

PUPIL GUIDANCE

by the Guidance Unit,
Ministry of Education and Culture

The Guidance Unit, within the Education Department, was set up on a provisional basis in August 1968. Since then it has been increasingly involved in Guidance duties as new members have joined the Unit. At present it is staffed by seven Officers of the Department, who, after being sponsored by the Government for post-graduate training in the United Kingdom, have obtained Diplomas in Educational Guidance at the University of Reading or Advanced Diplomas in Education at the University of Keele.

The need for organised Guidance Services in Malta began to be officially recognised following the recommendation of Professor Lewis in his report "Education Planning" (August 1968) in which he states that "Guidance and Counselling facilities should be developed within the school system". This was studied by Mrs M. Vestin, Head of Section, Educational and Vocational Guidance, National Board of Education, Sweden, who visited Malta during the course of 1968/69 at the request of the Hon. Minister of Education, Culture and Tourism, and under the auspices of the Council of Europe. During her stay in Malta, Mrs Vestin was assisted in her work by the Guidance Officers.

During these last four years, this Unit has concentrated mainly on creating the infrastructure for the proper functioning of Guidance in the Maltese educational system. It has always been the main aim of the Unit to make Guidance an integral, and not just a peripheral, activity within the educational system. Its work is generally geared in such a way that it will be possible in the very near future to provide help to all students in all schools, both individually and in groups, in making the right decisions when confronted by educational, vocational and personal problems. In other words, the Unit's work consists of fostering positive mental health in our students.

In its short life the Guidance Unit has successfully completed several tasks as part of an overall plan intended to introduce Guidance into Maltese schools on a sound and scientific footing. A brief explanation of the main areas of work undertaken by the Guidance Unit so far will, we hope, give all those interested in this activity a sufficient understanding of its operations. However, before giving these brief explanations,

it must be made clear that this Unit does not draw a line between different aspects of guidance, i.e. educational, vocational and personal guidance. These distinctions are arbitrary and only used for clarity's sake - it is commonly known that, for example, an educational choice can have, and generally does have, vocational implications. So also with personal problems. A student with a personal problem will surely feel its effects on his education and, therefore, also perhaps on his vocational choice later on.

Testing

The first standardised tests for Maltese children in English and Arithmetic were constructed by members of the Guidance Unit. The creation of these tests was the result of several administrations of different drafts of the tests in many schools in Malta and of elaborate and scientific item-analysis and statistical procedures.

The use of these tests facilitated the assessment of students when either guidance was needed by a particular student or when transfer from primary to secondary school was contemplated.

These tests were the first steps in a planned programme for the creation of achievement, intelligence, interest, aptitude and personality tests meant to cover the educational, vocational and personal development of pupils at all levels.

The second step in this programme was the creation of an intelligence test. An Intelligence Test, adapted from a foreign one, was administered locally in English and Maltese versions. Further work in this area was unfortunately interrupted before completion.

Cumulative Record Cards

The Guidance Unit also devised and introduced Cumulative Record Cards in all schools, from the infant to the Secondary levels. These cards are also used in private schools.

These Cumulative Record Cards are so designed as to take into consideration both the academic progress and the personality development of each child year by year.

- (a) The Infant Record Card provides a basis for observation in order to help in the physical,

psychological and social development of the child.

- (b) The Primary School Record Card leads to an objective assessment by the School Headteacher, which assessment is needed in the transfer of pupils from the Primary to the Secondary level.
- (c) The Secondary School Record Card provides for a comprehensive assessment of academic achievement, personality development, vocational development and career guidance. It also gives an opportunity for follow-up studies.

The Unit has explained to headteachers and staffs the importance, use and filling of these cards and has also compiled, for distribution to all schools, explanatory booklets (guides) for all three types of card. Teachers have greatly appreciated these booklets which have helped to familiarise them with the new system. When the Cumulative Record Cards are fully functioning in the schools they will be of very considerable help and a very useful tool in the hands of whoever is to carry out Guidance work in our schools, since assessment is meant to be objective and scientific.

Teacher Training

Members of the Unit have been, since October 1969, lecturing, mainly to Colleges of Education students but also to teachers undergoing in-service training, on this new educational concept of Guidance. Thus, new recruits to the teaching profession are familiarised with this new concept, in the hope that these new teachers will further spread the gospel of guidance among their future colleagues.

Admission Procedures to the Technical Institutes

In order to select a better type of student for the Technical Institutes, the Unit has studied the problem of admission and dropouts, and has been entrusted with the task of drawing up and running new selective procedures.

