MISSION STATEMENT

The Institute for Education promotes high quality education for all educators and fosters learning communities of the highest standard, educational leaders at all levels and instils education with equity and social justice.
VALUES

Values are the basis upon which the members of the Institute make decisions, strategise and interact with one another and their stakeholders. The following are the fundamental beliefs of the Institute:

**INDEPENDENCE**

We believe in an independent philosophy that allows employees and course participants to explore their potential, take initiative for the benefit of the Institute and others.

**EQUALITY**

We believe in the removal of any barriers to encourage holistic development.

**COLLECTIVISM**

As a team, we promote a sense of belonging; we foster a community of sharing practice; we operate within a social context which values consensus.

**EMPOWERMENT**

We encourage support and empower the community to achieve personal and collective growth.
Can anyone be a teacher? Are teachers actually born so? Does society think that teaching is a job that can be done by anyone? The Institute for Education focuses on creating and implementing qualifications and accredited courses with the sole purpose of developing the person’s potential to generate the educator. Nature and nurture, heart and intellect will amalgamate and become the professionals who will be responsible for the future policy makers, those who will be creating economic growth, making the right decisions about the environment, caring about our health and deciding about the world’s future. Educators have an immense influence on what will be and consequently the Institute has a huge responsibility on the development of educators. If I had to answer my first questions I would say NO, not anyone can become a teacher! One needs to understand the needs of the students and take action. Figuring out the needs of an individual is not enough. Taking the right actions to bridge the gap and quench those needs, whatever these might be, makes a professional teacher.

The Institute’s vision is to provide a variety of opportunities that will lead to the development of those educators who understand the responsibility they are being entrusted with and can allocate the required energy towards this endeavour. The Institute respects the fact that we are living in a globalised hectic world that has no intention of slowing down. Therefore it is committed to increase accessibility to professional development in a way that it remains abreast with the requirements of the 21st century. The online aspect of courses has increased and the resources being offered by the Institute, in order to support the learners, is now even more varied.

The Institute is offering various opportunities to those who want to access the world of education. Providing a relevant and practical pathway to becoming a teacher, or improving the qualifications of already qualified teachers, are the Institute for Education’s main objectives. The Institute has the capacity to provide what is relevant and actually needed in today’s and tomorrow’s classroom in a flexible and accessible manner, offering all the resources required by those who develop the courses and those who enrol. The Institute for Education provides personalised attention and has very high quality assurance standards which ensure that high expectations are met.

So, going back to my questions at the beginning, I insist that only those who are ready to lead lives forward with the love and the skills that will take the children further, can dream to become educators. Only those who are ready to invest in their academic excellence and holistic development will mature their personal character and leadership skills required by the educator. Such educators will impact the thinking of the future generations and the world around them.

The Institute for Education is taking this challenge by offering a wide range of courses, always increasing the variety, the modalities and the assessment methods. The Institute is and will remain a works in progress institution since the aim is to continuously progress, remain relevant while trying to anticipate times in order to be able to impact the world of our future generations. And so, this is an invitation to join us on this exciting journey!

Thank you.

Joanne
CEO, Institute for Education
The Institute for Education was originally setup as an Institute on April 2015 by virtue of Legal Notice 140 of 2015 as amended by Legal Notice 240 of 2015. The Institute was reconstituted as an agency by virtue of Legal Notice 243 of 2017.

The Institute provides initial teacher training and professional development that inject 21st century skills and competences into the educators at all levels of leadership and infuse equity and social justice within all programmes. It aims to develop accredited programmes which are flexible and can be provided through different modes of delivery such as face-to-face lecture, online and blended learning.

The Institute for Education is licenced by the National Commission for Further and Higher Education (NCFHE) as a Further and Higher Education Institution in accordance with the Second Schedule of Subsidiary Legislation 327.433.

ABOUT THE INSTITUTE FOR EDUCATION (IfE)

WHY CHOOSE THE INSTITUTE FOR EDUCATION?

The Institute welcomes all individuals who are interested in contributing towards the development of education by encouraging educators to explore fresh approaches towards their professional growth. Such educators drive positive change and explore methodologies aimed at increasing impact on the student’s learning experience. Course participants at the Institute for Education also have the opportunity to reflect on learning, set goals, provide evidence of learning, give and receive feedback, analyse performances, and improve practice through self-assessment. Through these instruments, the Institute adopts a learner-centred approach for its course participants, who will eventually become future educators who will embrace this philosophy within their classrooms.

IfE offers accredited programmes at MQF levels 4 – 7, which are targeted at individuals who are interested in pursuing a career in education. These programmes offer a different learning experience to course participants as they are delivered through a mixture of face-to-face sessions, online and blended teaching approaches.

