

BEDU401 Teaching Practice III

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 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 Educators, Senior Management Team and other teachers to promote a professional learning community through which a continuing professional development philosophy is experienced;
- e. employ techniques to show how learners think and have the opportunity to expose their misconceptions;
- f. use assessment for learning strategies in a non-mechanical manner to scaffold learning;
- g. develop interventions to address difficulties learners may experience;
- h. create a classroom that is constantly demanding more.

Knowledge

- a. describe different methodologies that can be employed to engage diverse learners;
- b. define the different types of feedback that scaffold learning;
- c. explore different intervention methods to address learning difficulties and/or well-being issues;
- d. justify the importance of developing positive, highly responsive, democratic and socially just learning environments;
- e. identify with the 'education for all learners' strategy and develop essential skills to meet the need of diverse learners in the classroom setting;
- f. describe the difference between a scheme of work and a lesson plan;
- g. write learning outcomes and success criteria within a plan following Bloom's Taxonomy and the learning outcome-based approach;
- h. exhibit deep knowledge of the subject and the scaffolding progressions;
- i. list different reporting and conferencing techniques through defined and planned learning outcomes.

Skills

- a. create a positive classroom environment which enhances the performance of students through new techniques and knowledge;
- b. show mastery in how to solve classroom problems, including those of challenging behaviour resulting from various reasons;
- c. categorise and transform tasks for learners using AFL practices, learning outcomes and success criteria;
- d. develop a variety of assessment of learning tools that enhance learning;
- e. use effective open-ended questions and allow dialogic talk to expose learning and misconceptions;
- f. recognise learners' self-worth;
- g. attribute learners' success to effort rather than the ability, and value resilience to failure.

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)
2. Coe, R., Aloisi, C., Higgins, S. and Major L.E. (2014). What makes great teaching? Review of the underpinning research. Centre for Evaluation and Monitoring. Retrieved from: <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>
3. Grima, J., Satariano, A., Grima J., Curmi C., and Galea E. (2010). *Assessment for Learning: Practical Guide in the Classroom.*; Institute for Education.
4. Hall, P. and Simeral, A. (2015). *Tech, Reflect, Learn Building your capacity for success in the classroom.* ASCD.
5. Learning Outcomes Framework Portal: <http://www.schoolslearningoutcomes.edu.mt/en/>
6. 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%20%C2%AD-%20External%20Audit%20Report.pdf>
7. Valencia, R.R. (2010). *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice*
8. Wiliam, D. (2017). *Embedded Formative Assessment.* US: Solution Tree Press

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 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 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.

Useful Online Resources:

8. <http://www.aaia.org.uk/blog/2010/06/16/assessment-reform-group/>
9. [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)
10. http://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html
11. <http://connect2learning.com/members/anne-davies/>
12. <https://www.shirleyclarke-education.org/>
13. <https://www.teachervision.com/teaching-methods/curriculum-planning/58765.html>
14. <https://juliaec.wordpress.com/2011/03/23/blooms-taxonomy-encouraging-higher-cognitive-thinking-in-primary-school-classrooms/>