These procedures will be improved in the light of research and of follow-up work which will be conducted by the Unit.

The result of the first Vocational Aptitude Test held in 1971 was analysed and the Unit constructed a second edition to be used for selection purposes in 1972.

In order to acquaint school staffs and pupils with the new admission procedures to the Technical Institute, and courses provided there, members of the Unit visited all Government and Private Secondary Schools and talked to the students to orientate them on this subject.

As a result of this new selection procedures, the Headmasters of the Technical Institutes are of the opinion that they had a better intake of students, showing an aptitude for following technical courses.

Selection of students for Vocational/Trade Schools

The Guidance Unit was entrusted with the selection of students who want to follow a 3-year course at one of the Vocational/Trade Schools being opened by the Department of Education. The first selection took place in April 1972, and the Unit will be selecting students for other courses to be started shortly. The Unit will be making use of vocational aptitude tests for this purpose.

Career Guidance

The work carried out by the Unit in this field during the years 1968/72 included:

- (a) regular guidance and counselling sessions in schools;
- (b) counselling individual students referred by Heads of schools;
- (c) talks for school leavers;
- (d) careers orientation conventions;
- (e) collecting information about different careers and passing this information to interested students;
- (f) talks to all students, in Government and Private schools, interested in following

courses at the Technical Institutes;
(More than 1,500 students attended these talks
which, when necessary, were followed by
individual counselling sessions);

- (g) discussing with Heads of schools streaming,
choice of courses, etc;
- (h) attending teacher-parents meetings;
- (i) organising visits to other institutes of higher
and further education, industries and other
places of work.

Careers guidance programmes 1971-72

It would be best if the careers guidance programmes for 1971-72 be described in some detail in order to give a better and clearer idea of the work carried out by the Guidance Unit in this field.

The careers guidance programme was drawn up after taking into consideration the following points:

- (a) the envisaged changes in the system of education;
- (b) the school time table for the whole scholastic year;
- (c) admission procedures to secondary schools
including the technical institutes;
- (d) the employment situation in Malta.

Phasing

The Unit decided that the careers guidance programme in schools would be phased as follows:

Christmas Term - Established Schools (Form V) (talks and counselling).

Eastern Term - (a) Orientation talks to students aged 14+ and interested in courses at the Technical Institutes.
(b) Visits by Form Vs to different work and education establishments.

Summer Term - Talks to students in New Secondary Schools and Form IVs in established schools.

The Guidance Unit started with Form V students during the first term at the request of the Heads of Schools because these students will be sitting for G.C.E. examinations during the 3rd Term.

Meanwhile members of the Unit continued with their normal guidance work in Primary Schools, New Secondary Schools and Private Schools. In some of the New Secondary Schools talks were also given during the first term.

Programme in Schools

The Guidance programme in schools included:

(a) Talks to students (small groups) on related topics.

These included:

- self-assessment re careers
- making a decision
- further and higher education
- what is work
- information re careers
- how to apply for a job

(b) Counselling sessions (group and individual counselling) to discuss vocational problems.

(c) Mock interviews.

(d) Questionnaires on Career/Job preferences (see Appendix Ia and Appendix Ib).

The Unit prepared two questionnaires to be used during this careers guidance programme. Each student was asked to fill a questionnaire prior to the course and then used, when needed, during counselling sessions.

The Guidance Unit is very happy to state that in these guidance programmes within the schools it found the full co-operation of the Heads of Schools and of the staff and particularly of teachers responsible for Guidance and teachers of Civics

and English. Members of the Unit greatly appreciated all the help it was given as a result of this co-operation.

Outside Lecturers

The Guidance Unit also appreciates the full co-operation given by outside lecturers when invited to participate in guidance programmes organised by the Unit.

Seminar

Members of the Unit organised a one-day Seminar for Form V students during the Christmas holidays. About 80 Form V students attended.

Visits

The Guidance Programmes in schools were followed by visits, organised by the Guidance Unit, to educational establishments and places of work. These visits were not simply educational or sight-seeing tours but orientation visits. The aim of the Guidance Unit for these visits was to provide each student with an opportunity for preliminary familiarisation with the particular educational establishment or place of work he/she hoped to proceed to on leaving school. At the place being visited, students were addressed by a senior member of the staff and conducted round the place. A follow-up of the visit was made at school. Students discussed the varying aspects of the places visited and, in some instances, made written comments.

The students were informed in good time about which places could be visited and each student made a choice of places to visit according to individual aims and inclination.