Through its online platform, the Institute also offers an online library, which is composed of EBSCO, ProQuest and Sage. All these give access to books, journals and articles and other academic documentation. On-site the Institute also has a library, which is readily available to course participants.

The Institute prides itself of an environment which is conducive to learning through it supportive policy and procedures. The programmes offered by the Institute are designed in a manner which give an added value to individuals who are passionate about children's learning and the education sector.

Prospective students are to note that the Teaching Profession is regulated, therefore access to the profession is granted by a warrant which is issued by the Council for the Teaching Profession.
I was a bit nervous knowing that I was commencing my studies again after 7 years. Before starting my course here at the Institute for Education, I went to the open day. All my anxiety faded away when I met several helpful people that took the time to listen to my queries and explain what courses might interest me and which are the most suitable to follow us professionally throughout our course, and they assist us whenever possible. We regularly receive information about workshops, talks or online seminars which we may opt to attend, to help us in our learning journey. We are also given access to good research resources. Moreover, the continuous communication amongst the participants, through the forum, gives us the opportunity to study with students specialising in primary education, thus building a good network among educators. The lectures are in the afternoons, and they are most convenient for those who work school hours. The staff at the Institute follow us professionally throughout our course, and they assist us whenever possible. We regularly receive information about workshops, talks or online seminars which we may opt to attend, to help us in our learning journey. We are also given access to good research resources.

YANIKA-MARIE PORTELLI
Student Bachelor of Education (Primary)

One of the main reasons why I chose a teaching career is that it revolves around something alive, something that can be very fruitful and provides satisfaction, something inspiring. We are living in a world where changes are experienced every day. Therefore we need to adapt according to the environment around us. I always believed in life-long learning and after I finished my Bachelor's degree in Primary Education (Hons.), I wanted to acquire more knowledge and practical strategies regarding education. The Institute for Education offers a vast range of opportunities and I was able to start my studies again by enrolling to various stand-alone modules. These modules are challenging but very rewarding and above all practical and relevant for today's educational system. As effective educators, we need to develop our skills in order to provide a holistic and significant educational experience for our pupils.

AYRTON CURMI
Student Stand-alone modules
QUALIFICATIONS

The Institute for Education offers a range of qualifications allowing professionals to develop their knowledge, skills and competences related to pedagogy, assessment, educational theory and practice. These programmes cover a variety of areas within the educational sphere. They aim to provide today’s educators with effective strategies to address the needs of the 21st century classroom whilst fostering a supportive and inclusive learning environment.
**Master in Applied Educational Leadership**

**Course Code:** MAEL  
**Mode of Delivery:** Online  
**Start Date:** October 2020  
**Duration:** 3 Years Part-Time  
**MQF Level:** 7  
**ECTS:** 90  
**Venue:** Institute for Education  
**Time:** N/A  
**Home/EU/EEA Fee per year:** €500  
**International Fee:** €3,750  
**International Fee:** €3,750  
**Course Outline:** https://bit.ly/3bfpUcw  
**Application:** https://bit.ly/2Dn6Fi7

This programme is targeted towards leaders in educational settings who are interested in further developing their professional knowledge. It is also intended for those professionals who wish to pursue a career as a leader, manager or administrator in an Educational setting. The main target audience for this programme are those aiming to apply for Head of School.

### Minimum Entry Requirements

Applicants are required to be in possession of a minimum of ONE of the following:

A. A Bachelor of Education (MQF Level 6 with a minimum of 180 ECTS, or equivalent) and five (5) years teaching experience in a licensed school; OR

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS, or equivalent) and PGCE (or equivalent) and five (5) years teaching experience in a licensed school; OR

C. A full MQF Level 5 qualification in Education (with a minimum of 120 ECTS, or equivalent) in addition to evidence of eight (8) years of teaching experience in a licensed school. Applicants applying under this criteria will also be invited for an interview to assess their eligibility for the programme.
**Master of Education**

**Primary**

**Course Code:** MPRI

**Mode of Delivery:** Blended

**Start Date:** October 2020

**Duration:** 3 Years Part-Time

**MQF Level:** 7

**ECTS:** 90

**Venue:** Institute for Education

**Time:** 15:30 - 18:15

**Home/EU/EEA Fees per year:** €360

**International Fee:** €2,700

This programme is targeted towards professionals who wish to enhance their skills and competences in pedagogy. The target audience is graduates wishing to join the education sector as a Primary educator or persons already within the primary education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

**Minimum Entry Requirements**

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

   AND

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS) with 60 ECTS in one of the subjects being taught in the Primary Curriculum OR in an area related to early childhood education and care.

