

**Course Framework:** Adaptation Course for Supply Teachers who have a B.Ed. (Hons) or a first Degree plus a PGCE in a subject taught at secondary level and who have been teaching in the primary sector

Duration: 30 weeks      30 ECTS (750 hours) Post Graduate Certificate MQF Level 7 Partial Qualification (Part-time)  
750 Hours + 2 Practicum visits (+ 1 more visit if participant fails a minimum of 1 visit out of 2)

Component	Modules	ECTS	Contact hours per module
<p><b>The teacher as a leader in the Primary classroom</b></p> <p>Analysis of teaching dilemmas; Equity and Social justice as pre requisites for an inclusive classroom environment; Analysis of role and expectations, Responsibilities; Analysis of the learning process and the developmental stages of the child.</p>	<p><b>The merging of theory and practice;</b></p>	1	5
<p><b>Effective teaching and learning strategies</b></p>	<p><b>Classroom Management</b></p>	2	10
<p><b>Well-being</b></p>	<p><b>Education for Sustainable Development (including EkoSkola) and out-of-class activities</b></p>	1	5
	<p><b>Emotional Well Being</b></p>	1	5
	<p><b>Interculturalism in the Primary Sector</b></p>	1	5

<p><b>Pedagogy and Assessment of Learning Areas</b></p> <p>All areas need include outcomes about how the Cross Curricular Themes and 21st century skills (Critical Thinking, Creative Thinking, Collaborating, and Communicating) will feature in the teaching of that area. Each area should provide opportunities to discuss pedagogy, assessment and the use of technology to enhance learning. Moreover, learning programmes ought to infuse equity and social justice to enhance the sense of inclusion and provide high quality education for all. All learning areas need to be integrated so as to give the teacher the tool to be capable to create links among the subjects.</p> <p>Addressing Pedagogy and Content taking an outcomes based approach for:</p>	<b>Mathematics</b>	2	10
	<b>Maltese</b> (including language awareness and the teaching of the 4 skills)	2	10
	<b>English</b> (including language awareness and the teaching of the 4 skills)	2	10
	<b>Science</b>	2	10
	<b>Social Studies (Geo, Hist &amp; SS)</b>	1	5
	<b>Religious Education and Ethics,</b>	1	5
	<b>Physical Education</b> (to include awareness of what adaptations can be implemented to include students with physical disabilities)	1	5
<p><b>Differentiation and Diversity in the Primary Classroom</b></p>	<b>Creating an inclusive environment:</b> Addressing the learning needs of each child; supporting the needs of children having a learning difficulty / disability and children who are gifted and talented and migrant children with a language barrier.	1	5
	<b>Autism:</b> Understanding the spectrum of autism and	1	5

	indicators, creating an autism friendly classroom and how to provide individual support		
	<b>Specific Learning Difficulties:</b> understanding Dyslexia and its indicators, creating a dyslexia friendly classroom, and how to provide individual support, Dyscalculia, accessing the SpLD service	1	5
<b>Language, Literacy and Numeracy Development</b>	<b>Embracing a literacy strategy</b> and the bilingual policy; teaching English and Maltese as a second language; teaching progressions in reading, writing and communication skills; Embedding language into the whole curriculum; Writing workshops.	2	10
	<b>Embracing numeracy strategies</b> using an Inquiry based learning approach that encompasses authentic and experiential learning giving the tools for problem solving.	1	5
<b>Assessing Learning</b>	<b>Assessment for Learning</b> strategies Reporting and Conferencing Learning portfolios and Profiles	3	15
	<b>Summative Assessment:</b> Setting examination papers, developing marking schemes, continuous assessment, issues of validity, reliability and fairness.	2	10
	<b>International Assessments</b> PIRLS and TIMMS	1	5

<b>Integrating policies and reforms</b>	<b>The implementation of policies;</b> The context of the local school culture vs historical national reforms.	1	5
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