The students had to choose from:

- a) Educational establishment - M.C.A.S.T.
(Polytechnic)
 - Royal University of Malta
 - Colleges of Education
 - St. Luke's Nursing School

- b) Place of work - Government Department
(Tourist Board and Malta
Broadcasting Authority)
- Private Industry (Plessey
Co. Ltd)
 - Bank (Barclays Bank)
 - Hotel (Corinthia Palace)

As preparation for these visits, discussions were held in the class in order to enable students to ask pertinent questions to the people showing them round the establishments. A list of questions, to help students to think about what to look for, was drawn up by the Guidance Unit and given to Civics Masters and Mistresses to be discussed in the class.

The Guidance Unit also conducted a survey among the students concerned after the visits, in order to find out their opinions on these visits. The general opinion was favourable and the students appreciated the necessity and value of these visits.

Information Service

The Guidance Unit is organising an information service (see Appendix 2) on careers both educational as well as vocational. Members of the Unit are compiling the necessary information to be passed to the students interested in particular careers or jobs. The Unit's main object is the organisation of a comprehensive up-dated career information service to schools.

The guiding principle continually before members of the Guidance Unit in the pursuance of their work has always been that described by Mrs M. Vestin in her outline of the Guidance Service, namely, that it is within the school that the developmental processes, educational, vocational and personal are best fostered and nourished.

In the formulation of its policy for work in the field of career guidance members of the Unit have kept this principle in mind. This embodies a further principle, also referred to by Mrs M. Vestin in her Report, that the implementation of the continuous developmental process requires the help and co-operation of personnel in the Labour Department for information to school-leavers regarding opportunities in, and requirements

for, the labour market, and the conditions of work, as well as for the follow-up studies of school-leavers after they join the world of work.

It was for this reason that in January 1972 an invitation was extended to the Senior Labour Officer, commonly known and addressed both by the Department of Labour and by the public in general as "Youth Employment Officer", to visit the schools and acquaint school-leavers in Form V with employment prospects, specific requirements and conditions of work.

It is in pursuit of this object that at a meeting held on the 18th April 1972, at the Department of Education and attended by the Directors of Education and Labour as well as other senior officials of both Departments, it was agreed that talks by trained officials of the Department of Labour could profitably be given to students attending Forms IV and V of the Grammar and Technical Schools. (This meeting is referred to by Mr Portelli in his paper on "The Youth Employment Service in Malta", reproduced in this Report).

International Contacts

(a) UNESCO Consultants

In connection with the reform of the admission procedure to Secondary Schools, Government obtained the services of Mr C.J. Tuppen, a UNESCO consultant on Tests and Testing. Mr Tuppen was in Malta in 1969/70 during which time he was attached to the Guidance Unit and assisted in his work by the Guidance Officers who after his departure carried on the work started by him.

In July, 1970, Government obtained the services for a year of Dr R. Cluff, a UNESCO consultant on Tests and Testing. Dr Cluff was attached to the Guidance Unit and was assisted in his work by the Guidance Officers.

(b) International Meetings

In April 1968 two members of the Guidance Unit attended a course on "Pupil Guidance Training for Teachers" organised by the Committee of General and Technical Education of the Council of Europe at Palma de Mallorca. This course proved to be of great help to the Unit in introducing pupil guidance training for teachers in Malta.

In September 1970 a member of the Unit attended a meeting on "Pupil Guidance" organised by the Educational and Technical Section of the Council of Europe and held in Copenhagen.

In November 1971 a member attended a meeting on the "Assessment of Non-Cognitive Factors in Secondary Schools" organised by the Educational and Technical Section of the Council of Europe in Berlin.

Conclusion

In conclusion, it is hoped that once the infrastructure is fully laid down and functioning properly, and also, when more qualified Guidance Officers are available on the Island, Guidance will be in a better position to help all young people of Malta, for the mutual benefit of both the nation and the individual.

QUESTIONNAIRE FOR FORM V

Name:

Age: Date: Year:

Please READ this form carefully before starting to fill it in,
then TICK or FILL in that statement that most applies to you.

Fill in blanks where applicable

1. I know exactly the job I want:

It is

2. I have decided firmly what job I want, but I would like some
further information about it.

It is

3. I had made up my mind about the job I wanted, but I am now
less certain about it.

It is

4. I know the type of job I want and I am considering a number
of similar alternatives:

They are (in order of preference):

1.

2.

3.

5. I am very interested in one or two rather different sorts
of jobs.

They are (in order of preference):

1.