   OR

C. In the case where applicants are in possession of a Bachelor degree not in one of the subjects taught in the Primary Curriculum and are already employed as a supply teacher, applicants may be admitted based on an interview where they will be asked to submit a portfolio evidencing their work and accomplishments during their teaching experience.

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**Course Outline:**


**Application:**


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**Course Code:** MENG

**Mode of Delivery:** Blended

**Start Date:** October 2020

**Duration:** 3 Years Part-Time

**MQF Level:** 7

**ECTS:** 90

**Venue:** Institute for Education

**Time:** 15:30 - 18:15

**Home/EU/EEA Fees per year:** €360

**International Fee:** €2,700

This programme is targeted towards professionals who wish to enhance their skills and competences in pedagogy. The target audience is graduates wishing to join the education sector as an English language educator or persons already within the education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

**Minimum Entry Requirements**

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

   AND

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS) with a minimum of 60 ECTS in English Language and Literature.
Master of Education Ethics

COURSE DESCRIPTION

This programme is targeted towards professionals who wish to enhance their skills and competences in pedagogy. The target audience is graduates wishing to join the education sector as an Ethics educator, or persons already within the education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

AND

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS) with a minimum of 60 ECTS in Philosophy or a cognate area deemed relevant by the Institute for Education.

Application: https://bit.ly/2Dn6Fi7

Master of Education Humanities

COURSE DESCRIPTION

This programme is targeted towards professionals who wish to enhance their skills and competences in pedagogy. The target audience is graduates wishing to join the education sector as an educator or persons already within the education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning. The programme will allow participants to become educators in History, Geography, Social Studies, European Studies.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

AND

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS) with a minimum of 60 ECTS in History, Geography, Social Studies, Sociology or European Studies.

Application: https://bit.ly/2Dn6Fi7
COURSE DESCRIPTION

This programme is targeted towards professionals who wish to enhance their skills and competences in pedagogy. The target audience is graduates wishing to join the education sector as a physical educator or persons already within the education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

AND

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS) related to physical education deemed relevant by the Institute for Education.

In addition, applicants in possession of a degree relevant, though lacking specific modules in physical education content, may be accepted on the programme on the condition that additional modules in physical education content are followed as part of their studies.

COURSE DESCRIPTION

This programme is targeted towards professionals who wish to enhance their skills and competences in pedagogy. The target audience is graduates wishing to join the education sector as a religious educator, or persons already within the education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

AND

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS) with a minimum of 60 ECTS in Theology, Religious Studies or an area deemed relevant by the Institute for Education.
COURSE DESCRIPTION

This programme is targeted towards professionals who wish to enhance their skills and competences in pedagogy. The target audience is graduates wishing to join the education sector as a Science subject or integrated science educator, or persons already within the education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

AND

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS) in the natural sciences: Biology, Chemistry and/or Physics.

COURSE DESCRIPTION

This programme is targeted towards professionals who wish to enhance their skills and competences in pedagogy. The target audience is graduates wishing to join the education sector as a Mathematics educator or persons already within the education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

AND

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS) in Mathematics or a cognate area deemed relevant by the Institute for Education.
This programme is targeted towards professionals who wish to enhance their skills and competences in vocational pedagogy. The target audience is graduates wishing to join the education sector as an engineering technology educator or persons already within education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

AND

B. A Bachelor Degree (MQF 6 with a minimum 180 ECTS) with a minimum of 60 ECTS in Engineering Technology or a cognate area deemed relevant by the Institute for Education.*

In addition to the above, applicants may be requested to sit for an interview and present a portfolio illustrating their work and training in relation to the subject area prior to the acceptance on the programme.

*Applicants in possession of a degree deemed relevant, though lacking specific modules in Engineering Technology subject content, may be accepted on the programme on the condition that additional modules are followed as part of their studies.

This programme is targeted towards professionals who wish to enhance their skills and competences in vocational pedagogy. The target audience is graduates wishing to join the education sector as a hospitality educator or persons already within education sector with a need to upgrade their qualifications. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

AND

B. A Bachelor degree (MQF 6 with a minimum 180 ECTS) with a minimum of 60 ECTS in Hospitality or a cognate area deemed relevant by the Institute for Education.*

In addition to the above, applicants may be requested to pass an interview and present a portfolio illustrating their work and training in relation to the subject area prior to acceptance on the programme.

