

TWS – Award in Teaching Writing Skills in Primary and Secondary Schools

MQF Level: 6

ECTS Value: 6 ECTS

Programme Description

Educators will be able to apply writing process methodology in their classroom, in an after-school setting and/or with individual students. They will develop the skills to plan authentic writing activities, to lead students through the writing process, and how to provide tangible feedback to students.

Educators will analyse different writing genres in terms of language use and styles adopted, develop skills to select the most appropriate writing strategies, and how to analyse writing activities within a balanced literacy approach, to address students' literacy needs. The gradual release model of responsibility will be utilised; and participants will gain the skills to plan modelled, guided and independent writing activities.

The training course will help participants understand the reading-writing connection, the use of writing workshops and how to use authentic texts and books during writing activities.

The learner will be able to:

- a) support students in writing activities within their classroom or with individual students.
- b) describe and implement journaling, the modelled, shared, guided or independent writing activities, and using authentic texts;
- c) define the stages of writing process methodology, and balanced literacy theory and practice; analyse writing activities based on students' literacy needs and difficulties.

Entry Requirements

Applicants interested in following this programme are to satisfy one of the minimum eligibility criteria:

- A minimum of MQF Level 5 in Education (60 ECTS);

OR

- Diploma in Facilitating Inclusive Education at MQF Level 5 (60 ECTS) AND 2 full years in an educational role.

Overall Objectives and Outcomes

The objectives of this short programme are for participants to able to:

- a) describe and discuss writing process methodology, the gradual release of responsibility model and the reading-writing connection
- b) plan a writing programme based on students' needs and difficulties
- c) develop a range of writing activities within a balanced literacy approach

- d) collaborate with parents/caregivers and plan to involve them in writing activities in the classroom
- e) analyse own learning for professional growth
- f) develop the skills and ability to be able to further one's studies at a higher level.
- g) critically reflect on own practice

Programme Structure

This programme is composed of the following modules:

- The National Literacy Strategy and Balanced Literacy: Theory and Practice (1 ECTS)
- Writing Process Methodology – from Planning to Publishing (3 ECTS)
- The Reading – Writing Connection (1 ECTS)
- Writing Across the Curriculum (1 ECTS)

For further details regarding delivery and assessment, kindly refer to the individual module descriptors below and on the IfE Portal.

Certification

Upon successful completion of this programme, course participants will be conferred an accredited certification.

Further Learning Opportunities and Career Progression

Upon successful completion of this module, course participants may use certification conferred to apply for Recognition of Prior Learning for accredited programmes. Teachers may also use this certification in their application for accelerated progression.

TWS01 – The National Literacy Strategy and Balanced Literacy: Theory and Practice

MQF Level: 6

ECTS Value: 1 ECTS

Module Description

This module will give participants an overview of the National Literacy Strategy for All and introduce the components of a balanced literacy approach (read aloud, shared reading, modelled reading, guided reading, independent reading, modelled writing, shared writing, guided writing, independent writing and word study).

A balanced literacy approach can be implemented with all students to address their literacy difficulties. Participants will be introduced to a balanced literacy approach to teaching and learning within a theoretical and practical framework.

Overall Objectives and Outcomes

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

Competences

- a) identify aspects of a balanced literacy approach they are currently utilising in their teaching
- b) deliver literacy lessons integrating at least one of the components of a balanced literacy approach

Knowledge

- a) the key literacy strategies and balanced literacy
- b) the pedagogy and methodology of a balanced literacy approach including the gradual release model of responsibility
- c) the teacher's role in the teaching and learning process of balanced literacy

Skills

- a) understand the components of a balanced literacy approach
- b) apply one component of a balanced literacy approach to their classroom or group context
- c) develop a multi-sensory, hands-on and scaffolded methodology in the delivery of writing activities
- d) analyse the components of balanced literacy they are proficient in implementing
- e) identify the components of a balanced literacy approach and assess how they can implement these components in their teaching

Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to

the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module may be assessed through: Reflective Write-up

Suggested Readings

Core Reading List

- 1) Bodman, S & Franklin, G (2014). *Which Book and Why*, Institute of Education Press, University of London.
- 2) Cecil, N. L. (2011) *Striking a Balance: A comprehensive approach to Early Literacy*. Holcomb Hathaway, United States.
- 3) Ministry for Education and Employment, (2014). *A National Literacy Strategy for all in Malta and Gozo*. Available online: <http://education.gov.mt/en/Documents/Literacy/ENGLISH.pdf>
- 4) Ministry for Education (2012). *The National Curriculum Framework for All*. Available online: <http://curriculum.gov.mt/en/resources/the-ncf/pages/default.aspx>.

