

L.N. 73 of 1989

EDUCATION ACT, 1988

(ACT NO. XXIV OF 1988)

**National Minimum Curriculum Regulations, 1989
(Primary Level)**

IN EXERCISE of the powers conferred by section 45 of the Education Act, 1988 the Minister of Education has made the following regulations:—

Citation and commencement.

1. These regulations may be cited as the National Minimum Curriculum Regulations, 1989 (Primary Level), and shall come into effect as from the 1st of September, 1989.

National Curriculum.

2. The national minimum curriculum of studies for primary schools, for the purposes of section 5 of the Education Act, 1988, shall be that set out in the Schedule to these regulations.

SCHEDULE

**National Minimum Curriculum
(Primary Level)**

A. At this level teaching should start to be formal and should be intended to achieve five principal aims.

1. *Good behaviour and character formation*

- (a) in the moral and religious field, in order that children may learn to act according to what is right, to love their fellow men and to revere God.
- (b) in the social field, so that they learn how to conduct themselves in society.
- (c) in the field of good health and hygiene, so that they learn how to maintain cleanliness and to take proper health care.
- (d) in the field of self control so that they can cope with life.
- (e) in the environmental field, so that they realise that they should appreciate and safeguard our habitat.
- (f) in sporting spirit, so that they learn to behave well at play.

2. *Acquisition of the tools of knowledge and expression by the teaching of:—*

- (a) the Maltese and English language, in the spoken, read and written forms.
- (b) the value of numbers and mathematics.

3. An introduction into the *culture* of contemporary Malta to include:—

- (a) the study of history,
- (b) initiation into the appreciation of poetry, drama and music,
- (c) initiation into the appreciation of figurative and applied Arts,
- (d) explanation of folklore,
- (e) understanding of the communication media.

4. Introduction to *scientific* knowledge to include:—
 - (a) elements of physics, chemistry and biology,
 - (b) elements of geography and environmental science,
 - (c) elementary notions about the human body,
 - (d) elementary technological concepts.
5. Training in *activity, creativity of thought and action*:—
 - (a) in recreational, sport and leisure activities;
 - (b) self expression in practical form;
 - (c) work attitudes and the right use of tools;
 - (d) in accepting the message of the mass media.

B. 1. *Time to be devoted to the several areas of teaching*

Whilst the teacher should be careful to cover all five parts of the programme of teaching, and whilst he should ensure that the teaching in one part should be integrated with that of other parts, a certain latitude should be allowed in the allocation of time between one section and another. It is assumed that a high proportion of the time-table will be taken up with the teaching of Maltese, English and Mathematics, nevertheless one ought to lay special emphasis on the first section which is markedly addressed towards character formation.

2. *Teaching methods*

The best methods are those that stimulate reactions from the child, which rely on problem solving and which make use of the satisfaction to be derived from the achievement of success in learning to endear young people to the learning process.

3. *Homework* should be mainly used for two specific reasons:— namely that children acquire the habit of performing on their own without the teacher's help, and in order to practise what they have been taught; it should not be too long, too repetitive, or occupy too much of free time.
4. Concrete and visual aids should be promoted *in class*, while teachers should see to it that all children at some moment or other actively participate in the lesson.
5. *Tests and Examinations*: Tests and examinations should not be allowed to train children in sheer memorisation and cramming of what they have been taught, but rather, these ought to be used by the teacher as tests of understanding and by the children as an opportunity to show their talents.
6. *Maltese* will be the first language used in teaching but the teacher should also seek to speak English so as to accustom children to understand and speak the language. Those children who speak English at home, should be trained to a more correct use of the language, in addition to their being taught Maltese.
7. When children are being trained to participate in common activities (as against learning passively) with every element of competition, they should also be taught to accept success and failure, to play fair and to act in a team spirit.
8. During the years in Primary School, children should be instructed in:
 - (a) self control,
 - (b) self confidence,
 - (c) self reliance.

9. The Primary School course should be considered as one process and, therefore, while it is appropriate that the first two areas of teaching as stated above should attract more emphasis in the first years, the good teacher builds his programme keeping in view the need for the gradual introduction of all areas of learning.