

## IN - Award: Introductory Course for Supply Teachers

MQF Level: 6

ECTS Value: 15 ECTS

Duration: 30 Sessions

Contact Hours: 30

Supervised Placement and Practice Hours: 170

Self-Study Hours: 125

Assessment Hours: 50

### Programme Description

This introductory course is intended for supply teachers already in employment without a teaching qualification. The aim of this programme is to provide a foundation in the necessary knowledge, skills and competences to facilitate the learning process of their students and to effectively create a positive learning environment.

### Entry Requirements

Applicants are to be engaged as a Supply Teachers and currently teaching in a licensed school.

### Overall Objectives and Outcomes

The objectives of this short programme are for participants to be able to:

- a) Employ assessment for learning strategies within their own teaching;
- b) Support and assess learners in their learning;
- c) Manage learners' behaviour utilising effective classroom strategies;
- d) Foster a secure and positive environment conducive to learning;
- e) Coordinate classroom resources and space.

### Programme Structure

This programme is composed of the following modules:

- Teaching, Learning and Assessment (4 ECTS)
- Creating a Positive Learning Environment (3 ECTS)
- Reflection on Practice (8 ECTS)

### Certification

Upon successful completion of this programme, course participants will be conferred an accredited certification.

## Further Learning Opportunities and Career Progression

This programme is part of the requirements of the [MOU 2009](#) agreement between MUT and the Government of Malta with regard to the training of supply teachers. Upon successful completion of this programme, course participants may use this certification to apply for Recognition of Prior Learning for accredited programmes.

## IN06 – Teaching, Learning and Assessment

MQF Level: 6

ECTS Value: 4 ECTS

Duration: 8 Sessions

Contact Hours: 20

Self-Study Hours: 48

Assessment Hours: 32

### Module Description

This module will be based on the familiarisation of Assessment *for* Learning (AFL) strategies, Universal Design for Learning (UDL) and the Learning Outcomes Framework in relation to the pedagogy of the classroom. Strategies for planning, aligned learning tasks with learning outcomes, success criteria and assessment practices within a scheme of work and lesson plan shall be presented. In addition, innovative ways of reporting and conferencing strategies to collect learning evidence and use scaffolding prompts will also form an essential component.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

#### Competences

- a) Produce aligned learning tasks with matching outcomes, success criteria and assessment practices considering learner variability;
- b) Design lessons through the UDL lens using UDL guidelines;
- c) Represent effectively the planned learning tasks within schemes of work and lesson plans;
- d) Create assessment processes for the particular tasks through Assessment for learning strategies and Universal Design for Learning;
- e) Establish reporting and conferencing techniques for collection of learning evidence and scaffolding prompts to enhance effective learning;
- f) Foster a learning environment which enables the engagement and participation of diverse learners.

#### Knowledge

- a) The principles of Assessment for Learning Strategies.
- b) The definition of Outcomes and its implication in Bloom's Taxonomy and the Learning Outcomes Framework.
- c) The writing of Learning Outcomes and Success Criteria.
- d) The planning of effective learning tasks aligned with assessment practices and outcomes within schemes of work and lesson plans.
- e) The various innovative methods of reporting and conferencing techniques.
- f) Learner variability;
- g) Theory and research basis for UDL.

## Skills

- a) Write learning outcomes and success criteria for different tasks;
- b) Create different learning tasks aligned with matching learning outcomes and effective assessment strategies within a scheme of work and lesson plan;
- c) Design learning opportunities for different levels whilst acknowledging learner variability;
- d) Use Assessment for Learning strategies and Universal Design for Learning to collect evidence of attained learning outcomes;
- e) Demonstrate how learning can move forward through planned innovative reporting and conferencing methods within the current practice;
- f) Identify barriers to learning and how address them;
- g) Plan lessons according to UDL guidelines and principles.

## Mode of Delivery

This module adopts an blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Online Learning Activities; Practical Assignment Tasks.

## Suggested Readings

1. Assessment Reform Group (2002) *Assessment for learning: 10 principles*, Cambridge: University of Cambridge.
2. Black, P., and Wiliam, D. (1998) *Inside the black box: raising standards through classroom assessment*, Phi Delta Kappan, 80 (2), pp. 139-148.
3. Black, P. (2001) *Formative Assessment and Curriculum Consequences Curriculum and Assessment* (ed. Scott, D.), Westport CT: Ablex Publishing, pp.7-23.
4. Black, P., Harrison, C., Lee, C., Marshall, B., and Wiliam, D. (2003) *Assessment for learning: Putting it into practice*, Buckingham: Open University Press.
5. CAST (2018). *Universal Design for Learning Guidelines version 2.2*.
6. James, M., Black, P., Carmichael, P., Conner, C., Dudley, P., Fox, A., Frost, D., Honour, L., MacBeath, J., McCormick, R., Marshall, B., Pedder, D., Procter, R., Swaffield, S. and Wiliam, D. (2006) *Learning How to Learn: tools for schools*, London, Routledge.
7. Leitch, R., Gardner, J., Mitchell, S., Lundy, L., Galanouli, D. and Odena, O. (2006) *Researching creatively with pupils in Assessment for Learning (AfL) classrooms on experiences of participation and consultation*; Paper presented at the European Council for Educational Research, University of Geneva, Switzerland.
8. Meyer, A., Rose, D.H. and Gordon, D. (2016). *UDL Theory to Practice*. Wakefield, MA:Cast Publishing.

