li fl-ambjent tassew sensitiv li naħdem fih inħoss li hi ta' importanza kbira.



Nixtieq niringrazzjak talli matul is-sena skolastika li għaddiet ħajjartni nagħmel użu wkoll mill-*mentoring*. Kienet esperjenza pożittiva oħra fejn mhux biss rajt il-proċess tal-LML ikompli jgħin lil studenti b'-SEBD iżda għini nilhaq it-tir tiegħi biex noffri aktar minn qatt qabel tagħlim rilevanti għall-istudenti li jħallihom ikunu partecipi fil-proċess tat-tagħlim tagħhom stess.

Li taħdem ma' studenti b'-SEBD mhux dejjem hi faċli għax bejn il-bagalja personali li kull student iġorr miegħu u xi diffikultà ġdida li taf titfaċċalu mingħajr ma tkun mistennija, l-attitudni ta' kull wieħed minnhom taf tiġi affettwata mill-bidu tal-ġurnata b'impatt fuq ir-ritmu tax-xogħol ippjanat għal dak il-jum. Iżda fejn hemm it-tama hemm ir-rieda u malli l-istudenti jagħrfu li l-għalliema qed jippruvaw minn kollox biex jifhmuhom aħjar ħalli jgħinu u b'modi aktar effettivi, tiżdied il-fiducja reċiproka li twassal għal kollaborazzjoni aktar trankwilla u effettiva. Jidhol ukoll l-għaqal tal-għalliema li jagħmlu użu tajjeb u immedjat mill-kurżità inizjali mnissla mit-tlaqqiġ tal-proċess tal-LML lil-istudenti b'mod differenti mis-soltu.



Spikkat l-importanza tad-djalogu u d-diskussjoni mal-istudenti tagħna. Dawn id-diskussjonijiet offrew lna l-opportunità li nagħrfu sew l-interessi personali tal-istudenti. L-imħabba lejn il-karozzi, iż-żwieemel, il-karnival u l-logħob tal-biljards għenet ħafna biex naslu għall-mili tal-inventarju u l-ispjega tal-*learning patterns*, għax kieku ma kinix se jagħmlu sens għalihom. Għenet ukoll fit-tiswir ta' attivitajiet li żammew lill-istudenti iffukati fuq xogħolhom u fil-kisba tal-miri identifikati fl-ippjanar ta' dawn l-attivitajiet. Ta' sodisfazzjon, kif ukoll ta' stagħġib, kien il-fatt kif uħud minn dawn l-attivitajiet xprunaw lill-istudenti joħorġu l-potenzjal moħbi tagħhom kif ukoll il-ġenerożità ġenwina tagħhom. Il-produzzjoni ta' powster dwar turnament tal-biljards wasslet lil wieħed mill-istudenti biex joħroġ bl-idea li t-turnament isir tassew u l-powster iservi biex iħajjar lin-nies jattendu, jipparteċipaw u jagħtu donazzjoni għal Puttinu Cares. Filfatt hekk ġara! Il-flus miġburin kemm mill-istudenti kif ukoll mill-għalliema, telgħu għas-somma sabiħa ta' €100 li giet mgħoddija lil Puttinu Cares waqt il-maratona tal-futbol fil-Marsa. Bħala turija ta' ringrazzjament, l-istudenti ġew mistednin jiehdu sehem fil-maratona billi jipparteċipaw ma' timijiet oħrajn. Din l-esperjenza hi xhieda tal-frott li jista' joħroġ mill-ideat mismugħin tal-istudenti li jissarraf f'ġid kemm għalihom personali kif ukoll għas-soċjetà in ġenerali.

Esperjenza li kompliet issaħħaħ il-ħiliet bażiċi tal-istudenti kienet tinkludi kitbiet diversi fil-Ġnien Romeo Romano, f'St Venera. Permezz tas-sensi, l-istudenti kitbu lista ta' dak kollu li raw, xammew, semgħu eċċ. Aktar tard, waqt intervista lil grupp ta' anzjani bilqiegħda fuq bank f'dan il-ġnien, l-istudenti ħargu b'mistoqsijiet t'interess. Kienet opportunità għall-istudenti jisimgħu lill-anzjani jirrakkuntaw ġrajjet fi żmien il-gwerra u jiehdu nota ta' dak li jkun qed jintqal lilhom.



