

BEDU105 Teaching Practice I

ECTS Value: 10 ECTS

Overall Objectives and Outcomes

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.

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. collaborate closely with the Learning Support Assistant through the sharing of scheme of work, lesson planning, resources;
- d. collaborate closely with the Senior Management team to enhance the daily learning experience of each learner;
- e. collaborate with other teachers to promote a professional learning community through which a continuing professional development philosophy is experienced.

Knowledge

- a. describe conducive and diversified learning environment and how effective engagement is crucial in motivating individuals in the learning process;
- b. define the philosophy of 'education for all' and how this concept can be implemented in the classroom;
- c. to identify Assessment for Learning Strategies (AFL);
- d. describe the difference between a scheme of work and a lesson plan;
- e. write learning outcomes and success criteria within a plan following Bloom's Taxonomy and an outcomes-based approach;
- f. 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. Manage learners' behaviour with clear rules which are constantly 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.

Assessment Methods

This module will be assessed through: Practicum

Suggested Readings

Core Reading List:

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:
5. <https://education.gov.mt/en/Documents/Special%20Needs%20and%20Inclusive%20Education%20in%20Malta%20%C2%AD-%20External%20Audit%20Report.pdf> [Accessed May 2018].

Supplementary Reading List:

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 William, 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 William, 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. William, D. (2011) *Embedded Formative Assessment* Solution Tree Press. Valencia, R. R., (2010) *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice*, Taylor and Francis Ltd.

Useful Online Resources:

1. <http://www.aaia.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.dylanwilliam.org/Dylan_Williams_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/>