9. Novack, K. (2016). *UDL Now*. Wakefield, MA: CAST Publishing.
10. Ralabate, P. K. (2016). *Your UDL Lesson Planner*. Baltimore, MD:Brooks Publishing.
11. Wiliam, D. (2010) An integrative summary of the research literature and implications for a new theory of formative assessment. In Andrade, H.L. and Cizek, G. J. (Eds.), *Handbook of formative assessment*, New York: Routledge, pp. 18-40.

## IN07 – Creating a Positive Learning Environment

MQF Level: 6

ECTS Value: 3 ECTS

Duration: 6 Sessions

Contact Hours: 15

Self-Study Hours: 36

Assessment Hours: 24

### Module Description

The aim of this module is to provide course participants with a sound knowledge of several learning theories and perspectives that developed over the last decades, and their implications to effective pedagogies that can be applied in the classroom. These theories and perspectives of learning will also serve as a platform to learn about, reflect upon and discuss various effective classroom management styles and techniques, and how diversified learning environments can be created to maximize learning for all students having different learning preferences, styles and needs. Thus, the module will simultaneously aim to help course participants learn about and reflect upon the propensities and affordances related to various strategies that lead to student engagement in the learning process.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

#### Competences

- a) Manage the knowledge acquired and reflected upon in ways that could be applied to classroom environments and make learning enjoyable, reachable, and accessible to all;
- b) Support students in developing various cognitive and non-cognitive skills that are essential for learning to take place;
- c) Foster an environment which encourages students to explore their inner worlds of talent and potential, and feel motivated enough to continue developing such potential.
- d) Establish positive relationships with parents for the benefit of the students' well-being and suggest opportunities to the school's SMT to create project initiatives through the input and cooperation of parents, students and teachers.
- e) Create opportunities for students and parents to come together in communities of learning, formally and non-formally, and share their knowledge and its applications to everyday life, reflections on life experiences, and insights gained for well-being.

#### Knowledge

- a) Outline main theories of learning that have great relevance and significant implications to pedagogy;
- b) Demonstrate knowledge on pedagogies that transpire from different learning perspectives, their philosophy, and the skills and competences they are based upon;
- c) Identify aspects and elements that comprise a conducive and diversified learning environment;

- d) Provide detail on how the pedagogical tools related to the pedagogies discussed can bring about a high level of students' engagement;
- e) Outline how diversified learning environments can be created in ways that cater for the needs and realities and learning style of diverse students;
- f) Explain how the classroom is managed for an optimum learning environment.
- g) Identify ways how parents, teachers and students can collaborate in various educational initiatives
- h) Explain how learning is mostly effective and deepened when mediated and reflected upon through communities of learning in and outside the classroom;
- i) Outline strategies for the effective implementation of a trans-disciplinary approach to learning through collaborative spaces that promote reflection.

## Skills

- a) Create different case study scenarios, analyze them, and think of solutions that pave the way forward for students and groups with specific challenges;
- b) Create opportunities and spaces for students in class and for parents during seminars and other events, to reflect on knowledge acquired and experiences lived through, to enhance their holistic well-being;
- c) Design class materials and resources that make classroom management and student engagement possible;
- d) Design activities that promote student knowledge construction in collaborative spaces;
- e) Apply learning theories and classroom management styles and techniques to assess and come up with alternative solutions for various challenges in everyday classroom practice;
- f) Demonstrate an understanding of how the implications of various learning theories can be concretized in trans-disciplinary pedagogies and educational initiatives;
- g) Demonstrate how the knowledge and skills learnt throughout the module can be applied to different scenarios and classroom situations in response to specific challenges.

## Mode of Delivery

This module adopts an online approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practical Assignment; Ongoing Online Tasks

## Suggested Readings

1. Clarke, S. (2001). *Unlocking Formative Assessment: Practical Strategies for Enhancing Pupil's learning the Primary Classroom*. Trans-atlantic Publications Ltd.
2. Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. ASCD.

3. Harlacher, J.E. (2015). *Designing Effective Classroom Management*. Marzano Research Laboratory.
4. Moyles, J. (2011). *Beginning Teaching, Beginning Learning: In Early Years and Primary Education*. Open University Press.
5. Partin, R.L. (2009). *The Classroom Teacher's Survival Guide: Practical Strategies, Management Techniques and Reproducibles for New and Experience Teachers*. John Wiley and Sons Inc.
6. Pritchard, A. (2017). *Ways of Learning: Learning Theories for the Classroom*. Taylor and Francis.
7. Rogers, B. (2015). *Classroom Behaviour*. Sage Publications.
8. Hornby, G. (2011). *Parental Involvement in Childhood Education: Building Effective School-Family Partnerships*. Springer.
9. Kaufman, D., Moss, D.M. & Osborn, T.A. (Ed.). (2003). *Beyond the Boundaries: A Transdisciplinary Approach to Learning and Teaching*. Praeger Publishers, Westport, CT.

