

BEDU317 The Professional Educator: Personal and Social Competences

ECTS Value: 4 ECTS
Self-Study Hours: 80

Contact Hours: 20
Assessment Hours: 20

Overall Objectives and Outcomes

In this module, course participants will be able to reflect on their role as facilitative educators as opposed to didactic educators. In addition, they will be able to practice personal and social skills and competences that they require in their profession. In this module, student and teacher motivation will be discussed. The module will focus on how the personal and social competences tackled can be applied to their life, their profession and their work with parents. Finally, the module will focus on their well-being, its preservation and support structures that can enhance their well-being.

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

Competences

- a. develop their skills and competences necessary for their personal life and their professional practice;
- b. deploy personal and social skills so as to be able to work with parents;
- c. reflect on the importance of well-being for the professional educator;
- d. reflect on how one can enhance the educators' motivation.

Knowledge

- a. list the personal and social competences that make an effective educator;
- b. identify the skills and competences required for a prospective educator;
- c. outline on how the skills and competences can be applied in their work with other educators, students and parents;
- d. describe the way educators can be reflective practitioner;
- e. identify ways how a professional educator can preserve and maintain their holistic well-being.

Skills

- a. apply person-centred approaches to teaching and learning;
- b. plan procedures that maintain teacher and student motivation;
- c. work on their personal and social competences, necessary for their work and their own life;
- d. enhance their own well-being as educators.

Assessment Methods

This module will be assessed through: Online Tasks, Video Presentation, and Peer Feedback.

Suggested Readings

Core Reading List:

1. Schön, D. A. (1987). Teaching artistry through reflection-in-action. In Schön, D. A. *Educating the reflective practitioner* (pp. 22-40). San Francisco, CA: Jossey-Bass Publishers.
2. Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and Applications* (2nd ed.). Columbus, OH: Merrill-Prentice Hall.
3. Camilleri, S., Caruana, A., Falzon, R., & Muscat, M. (2012). The promotion of emotional literacy through PSD: The Maltese experience. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 30(1), 19-37. doi: 10.1080/02643944.2011.651223.
4. Thornton, A. (2005), The Artist Teacher as Reflective Practitioner. *International Journal of Art & Design Education*, 24: 166–174. doi:10.1111/j.1476-8070.2005.00437.x
5. American Federation of Teachers, (2007). *Building Parent-Teacher Relationships*. Washington, D.C.: American Federation of Teachers.
6. *National Parenting Education Network. (2015). Parenting Educator Competencies Resource Document*. Retrieved from: <http://npen.org/wp-content/uploads/2016/01/Parenting-Educator-Competencies-Resource-Document.pdf>
7. Michaelson, J., Mahony, S., & Schifferes, J. (2012). Measuring wellbeing. A guide for practitioners. *A short book for voluntary organizations and community groups*. London: NEF.
8. Nemec, M., & Roffey, S. (2005). *Emotional literacy and the case for a whole-school approach to promote sustainable educational change*. Australian Association for Research in Education. Retrieved from: www.aare.edu.au/05pap/nem05355.pdf.
9. Salisch, M. V. (2001). Children's emotional development: Challenges in their relationships to parents, peers, and friends. *International Journal of Behavioral Development*, 25(4), 310-319.

Supplementary Reading List:

1. Bintz, W.P., & Dillard, J. (2007). Teachers as reflective practitioners: Examining teacher stories of curricular change in a 4th grade classroom. *Reading Horizons*, 47 (3), 203-227.
2. Dweck, C.S. (1999). *Self-theories: Their role in motivation, personality and development*. Philadelphia, USA: The Psychology Press.