Supplementary Reading List

- 1) Mermelstein, L.; foreword by Calkins, L. (2006) *Reading/Writing Connections in the K-2 Classroom: Find the Clarity and then Blur the Lines*. Pearson Education Inc.
- 2) Rief, S.F. & Heimburge, J.A (2007). *How to Reach and Teach all Children through Balanced Literacy*. John Wiley & Sons Inc.
- 3) Tompkins, G.E. (2006) (4th ed.) *Literacy for the 21st Century: A Balanced Approach*. Pearson, New Jersey.
- 4) www.fountasandpinnell.com/resourcelibrary/default?search=phonics#Document395

TW02 – Writing Process Methodology – From Planning to Publishing

MQF Level: 6

ECTS Value: 3 ECTS

Module Description

This module will focus on writing process methodology, writing as a process, starting from drafting to publishing, and scaffolding learning to improve writing instruction.

These key areas will be tackled:

- 1) writing process methodology within a balanced literacy approach
- 2) journal writing
- 3) writing process methodology from pre-writing to publishing
- 4) modelled, shared, guided emergent writing leading to independent writing

Overall Objectives and Outcomes

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

Competences

- a) implement writing process strategies in his/her classroom
- b) understand the key classroom practices which promote development in writing
- c) assist students develop their creative writing skills by using a range of pre-writing, editing, revising and publishing strategies
- d) deliver a range of writing activities to lead students to write independently through modelled, shared and guided and practice

Knowledge

- a) the writing process methodology strategies
- b) the gradual release model of responsibility
- c) the way a balanced literacy approach can be applied to the teaching of writing
- d) strategies which scaffold writing activities

Skills

- a) plan writing activities within a balanced literacy and teaching model
- b) model writing activities to enable students to write independently
- c) choose appropriate editing strategies
- d) identify appropriate writing strategies to address students' strengths, difficulties and learning needs
- e) evaluate the most appropriate writing activities within his/her classroom/group context
- f) select one select and writing strategy and plan to deliver in own classroom/group

Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to

the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module may be assessed through: Critical Reflection and Resources

Suggested Readings

Core Reading List

1. C Bowkett S. (2014). *A Creative Approach to Teaching Writing*. London & New York: Bloomsbury Education.
2. Cowley, S. (2011) *Getting the Buggers to Write*. 3rd ed. Great Britain: Continuum International Publishing Group.
3. Damron, L., Sanders, J. (2016). *They're All Writers: Teaching Peer Tutoring in the Elementary Writing Center*. USA: Teachers' College Press
4. Gair, M. (2015). Slaying the Writing Monsters: Scaffolding Reluctant Writers through a Writing Workshop Approach. *International Journal of Teaching & Learning in Higher Education*. 27(3), 443-456.
5. Fletcher, R., Portalupi, J. (2001). *Writing Workshops: The Essential Guide*. USA: Heinemann, Reed Elsevier Inc.
6. McCormick, Calkin, L. (1994). *The Art of Teaching Writing*. USA: Addison-Wesley Education Publishers Inc. 2nd ed. Portsmouth, NH: Heinemann
7. Mermelstein, L.; foreword by Calkins, L. (2006). *Reading/Writing Connections in the K-2 Classroom: Find the Clarity and then Blur the Lines*. Pearson Education Inc.
8. Proett, J., & Gill, K. (1986). *The Writing Process in Action: A Handbook for Teachers*. National Council of Teachers of English, Illinois, USA.

Supplementary Reading List

1. Corbett P. (2010). *How to Teach Story Writing at Key Stage 1*. USA & Canada: Routledge.
2. Culham, R. (2006). The Trait Lady Speaks Up. *Educational Leadership*; October 2006, Vol. 64 Issue 2, p53-57.
3. Dunn, M.W. & Finley, S. (2010). Children's Struggles with the Writing Process: Exploring Storytelling, Visual Arts, and Keyboarding to Promote Narrative Story Writing, *Multicultural Education*, vol. 18, no. 1, pp. 33-42.
4. Elbow, P. (1998). More Ways to Revise. *Writing with Power: Techniques for mastering the writing process*. Retrieved from <https://ebookcentral.proquest.com>
5. Gibson, S.A. (2009). An Effective Framework for Primary-Grade Guided Writing Instruction, *The Reading Teacher*, vol. 62, no. 4, pp. 324-334.
6. Harrington, S. L. (1994). An author's storyboard technique as a prewriting strategy. *Reluctant Teacher*, 48, 283-286.
7. Meier D. (2011). *Teaching Children to Write*. New York & Berkeley: Teachers College Press & National Writing Project.
8. Portalupi J. & Fletcher R. (2007). *Craft Lessons Teaching Writing K-8*. USA: Stenhouse Publishers.
9. Tompkins G. (2009). *50 Literacy Strategies Step by Step*. USA: Pearson Education.