### Supplementary Readings

1. Fisher, E.S. and Komosa-Hawkins, K. (2013). *Creating safe and supportive learning environments – A guide for working with lesbian, gay, bisexual, transgender, and questioning youth and families*. UK: Routledge
2. Marzano, R.J., Pickering, D.J. and Heflebower, T. (2010). *The highly engaged classroom*. Marzano Research Laboratory
3. Sangster, M. (2015). *Challenges Perceptions in Primary Education*. UK: Bloomsbury.



## IN08 – Reflection on Practice

MQF Level: 6

ECTS Value: 8 ECTS

Duration: 16 Sessions

Contact Hours: 5

Supervised and Practice Placement Hours: 150

Self-Study Hours: 40

Assessment Hours: 5

### Module Description

For this module the course participant will participate in a 6-week practice placement and will have opportunities of self-reflection about the everyday teaching and learning experience. Consequently, analysis and evaluation of methodologies used will lead to the upgrading of techniques adopted to scaffold learning in an improved manner and on a more personalised level for the child. Evaluation of own practices will be the basis of an action research approach to this module.

### Overall Objectives and Outcomes

By the end of this module, the learner will be able to:

#### Competences

- a) Develop a secure environment in which learners can make mistakes and continue to scaffold and proceed in their learning journey;
- b) Create an atmosphere in class in which the well-being of each learner can be perceived;
- c) Employ assessment for learning strategies within their own teaching;
- d) Support and assess learners in their learning;
- e) Manage learners' behaviour utilising effective classroom strategies.

#### Knowledge

- a) Describe conducive and diversified learning environment; and how effective engagement is crucial in motivating individuals in the learning process;
- b) Identify Assessment for Learning Strategies (AFL);
- c) Describe the difference between a scheme of work and a lesson plan;
- d) Write learning outcomes and success criteria within a plan following Bloom's Taxonomy and an outcomes based approach;
- e) List different reporting and conferencing techniques to show achievement of planned learning outcomes.

#### Skills

- a) Create a positive classroom environment which enhances the performance of students through new techniques and knowledge;
- b) Coordinate classroom resources and space;

- c) Develop clear classroom rules which are continuously enforced and are all relevant to maximising the learning that can take place;
- d) Categorise and transform tasks for learners using AFL practices, learning outcomes and success criteria.
- e) Develop a variety of assessment for learning techniques that enhance learning.

## Module Delivery

This module consists of a teaching practice with supportive feedback provided by a practicum visitor. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

## Assessment Methods

This module will be assessed through: Practicum File and Classroom Observational Visits

## Suggested Readings

1. Bandura, A. (1977) Towards a Unifying theory of Behavioural Change, *Psychological review*, 84(2) p. 191-285.
2. Grima, J., Satariano, A., Grima J., Curmi C., and Galea E. (2010). *Assessment for Learning: Practical Guide in the Classroom.*; Institute for Education.
3. Learning Outcomes Framework Portal: <http://www.schoolslearningoutcomes.edu.mt/en/> [Accessed 07 May 2018]
4. Ministry of Education and Employment (2016) *Education for All: Special Needs and Inclusive Education in Malta*, European Agency of Special Needs and Inclusive Education:

## Supplementary Readings:

1. Black, P. (2001) *Formative Assessment and Curriculum Consequences* Curriculum and Assessment (ed. Scott, D.), Westport CT: Ablex Publishing, p.7-23.
2. Black, P., Harrison, C., Lee, C., Marshall, B., and Wiliam, D. (2003). *Assessment for learning: Putting it into practice*, Buckingham: Open University Press.
3. James, M., Black, P., Carmichael, P., Conner, C., Dudley, P., Fox, A., Frost, D., Honour, L., MacBeath, J., McCormick, R., Marshall, B., Pedder, D., Procter, R., Swaffield, S. and Wiliam, D. (2006) *Learning How to Learn: tools for schools*, London, Routledge.
4. Leitch, R., Gardner, J., Mitchell, S., Lundy, L., Galanouli, D. and Odena, O. (2006) *Researching creatively with pupils in Assessment for Learning (AfL) classrooms on experiences of participation and consultation*; Paper presented at the European Council for Educational Research, University of Geneva, Switzerland.
5. Marzano. R.J., (2012) *Becoming a Critically Reflective Teacher*, Marzano Research Laboratory.
6. Wiliam, D. (2011) *Embedded Formative Assessment* Solution Tree Press. Valencia, R. R., (2010) *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice*, Taylor and Francis Ltd.