Attività oħra li nisslet interess ġenwin li ssarraf *f'time on task*, it-tagħlim ta' vokabularju speċifiku u l-kitba ta' riċetti dwar it-tnejjija ta' kebabs tal-frott, involvietna noħorġu mill-klassi u nidhlu fi 'Kċina ta' Dulcier'. L-istudenti, lebsin il-kappell u l-fardal ta' kok, ħolqu kebabs tal-frott mill-għażla mifruxa fuq il-mejda quddiemhom. Wara, mgħejjunin minn vokabularju abbinat mal-attività, kitbu listi ta' ingredjenti u utensili użati kif ukoll sett ta' istruzzjonijiet dwar kif wieħed jista' jipprepara dawn il-kebabs. Interessanti kienet l-opportunità li ninnotaw kemm għarfien tal-preferenzi ta'

tagħlim tal-istudenti, mwaħħad mal-interessi tagħhom u ppjanar b'intenzjoni, jwassal għal studenti kuntenti u kalmi! Kburin bil-progress li jkun qed jinkisbu, mhux l-ewwel darba li kont niġi mistoqsija x'attività kien imissni naħdem magħhom!

Dan kollu hu turija ċara li meta l-għalliema jużaw il-proċess tal-LML żgur se jkollhom għodda utli li biha jagħrfu aħjar min huma l-istudenti biex jilħqu l-ħtigijiet tagħhom b'mod aktar effettiv. L-għalliema għandhom mezz tajjeb ta' kif jistgħu jadattaw il-prattika professjonali. Meta l-proċess tal-LML jiġi mħaddem ma' proċessi oħrajn bħall-proċess tal-kitba, arti u snajja fost oħrajn, l-istudenti jibbenefikaw bis-sħiħ. Jaraw sens f'dak kollu li qed jiġi mgħalliem lilhom u t-tagħlim isir esperjenza pjaċevoli li jibqgħu jiftakru tul ħajjithom. Meta jikbru jkun jistgħu jħarsu lura lejn żmien l-iskola u jsemmu affarijiet pożittivi li ħadu gost jagħmlu. Jerġgħu jemmnu fihom infushom, japprezzaw il-kapaċitajiet tagħhom u jagħrfu li l-ħajja ma toffrix biss in-negattiv li ħafna drabi studenti b'SEBD imdorrijin iħabbtu wiċċhom miegħu kontinwament.

Nagħlaq billi nringrazzja liċ-Ċentru tal-LML għal din l-opportunità ta' tagħlim filwaqt li nringrazzja lilek ta' kemm kont ta' għajnuna matul il-*mentoring*.

Tislijiet,  
Silvana

# Using Let Me Learn and Inquiry Based Learning in the classroom

by Sarah DeGaetano, Let Me Learn Support Teacher

“Learning refers to our ability to take in the world around us and make sense of it so that we can respond to it in an efficient, effective and appropriate manner,” Christine Johnston. Let Me Learn (LML) is a tool which focuses on the way each individual learns. Only through this understanding can we become Intentional teachers and learners. Although we use all four patterns, we use each pattern to different degrees which contributes to our diversity.

Inquiry Based Learning (IBL) is a pedagogical method which focuses on experiential learning. Learning starts off by means of an open ended question, allowing students to think



and predict (Confluence) what might happen. At this point there is no right or wrong answer as the students will then investigate (Technical) their prediction. Through their investigation they will find out if it was correct and also gather information (Precision). Finally these findings are organized (Sequence) and tabulated (Precision).

A LML / IBL Science lesson was carried out in an Early Year Class. Prior to the lesson, the students were aware about different types of materials and were provided with the vocabulary of ‘Float’ and ‘Sink’ through practical, real life examples. The students chose an item and stated what the item was made of: plastic, wood, glass or metal. Geru came along and the children sorted themselves out according to the type of material they were holding.