Videos

1. www.youtube.com/watch?list=PLLxDwKxHx1yLAIMRWmhQj8otfK9ToSqLM&time_continue=8&v=rBxBlU00kYe
2. www.youtube.com/watch?v=8j27mMyGWfM
3. www.youtube.com/watch?v=23af-ASifr4

Supplementary Videos

1. www.youtube.com/watch?v=xfYZV2f3ncA
2. www.youtube.com/watch?v=aEEQc8xWays

TWS03 – The Reading-Writing Connection

MQF Level: 6

ECTS Value: 1 ECTS

Module Description

This module will focus on the importance of linking reading and writing, using a variety of texts and books. The writing workshop set-up will also be discussed and how it can be used to in classroom or group settings.

These key areas will be tackled:

- 1) the reading-writing connection
- 2) the use of authentic texts and/or animated texts
- 3) the implementation of writing workshops in the classroom and in the Agency's after-school writing initiatives
- 4) storytelling and oracy strategies

Overall Objectives and Outcomes

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

Competences

- a) plan and develop writing lessons with a focus on the reading-writing connection, using a range of texts, books and genre
- b) develop oracy strategies which will lead to writing
- c) apply at least one of the components of writing process methodology
- d) respond to students' writing needs and difficulties
- e) empower students to work independently and at their own pace

Knowledge

- a) the reading-writing connection and how to implement strategies with their students
- b) the phases of writing workshops and how to plan for successful implementation
- c) the theoretical and practical knowledge on the use of writing workshops, including the use of writing stations
- d) use of authentic texts, books and resources in the classroom
- e) the writing workshop to target student strengths and literacy needs
- f) oracy and storytelling strategies

Skills

- a) apply a range of reading and writing activities to enhance literacy learning within a balanced literacy and teaching model, based on the students' learning outcomes
- b) select appropriate, authentic and appealing texts, books and genres
- c) select and plan writing strategies to address students' strengths, difficulties and learning needs within a writing workshop context
- d) assist children to work independently using a minimum of 3 writing stations

- e) understand the use of writing and literacy stations in their classroom/group
- f) develop and implement storytelling/oracy activities and/or lessons
- g) evaluate own methodology and implement the most appropriate writing strategies within his/her classroom/group context
- h) adopt aspects of a writing workshop set-up within his/her classroom/group context

Module Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module may be assessed through: Reflective Write-up

Suggested Readings

Core Reading List

- 1) Alkaaf, F. (2018). Can the Storytelling Strategy Improve Students Story Writing Skills? An Empirical Study. *Cypriot Journal of Educational Sciences*, vol. 13, no. 4, pp. 469-479.
- 2) Dix, S. & Cawkwell, G. (2011). The influence of peer group response: Building a teacher and student expertise in the writing classroom. *English Teaching*, vol. 10, no. 4, pp. 41-n/a.
- 3) Jacobson, J. (2010). Routines that support Independence. *No More "I'm Done!": Fostering Independent Writers in the Primary Grades*. Stenhouse Publishers, 480 Congress Street, Portland, ME 04101 pp. 27-50.
- 4) McCormick, Calkin, L. (1994). *The Art of Teaching Writing*. USA: Addison-Wesley Education Publishers Inc. 2nd ed. Portsmouth, NH: Heinemann
- 5) Smith C & Guillain A. (2004). *The Storytelling School Handbook for Teachers*. Gloucestershire: Hawthorn Press
- 6) Worthy, J., Maloch, B., Pursley, B., Hungerford-Kresser, H., Hampton, A., Jordan, M. & Semington, P. (2015) "What Are the Rest of the Students Doing? Literacy Work Stations in Two First-Grade Classrooms", *Language Arts*, vol. 92, no. 3, pp. 173-186.

Supplementary Reading List

- 1) Calo, K.M. (2011). Incorporating Informational Texts in the Primary Grades: A Research-Based Rationale, Practical Strategies, and Two Teachers' Experiences. *Early Childhood Education Journal*, vol. 39, no. 4, pp. 291-295.
- 2) Coker, David L., Jr, Farley-Ripple, E., Jackson, A.F., Wen, H., Macarthur, C.A. & Jennings, A.S. (2016). Writing instruction in first grade: an observational study. *Reading and Writing*, vol. 29, no. 5, pp. 793-832.
- 3) Lenters, K. & Winters, K. (2013). Fracturing Writing Spaces: Multimodal Storytelling Ignites Process Writing. *The Reading Teacher*, vol. 67, no. 3, pp. 227.
- 4) Locke, T. (2015). The Impact of Intensive Writing Workshop Professional Development on a Cross-Curricular Group of Secondary Teachers. *New Zealand Journal of Educational Studies*, vol. 50, no. 1, pp. 137-151.

