

---

## Editorial

Joanne Rita Grima  
Institute for Education

I am truly delighted about this issue of the Malta Journal of Education entitled "The Future is Now". The papers in this issue try to question and explore the profound changes and innovations that will shape the education landscape over the next decade. We have no magic glass ball, that's true, but this is no excuse. We are bound to innovate and reinvent ourselves for the sake of our children who are the priority in every educational conversation we will be conducting.

In this rapidly evolving world, the future of education hinges on our ability to anticipate and adapt to the needs of our students. As the saying goes – Adapt or Die! And to be able to adapt one has to be ready to continue to learn and know how to learn. I wish to emphasize a number of critical changes in education that I believe will define our path forward.

I have to start with the Integration of Technology and AI. This is not just a choice; it is a necessity because digital literacy, coding, and responsible technology use, together with the inclusion of AI, have already become a requirement for life. So students need the skillset to thrive in this digital age that is evolving supersonically. Imagine a curriculum where students learn computer programming and use AI to solve real-world problems, such as designing eco-friendly apps and programmes that will continue to learn to address environmental challenges.

And then how many times have we heard about Critical Thinking and Problem-Solving? One of education's primary roles is to foster critical thinking and problem-solving. But is the Learning Outcomes Framework designed to encourage students to apply their knowledge to complex, interdisciplinary projects? Picture students collaborating to develop innovative and creative

---

Contact: Joanne Rita Grima, joanne-rita.grima@ilearn.edu.mt

This is an Open Access article distributed under the terms of the Creative Commons Attribution-NonCommercialNoDerivatives License (<http://creativecommons.org/licenses/by-nc-nd/4.0/>), which permits non-commercial reuse, distribution, and reproduction in any medium, provided the original work is properly cited, and is not altered, transformed, or built upon in any way.

---

solutions for global issues, such as climate change and inequality. Pull down the walls of classrooms, and let's teach the children how to work together, debate ideas and come up with solutions. Can we envisage 3, 4, 5 different subject teachers collaborating on a project about sustainability, all tackling it from different angles and perspectives with their students?

And what about Social and Emotional Learning? Empathy, self-awareness, and emotional regulation are as vital as academic skills. But as educators, do you truly feel they are being given this importance? Let's envision an educational journey that explicitly teaches kindness, respect, and inclusivity as core values. The words 'explicitly teaches' require us to create opportunities in class where these values are lived and become the norm.

Another area that has to be at the forefront of any discussion related to learning is Cognitive Neuroscience. Without an understanding of human cognition – the brain architecture – decisions are taken blindly. Just to give a very simplistic example, how many new concepts can the brain of a 10-year-old take in six hours? Or which part of the brain is activated when a child is engaged and what activities can be planned to increase the possibility of this activation? Is this considered when designing timetables or when decisions are being taken about the number of subjects to be included in the curriculum?

And this certainly leads us to think about the Personalized Learning approach. The concept of personalized learning is key to the future of education. Imagine a curriculum that empowers each student to set their educational goals, explore topics that ignite their passions, and choose how to demonstrate achievement of outcomes. By offering choices, we cultivate lifelong learners who cherish the joy of discovery and who know the process of continuous learning as they would have explored it in the school community before adult life.

But personalised learning is entangled with Assessment for Learning. We have to rethink assessment, moving beyond high-stakes testing or exams as they do not lead to more learned students or better citizens. Instead, formative assessments focus on continuous improvement and holistic development. And please let us stop confusing continuous summative with formative assessment. They are not the same! Imagine students being observed and profiled so that the aim becomes continuous improvement and progression through a never-

---

ending feedback dialogue rather than judgment through tests and examinations that never feed forward.

Finally, let us remember that the future of education is not a distant vision; it is our collective responsibility to mould it. We have the privilege of preparing the children under our responsibility for a world of endless possibilities. Together, we can ensure that education is experienced as a development of oneself and a pathway to happiness. Let us forge ahead, working hand in hand to empower our students and create a brighter today and tomorrow. Welcome to "The Future is Now".