A question was then posed by the teacher: ‘Which of these items do you think will float? Why?’ Zringi was available to encourage the children to generate ideas. Faru was waiting next to the basin of water for the investigation to begin. Each student stated their

prediction. If the child made a mistake it was not corrected as this was soon verified once the object was thrown in. During this investigation, the students started to realise which items float or sink according to which material they are made up of. The investigation went even deeper as they started to realize that some items floated at first, however would then sink once filled with water. A closed metal can of soft drink did not sink. The teacher investigated further to check why this



was happening. The children realized that an empty metal can only sink once it is filled completely to the brim, so they concluded that trapped air was

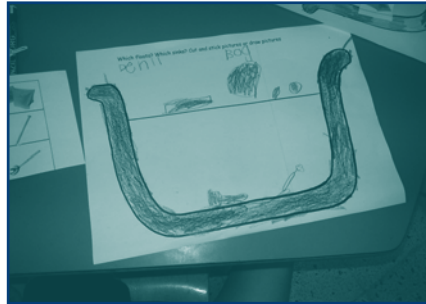


keeping it afloat. The children started to make connections. One child shouted out, "So that's why heavy metal boats float because of the air, but then sink if there is a hole in the side!"

Back in class the teacher explained how they were going to organize (Sequence) and tabulate (Precision) their work. The students chose to either draw or stick the objects that they had investigated and placed them either at the top if they floated or at the bottom if they sank. The puppets were used to encourage the children to be neat (Geru) or not to be afraid to cut (Faru).



A second LML/IBL lesson was carried out using magnets. The students first fished and collected cardboard / plastic fish which had a metal clip fastened to them. The teacher showed them the magnet at the end of the fishing rod. She then asked 'What does a magnet attract?' The students stated various options: 'plastic', 'paper' (since the fish caught were made of these materials)... "Ok so do you think magnets attract plastic? Let's try." She would give different items of the material they mentioned in order to investigate further. Different children investigated the materials until they concluded that magnets do not attract plastic, paper, glass.. "Can you notice a common material on all fish?"



"Metal?" "Let's try". All metal items were attracted by the magnets. The look of awe on their faces said it all. True learning had happened.

Through these IBL/LML lessons one could immediately assess the children's thinking and their initial knowledge. By allowing the children to state their predictions and by

listening to various students, the teacher gets a very good idea of their starting point. Also, through this process, differentiation was evident in the level of critical thinking different students were able to share. Although the children were still young, through this process the lesson went beyond the planned learning outcome.

Special thanks to Ms Angolina Gauci for her dedication and hard work.



On the 24<sup>th</sup> of February, Dr Colin Calleja was invited to address a group of aspiring academics attending the PG Cert Course at Goldsmiths University of London. Participants were introduced to the LML Process and had the opportunity to take the Inventory and talk about their Learning with the presenter. The success of the session prompted the organiser and coordinator of the course to include the LML process as a permanent feature of Post Graduate Certification.



# The Let Me Learn **EXPERIENCE**

*by Michelle Vella Gobey, German HoD, St Joseph School, Blata I-Bajda*

Helping students become autonomous learners is what educators strive for. LML tools help learners achieve this goal.

The first step into using LML tools is that of discovering one's own learning strategies. The realization of the use of one's own four learning patterns in different situations guides educators to use different strategies to help students learn and tackle different tasks.

Students' inventories and charted scores of their learning patterns highlight why particular students act as they do. This awareness of both self and others helps to establish a sound relationship in class which in turn helps develop the correct atmosphere for learning to take place.

As part of this realization process students were asked to reflect on their own patterns in writing. Below are two examples:

Students' Journal/Reflection:

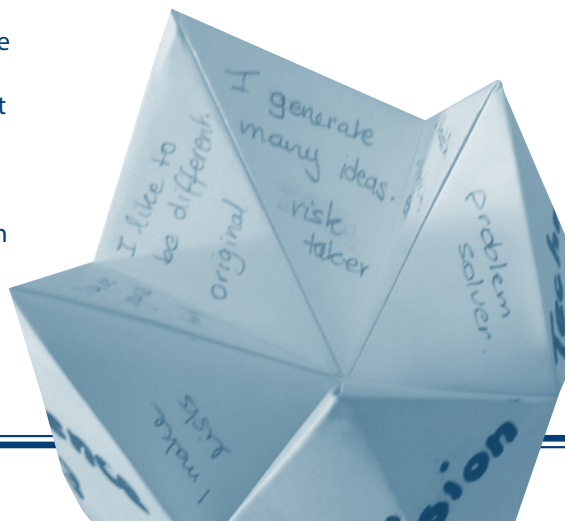
- One advantage of the LML programme is that it makes one aware of one's own learning patterns as well as those of our friends. When distributing work

in a group one can make the utmost of each other's qualities and skills. In fact I realised that some arguments which may have arose in the past, may have been due to lack of such awareness – for example assigning a technical role to somebody who's not technical at all. **S27 P30 T23 C21**