2.
3.
6. I have made a tentative choice of what job I want, but I do not feel very happy about it.
- It is
7. I have not yet decided what job I want, but I can describe what I am looking for.
- The main features I will be looking for in a job are :
1.
2.
3.
8. I am far from deciding even what I am looking for in a job, but I do know what I want to avoid in a job.
- They are: 1.
2.
3.
9. I feel I am not likely to become qualified to get the only job that interests me:
- It is
- Tick on dotted line where applicable:
- 10. I have no idea what I want to do for a living.
- 11. I am not attracted to any job, and I do not wish to have regular employment.
12. If one of the above statements applies to you, use the following blank lines to describe your difficulty and the kind of help you would like.
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.....
.....
.....
.....
.....
.....
.....

NAME: _____ FORM: _____ AGE: _____

SCHOOL: _____

ADDRESS: _____

I KNOW WHAT JOB I WANT. In order of preference, I would like these three jobs:

First Choice: _____

Second Choice: _____

Third Choice: _____

WHAT IS THERE I LIKE ABOUT THESE JOBS?

First Choice: _____

Second Choice: _____

Third Choice: _____

WHAT IS THERE I DISLIKE ABOUT THESE JOBS?

First Choice: _____

Second Choice: _____

Third Choice: _____

I DO NOT KNOW WHICH JOB I WANT. However, I would like a job to have these qualities:-

MOREOVER, I would like the job not to have these qualities :-

I WISH/I DO NOT WISH to continue my studies after I finish the Fifth Form.

I WISH to continue studying to become _____

I DO NOT WISH to continue studying because _____

FURTHER COMMENTS: _____

Guidance Unit
Department of Education

SAMPLE CAREER INFORMATION SHEET

CAREERS
INFORMATION
SERVICE

GUIDANCE UNIT
Education Department
Malta

Ref: BC/1

Date: April 1972

INTRODUCTION

OPPORTUNITIES FOR STUDENTS
STUDYING RURAL SCIENCE

The Department of Agriculture and private industry have, and will continue to have, vacancies for qualified people at different levels. Both the Department, through various Embassies, as also private industry, send young people abroad for further studies.

DIFFERENT
LEVELS OF
EMPLOYMENT

The Department of Agriculture employs qualified personnel at these levels:

A. Scientific Officers

- i. Agricultural Economist
- ii. Agricultural Chemist
- iii. Horticulturist
- iv. Viticulturist and Oenologist
- v. Plant Pathologist
- vi. Entomologist
- vii. Veterinary Surgeon

Entry Requirements

Those selected to take up these posts will be required to proceed abroad for the appropriate University qualification such as B.Sc. Econ. for Agricultural Economist, B.Sc. Agric. (Chemistry) for Agricultural

	<p>Chemist, B.Sc. Hort. for Horticulturist, etc. Admission would depend on the particular University. British universities usually require G.C.E. Advanced Level in three relevant subjects preferably at grade B level.</p>
Salary and Pension	<p>This is in accordance with the Government salary scale in operation at the time. At present the maximum is £1750 + 10%. The post is on the Pensionable Establishment. In the private sector, salary scales are comparable with those usually offered by the Government.</p>
	<p>B. <u>Junior Scientific Officers</u></p> <p>i. Junior Agricultural Chemist ii. Analyst</p>
Entry Requirements	<p>Those selected for these posts would be required to be holders of the local degrees such as B. Pharm., or B.Sc. (with Chemistry).</p>
Salary	<p>Salary scale at present rises to a maximum of £1350 + 10%.</p>
	<p>C. <u>Agricultural Officers</u></p> <p>These would be required to follow courses abroad leading to a Diploma in Agriculture or horticulture. Applicants for these posts have to have G.C.E. O level in at least 4 subjects, including Chemistry, Biology and English.</p>
Salary	<p>Senior Agricultural Officer - As for Scientific Officers Agricultural Officer - As for Junior Scientific Officers</p> <p>Similar posts are available with private industry. Salary and conditions of work are usually advertised in the local press.</p>

HOW TO APPLY

For posts with the Department of Agriculture, applicants will have to follow the procedure laid down in the Government Gazette. As the posts become available they are advertised in the Government Gazette and also in the local Press. Posts in Private industry are usually advertised in the local Press.

SCHOLARSHIPS

From time to time, the Government of Malta invites applications for scholarships abroad leading to a degree or a diploma. These will be notified in the Government Gazette and in the Local Press. Private industries may also send employees for further training abroad.

Further Information:

For further information, contact:

- (i) The Guidance Unit
Education Department
32/33 M'Xetto Road
Valletta Tel: 21401 Ext 65
- (ii) Personnel Officer
Department of Agriculture
14 Scots Street
Valletta Tel: 24941