- 5) Mulligan, R. & Dawson, K. (2014). Learning from Our Youngest Writers: Preservice Teachers in Primary Classes. *English Education*, vol. 46, no. 2, pp. 141-164.
- 6) Newfield, D. (2011). From Visual Literacy to Critical Visual Literacy: An Analysis of Educational Materials. *English Teaching*, vol. 10, no. 1, pp. 81-n/a.
- 7) Yamac, A. & Ulusoy, M. (2016). The Effect of Digital Storytelling in Improving the Third Graders' Writing Skills. *International Electronic Journal of Elementary Education*, vol. 9, no. 1, pp. 59-86.

Core Video

1. www.youtube.com/watch?v=FXTA_mUYPKU
2. www.youtube.com/watch?list=PLLxDwKxHx1yLbGjfGRHuJ53X8G0a_Ba4W&time_continue=22&v=UPlxc7IR2YI
3. www.youtube.com/watch?v=ggD0HDfl_jM

Supplementary video

1. www.youtube.com/watch?v=O39niAzuapc

TWS04 – Writing Across the Curriculum

MQF Level: 6

ECTS Value: 1 ECTS

Module Description

This module will focus on writing process strategies educators can implement within a balanced literacy approach in the classroom and within the Agency's after-school writing initiatives/programmes.

These key areas will be tackled:

- 1) writing across the curriculum – how writing skills can be integrated in all aspects of the curriculum
- 2) plan writing on-site workshops
- 3) working with and empowering parents/caregivers

Overall Objectives and Outcomes

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

Competences

- a) plan and develop writing activities, integrating such activities across different subject areas
- b) prepare and deliver on-site writing workshops
- c) effectively plan writing activities to include and empower parents/caregivers
- d) assist parents/caregivers to implement follow-up writing strategies at home with their child

Knowledge

- a) writing strategies for on-site activities
- b) the phases of a writing on-site workshop
- c) parent/caregiver empowerment in writing on-site workshops/activities

Skills

- a) work with parents/caregivers
- b) implement writing in different subject areas
- c) evaluate own methodology and implement the most appropriate writing strategies within his/her classroom/group context
- d) evaluate impact of parents/guardians in their writing setting

Mode of Delivery

This module adopts a blended approach to teaching and learning. Information related to the structure and delivery of the module may be accessed through the IfE Portal. For further details, kindly refer to the Teaching, Learning and Assessment Policy and Procedures found on the Institute for Education's website.

Assessment Methods

This module may be assessed through: Practical Task and Workshop

Suggested Readings

Core Reading List

- 1) Ciecierski, L.M. & Bintz, W.P. (2015). Using authentic literature to develop challenging and integrated curriculum. *Middle School Journal*, vol. 46, no. 5, pp. 17-25.
- 2) DeFauw, D.L. (2017). Writing with Parents in Response to Picture Book Read-Alouds. *Reading Horizons (Online)*, vol. 56, no. 2, pp. 22-41.
- 3) Hicks, T. & Sibberson, F. (2015). Students as Writers and Composers: Workshopping in the Digital Age. *Language Arts*, vol. 92, no. 3, pp. 223-230.
- 4) Maloch, B. & Bomer, R. (2013). Teaching about and with Informational Texts: What Does Research Teach Us? *Language Arts*, vol. 90, no. 6, pp. 441-450.
- 5) Peary, A. & Hunley, T.C. (2015). Digital Technologies and Creative Writing Pedagogy. *Creative Writing Pedagogies for the Twenty-First Century* pp 427-471 Southern Illinois University Press, Carbondale. Available from: ProQuest Ebook Central
- 6) Richardson, E.M. (2017). Graphic Novels Are Real Books: Comparing Graphic Novels to Traditional Text Novels. *Delta Kappa Gamma Bulletin*, vol. 83, no. 5, pp. 24-31.
- 7) Rhoades, M. (2016). "Little Pig, Little Pig, Yet Me Come In!" Animating The Three Little Pigs with Preschoolers. *Early Childhood Education Journal*, vol. 44, no. 6, pp. 595-603.

Supplementary Reading List

- 1) Cowley C. (2011). *Getting the buggers to write*. London & New York: Continuum International Publishing Group.
- 2) Gardner, D. (2008). Vocabulary recycling in children's authentic reading materials: A corpus-based investigation of narrow reading. *Reading in a Foreign Language*, vol. 20, no. 1, pp. 92-122.
- 3) Honan, E. (2009). Fighting the rip: Using digital texts in classrooms. *English Teaching*, vol. 8, no. 3, pp. 21.
- 4) Taylor, M. (2012). Using Technology to Motivate Reluctant Writers in a Third Grade Classroom. *Journal of School Connections*, 4(1), 81-95.

Core Video

- 1) www.youtube.com/watch?v=O9z71iNrlew