- This survey has helped me to understand myself better. I have 3 of my scores which are over 20 and Precision is below 20. I never really knew that I am a highly Sequential person until I reviewed my scores. But it probably makes sense because I have also been that type of person that has to have everything in order, and according to its place. But I never really put a name on it or even acted on it. Due to my Technical Reasoning being quite high I tend to like doing practical work and always find a reason for everything. Being aware of my learning patterns is quite helpful, because it helps me to get along with other people better because I am aware of my doings. I am also quite an honest person, and very straight to the point. I am not the type of person to beat around the bush because if there is something to be said, I say it. This actually is something

which annoys me about myself, because in that moment my mind tells me to say whatever I have to say but I don't think about the consequences concerning others' feelings. That is why I am learning to think before I speak. It is very hard to master this attitude since I am a very straight to the point person but with the help of the scores of my learning patterns and other guidance I think I am very capable of doing so. **S27 P18 T24 C22**

As a power card students devised their own paper fold game with LML scores at the top and described how they use their patterns on the inside. This power card could be put in their school pocket which is handy and practical to help students task decode and take note of what they need to do to tackle a task in the best way possible.





# The Let Me Learn VALLETTA PROJECT

*by Valerie Salerno,  
Let Me Learn Support Teacher*

The project of the Let Me Learn Centre in Valletta primary school is currently in its second year. At the beginning of this scholastic year, the school expressed its interest in having the support of the LML process in the teaching of Mathematics. In view of this, a meeting with the Maths EO, Ms Melanie Casha Sammut and Maths support teacher, Ms Joanne Vella, was held where points of collaboration were established. The result of this planning was that teachers at Valletta primary school are being offered LML training focusing specifically on the teaching of Mathematics provided jointly by Ms Valerie Salerno and Ms Joanne Vella.

This school-based training, which is being carried out during the

curriculum development periods for each year group, has been adapted to meet the needs of the school. During meetings with teachers, Let Me Learn skills of implementation based on practical application, planning and delivery of Maths lessons are being explored. As was expressed by the teachers themselves during a PD session held the previous scholastic year, sessions of co-planning and co-teaching are being held. During the planning stages, the diverse learning profile of the students is taken into consideration and this is used as a

platform for teachers to plan with intention for a specific group of learners.

During these sessions, teachers are encouraged to provide opportunities for students where they can explore and discuss key mathematical concepts through the use of manipulative resources and effective questioning. The importance of linking mathematical concepts to real life situations is also being emphasised by providing spaces for students where they are required to apply learnt concepts such as Maths trails, maths investigations and problem-solving activities.

## Nirrifletti

*Julie Farrugia, Complimentary Teacher,  
Gozo College, Xaghra Primary*

Ilni snin  
Nisma' dwaru  
Kulhadd jgħidli  
Dan x'inhu?  
Jien kont nemmen  
Illi x-xewqa  
Jiena jkolli  
Naqta' żgur.

Kont waqt lecture  
Tad-diploma  
Meta wasal  
Dak il-jum  
Li smajt illi  
Il-kors fetaħ  
L-applications  
Hargu llum.

Hekk qaluli  
Shabi illi  
Flimkien miegħi  
Xtaqu wkoll,  
Illi jieħdu  
L-okkażjoni  
Jaqtgħu xewqthom  
Dwaru wkoll.

X'inhu dan?  
Ikoll tennejna.  
Tgħid paroli  
Bla sustanza  
Bħal kull kors  
Li dwaru smajna,  
Li kultant  
Għalxejn applikajna?

