

MAEL 206 – The Leadership of Effective Pedagogy

ECTS Value: 5 ECTS
Self-Study Hours: 70

Contact Hours: 25
Assessment Hours: 30

Overall Objectives and Outcomes

This study unit sets out to help Educational Leaders use their leadership role and skills in order to lead a more effective pedagogical experience in the Educational Institutions they are responsible for.

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

Competences

- a. critically reflect on their own practice as educational leaders;
- b. conduct a SWOT analysis to help them build upon the strengths of their educational institution, identify weaknesses and threats and capitalise on opportunities at hand to steer their institution to a path of continuous development and growth;
- c. direct their own learning pathway to areas that will help them, as educational leaders, be in a better position to have a positive impact on the pedagogical culture of their education institution;
- d. bring about meaningful and sustained improvements in teaching and learning across the educational organisation, s/he works in, through the use of various vehicles and in line with practices in similar organisations abroad.

Knowledge

- a. demonstrate different views on and definitions of pedagogy;
- b. display insights on the pedagogical culture in Maltese Educational Organisations;
- c. critically assess ongoing debates related to pedagogy in the local sphere;
- d. comprehensively identify current pedagogical policy in Malta;
- e. critically review programmes and initiatives which are shaping pedagogy in Malta;
- f. comprehend how leaders in other educational systems seek to develop their pedagogy.

Skills

- a. select high-level readings – literature written in a critical and nuanced way, underpinned by solid, convincing arguments and built on robust data – that are relevant to the notion they are studying;
- b. systematically understand key concepts related to effective pedagogy;
- c. systematically and creatively deal with complex issues related to pedagogy.

Assessment Methods

This module will be assessed through: Online reflective posts and peer feedback, Assignment.

Suggested Readings

Core Reading List

1. Siraj, I. & Taggart, B. (2014); *Exploring Effective Pedagogy in Primary Schools: Evidence from Research*. Pearson. London.

2. James, M. & Pollard, A. (2011) TLRP's ten principles for effective pedagogy: rationale, development, evidence, argument and impact, *Research Papers in Education*, 26:3, 275-328, DOI: 10.1080/02671522.2011.590007

Supplementary Reading List

1. Alexander, R.J. (2004); Still no pedagogy? Principle, pragmatism and compliance in primary education. *Cambridge Journal of Education*, 34(1), 7–33.
2. Cutajar, M. (2007); Educational Reform in the Maltese Islands. *Journal of Maltese Education Research*, 5(1), 3-21.
3. Dale, R. (2009); Pedagogy and cultural convergence. In H. Daniels, H. Lauder & J. Porter (Eds.), *Educational Theories, Cultures and Learning: A Critical Perspective*, (pp. 27-38). New York: Routledge.
4. Darmanin, M. (1990); Maltese Primary School Teachers' Experience of Centralised Policies. *British Journal of Sociology of Education*, 11(3), 275-308.
5. Fenech, J. (1991); Laying the Foundations for Cultures of Teaching. *Education (Malta)*, 4(2), 2-8.
6. Fenech, J. (1991); Primary curriculum development and evaluation in Malta: the current situation. In C. Farrugia (Ed.), *A National Minimum Curriculum for Malta: proceedings of the Maltese workshop on the National Minimum Curriculum for the primary level*, (pp. 35-45). Malta: The University of Malta, The Foundation for International Studies and The Ministry of Education.
7. Freire, P. (1972); *Pedagogy of the oppressed*. New York: Herder and Herder.
8. Hamilton, D. (2009); Blurred in translation: Reflections on pedagogy in public education. *Pedagogy, Culture & Society*, 17(1), 5–16.
9. Leach, J. & Moon, B. (2008); *The Power of Pedagogy*. London: SAGE publications Ltd.
10. Murphy, P. (1996); Defining Pedagogy. In P.F. Murphy & C.V. Gipps (Eds.), *Equity in the Classroom: Towards Effective Pedagogy for Girls and Boys*, (pp. 28-39). UNESCO.
11. Peresso, R. (2016); "Malta+5: Insights on the Pedagogical Culture in Maltese Primary Schools Through International Comparisons" in Hallitzky M, Rakhkochkine A, Koch-Priewe B, Störtländer JC, & Trautmann M; (Editors), *Comparative Research into Didactics and Curriculum - National and International Perspectives*, (pp. 231-9). Bad Heilbrunn: Klinkhardt.
12. Peresso, R. (2016); "Riding on the back of a giant: adding Malta to the 5 Cultures study by Robin Alexander" in *Compare: A Journal of International and Comparative Education*. DOI: 10.1080/03057925.2016.1253457
13. Sahlberg, Pasi. (2015); *Finnish lessons 2.0: what can the world learn from educational change in Finland?* New York: Teachers College Press.
14. Thiessen, D., Campell, E., Gaztambide-Fernandez, R., Niyozov, S., Anwaruddin, S., Cooke, C. & Gladstone, L. (2013); Perspectives on Pedagogy. *Curriculum Inquiry*, 43(1), 1-13.