

MEDU102 Teaching Practice I

ECTS Value: 10 ECTS

Supervised Placement and Practice Hours: 170

Assessment Hours: 10

Contact Hours: 10

Self-Study Hours: 60

Overall Objectives and Outcomes

During this module, the course participant spends 7 weeks teaching 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.

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

Competences:

- a. Develop a secure environment in which learners are allowed to make mistakes and are scaffolded to proceed in their learning journey;
- b. Create a socially just environment in which equity is valued by all and learners are resources for each other;
- c. Create an atmosphere in class in which the well-being of each learner can be perceived;
- d. Collaborate closely with the Learning Support Assistant through the sharing of scheme of work, lesson planning, resources;
- e. Collaborate closely with the Senior Management team to enhance the daily learning experience of each learner;
- f. Collaborate with other teachers to promote a professional learning community through which a continuing professional development philosophy is experienced;
- g. employ the most appropriate pedagogy in a given classroom situation.

Knowledge:

- a. appreciate the importance of devising a scheme of work and lesson planning;
- b. identify motivation techniques and other required elements to create an environment conducive to diversified learning;
- c. recall the 'Education for all' strategy as well as its *raison d'être*;
- d. recognise the elements required to create a democratic and socially just learning environment;
- e. appreciate Assessment for Learning Strategies (AFL);
- f. recognise the Learning Outcomes Framework as an important reference for teachers;
- g. appreciate the importance and the relevance of Bloom's Taxonomy.

Skills:

- a. create a positive classroom environment which enhances the performance of students through new techniques and knowledge and analyse what works well and what needs to be changed;

- b. evaluate classroom challenges and, including those of challenging behaviour resulting from various reasons, and decide on an intervention;
- c. categorise and transform tasks for learners using AFL practices, learning outcomes and success criteria ensuring that all are on task and being challenged at their level;
- d. develop a scheme of work, lesson plans and a variety of tasks that can strategically scaffold learning;
- e. present content matter in an appealing, logical and comprehensible manner.

Assessment Methods

This module will be assessed through: Practicum

Suggested Readings

Core Reading List:

1. Assessment for Learning: Practical Guidelines for the Classroom – Institute for Education, Pembroke, Malta: [https://ilearn.edu.mt/malta/links/files.phtml/579a36489aaf8.1727835577\\$470227503\\$/Resources+prcent+28Hidden+prcent+29/Year+and+Units+Pages+files/AfL-+Practical+Guidelines+for+the+classroom+-+Institute+for+Education+Malta+.pdf](https://ilearn.edu.mt/malta/links/files.phtml/579a36489aaf8.1727835577$470227503$/Resources+prcent+28Hidden+prcent+29/Year+and+Units+Pages+files/AfL-+Practical+Guidelines+for+the+classroom+-+Institute+for+Education+Malta+.pdf)
2. Ministry of Education and Employment (2016) Education for All: Special Needs and Inclusive Education in Malta, European Agency of Special Needs and Inclusive Education: <https://education.gov.mt/en/Documents/Special%20Needs%20and%20Inclusive%20Education%20in%20Malta%20C2%AD-%20External%20Audit%20Report.pdf>
3. Learning Outcomes Framework Portal: <http://www.schoolslearningoutcomes.edu.mt/en/>
4. Bandura, A. (1977) Towards a Unifying theory of Behavioural Change, Psychological review, Vol. 84, No. 2, pg. 191-285: <https://www.uky.edu/~eushe2/Bandura/Bandura1977PR.pdf>
5. Clarke, S., (2014) Outstanding Formative Assessment: Culture and Practice, Hodder Education.
6. Clarke, S., (2016) Growth mindset Lessons: Every child a learner, Hodder Education.
7. Clarke, S., (2005) Formative Assessment in Action: Weaving the elements together, Hodder Murray.
8. Wiliam, D., (2011) Embedded formative assessment, Solution Tree Press.

Supplementary Reading List:

1. Marzano. R.J., (2012) Becoming a Critically Reflective Teacher, Marzano Research Laboratory.
2. 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.
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. 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.
6. 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.

Useful Online Resources:

1. <http://www.aiaa.org.uk/blog/2010/06/16/assessment-reform-group/>
2. [https://ilearn.edu.mt/malta/links/files.phtml/579a36489aaf8.1727835577\\$470227503\\$/Resources+prcent+28Hidden+prcent+29/Year+and+Units+Pages+files/60FormativeAssessment.pdf](https://ilearn.edu.mt/malta/links/files.phtml/579a36489aaf8.1727835577$470227503$/Resources+prcent+28Hidden+prcent+29/Year+and+Units+Pages+files/60FormativeAssessment.pdf)
3. <http://www.dylanwiliam.org/Dylan+Wiliams+website/Welcome.html>
4. <http://connect2learning.com/members/anne-davies/>
5. <https://www.shirleyclarke-education.org/>
6. <https://www.teachervision.com/teaching-methods/curriculum-planning/58765.html>
7. <https://juliaec.wordpress.com/2011/03/23/blooms-taxonomy-encouraging-higher-cognitive-thinking-in-primary-school-classrooms/>