Imma x'nagħmlu  
Jekk dix-xewqa  
Ikoll ridna  
Inwettquha?  
Mhux aħjar nimlew il-karta  
U dlonk nigru nibagħtuha!

Hekk għamilna.  
Konna ħafna.  
Għadda ż-żmien,  
Risposta ħadna  
Illi ġejna aċċettati,  
Għalkemm kien hemm  
L-irrifjutati.

Jien kont waħda  
Mill-ħmistax.  
Bdejt nistaqsi  
Tgħid l-oħrajn?  
Min jaf dik?  
Min jaf dak?  
Kif kont jien fost il-ħmistax?

Kien il-ġimgħa  
Is-sbatax t'Ottubru.  
L-għaxar xahar,  
Illi bdejna l-ewwel darba  
U flimkien ilkoll iltqajna.

F'tas-subien  
L-iskola l-ġdida  
Bdejna t-triq  
Għal din l-isfida  
Nisa b'kollox erbatax  
U b'Shawn Pete  
Ġejna ħmistax.



Dlonk bdejt nidra  
Is-sitwazzjoni.  
Kont immur  
B'dedikazzjoni,  
U b'Ms Tania fl-okkażjoni  
Kont inneħhi l-frustrazzjoni.

Għaliex Aidan ma jistax jaqra?  
Għaliex Victor dlonk jiskanta?  
Fosthom anke għandi 'l Kimberly  
Li bl-Ingliż ma tantx tifhimni.

X'ħin giet Tania  
Gewwa l-klassi  
U wriethom  
Il-pupazzi,  
Tgħidx kemm ferħu  
U qalu grazzi.

Bdejt nużahom  
F'kull lezzjoni.  
Tgħidx kemm qanqlu  
Emozzjoni.  
Kienu jiġu  
B'motivazzjoni  
U b'hekk wasalt  
Għall-konklużjoni.  
Bilħaqq żomm ftit!!!

Sadattant ġew xi tfal oħra  
Raw lil Faru u lil Fina  
Qabdu 'l Fina minn fuq ktieb  
U staqsewni x'nagħmel biha.

Kien hemm tifla rat lil Żringi,  
U staqsietni tafx itpinġi  
Żringi qabżet waħda kbira  
Bħallikieku xi xadina.

It-tfal kollha ifittxuhom,  
Mill-ixkaffa jniżżluhom.  
Jieħdu gost x'ħin dawn jgħinnuhom  
U tgħidx kemm saru iħobbuhom.

Sirt nużahom f'kull lezzjoni  
Ma' dawn it-tfal bi Preċiżjoni,  
Biex insaħħu l-Konfluwenza.

Nużaw ħafna s-Sekwenza,  
Bdejna wkoll nużaw ftit Teknika.  
Forsi nżidu ftit paċenzja,  
Nippruvaw xi invenzjoni.  
Se nħallikom.  
Dina kienet il-konklużjoni.

# Hallini Nitghallem

**Christabel Attard, Complimentary Teacher,  
Gozo College, Victoria Primary**



Preċiżjoni, Sekwenza  
Teknika u Konfluwenza.  
L-erbġha flimkien,  
Jagħmluni min jien.

Tgħallimt kif nitgħallem,  
kif naħdem l-aħjar.  
Inħossni qrib aktar  
Tat-tfal u tal-kbar!

Għalhekk kollox f'postu.  
Le nagħti direzzjoni,  
Nibża' naħdem b'idejja,  
Imma nippjana lezzjoni!

Baqagħli x'naqdef  
Bit-Teknika żgur.  
Irrid nużaha aktar,  
Speċjalment fil-futur.

Thabbatni wkoll qiegħda  
Xi ftit il-Konfluwenza.  
Jekk negħleb dawn l-ostakli,  
Nirnexxi b'eċċellenza.

Il-pupi jien għandi  
L-iskola, fil-klassi.  
Nużahom dejjem aktar.  
Għax issa għandi l-prassi.

Waqt xi lezzjoni,  
Tara t-tfal jikkreaw.  
Nużaw il-'patterns' kollha,  
Mhux dejjem naqraw.

Lill-ġhalliema sħabi,  
Ġa għidt jien bil-kors.  
Flimkien aktar nirnexxu,  
Nixtieq li kien bilfors!

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