*Applicants in possession of a degree deemed relevant though lacking specific modules in hospitality subject content may be accepted on the programme on the condition that additional modules are followed as part of their studies.
Course Code: PGCP
Mode of Delivery: Blended
Start Date: October 2020
Duration: 1 Year Part-Time

**COURSE DESCRIPTION**

This programme offers the opportunity for educators qualified to teach in a secondary the opportunity to develop the required knowledge, skills, attitudes and competences to teach in the primary sector. Participants will develop their pedagogy and knowledge of the main subjects covered in the primary curriculum whilst also furthering their knowledge in areas such as literacy and numeracy. This programme partially fulfils the requirements to apply for the position of regular teacher in the primary sector.

Graduates from this programme may also have the opportunity of progressing to second year of a Master of Education (Primary) (MQF 7, 90 ECTS).

**MINIMUM ENTRY REQUIREMENTS**

Applicants are required to be in possession of the following:

A. A Bachelor of Education (MQF 6, 240 ECTS) in a subject taught in the secondary sector;

OR

B. A Bachelor degree (MQF Level 6 with a minimum of 180 ECTS) with a minimum of 60 ECTS in Agribusiness or a cognate area deemed relevant by the Institute for Education.*

In addition to the above, applicants may be requested to sit for an interview and present a portfolio illustrating their work and training in relation to the subject area prior to the acceptance on the programme.

*Applicants in possession of a degree deemed relevant, though lacking specific modules in Agribusiness subject content, may be accepted on the programme on the condition that additional modules are followed as part of their studies.

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Course Code: MAGB
Mode of Delivery: Blended
Start Date: October 2020
Duration: 3 Years Part-Time

**COURSE DESCRIPTION**

This programme is targeted towards professionals who wish to enhance their skills and competences in vocational pedagogy. The target audience is graduates wishing to join the education sector as an agribusiness educator or persons already within the education sector who wish to pursue an initial teacher training programme. It aims to equip participants with the necessary tools and competences to teach effectively in the 21st century classroom whilst fostering a supportive and inclusive environment for learning.

**MINIMUM ENTRY REQUIREMENTS**

Applicants are required to be in possession of the following:

A. An MQF Level 3 (Grade 1 - 5 or equivalent) in Maltese, English Language and Mathematics;

AND

B. A Bachelor Degree (MQF Level 6 with a minimum of 180 ECTS) with a minimum of 60 ECTS in Agribusiness or a cognate area deemed relevant by the Institute for Education.*

In addition to the above, applicants may be requested to sit for an interview and present a portfolio illustrating their work and training in relation to the subject area prior to the acceptance on the programme.

*Applicants in possession of a degree deemed relevant, though lacking specific modules in Agribusiness subject content, may be accepted on the programme on the condition that additional modules are followed as part of their studies.
COURSE DESCRIPTION

The aim of this programme is to provide qualified educators with the opportunity to develop the required competences, skills and disposition to teach Engineering Technology. This programme will delve into manufacturing and fabrication operations, electrical and electronics engineering and manufacturing whilst also giving them the opportunity and exposure to apply these to the engineering technology class.

Graduates from this programme may also have the opportunity of progressing to second year of a Master of Education (Engineering Technology) (MQF 7, 90 ECTS).

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. A Bachelor of Education (MQF 6, 240 ECTS) in Design and Technology, Graphical Communication, Mathematics, Physics or a related area deemed relevant by the Institute for Education.

OR

B. A Bachelor degree (MQF Level 6 with a minimum of 180 ECTS) in addition to a Postgraduate Certificate in Education (MQF 6, 60 ECTS) in Design and Technology, Graphical Communication, Mathematics, Physics or a related area deemed relevant by the Institute for Education.

COURSE DESCRIPTION

The aim of this programme is to provide qualified educators with the opportunity to develop the required competences, skills and disposition to teach Agribusiness. This programme will delve into principles of animal and crop production, rural skills, and soil, water and ecological sciences whilst also giving them the opportunity and exposure to apply these to the agribusiness class.

Graduates from this programme may also have the opportunity of progressing to second year of a Master of Education (Agribusiness) (MQF 7, 90 ECTS).

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. A Bachelor of Education (MQF 6, 240 ECTS) in Biology, Geography or a related area deemed relevant by the Institute for Education;

OR

B. A Bachelor degree (MQF Level 6 with a minimum of 180 ECTS) in addition to a Postgraduate Certificate in Education (MQF 6, 60 ECTS) in Biology, Geography or a related area deemed relevant by the Institute for Education.
COURSE DESCRIPTION

The aim of this programme is to provide qualified educators with the opportunity to develop the required competences, skills and disposition to teach Fashion and Textiles. This programme will delve into fashion drawing, pattern manipulation and grading whilst also giving them the opportunity and exposure to apply these to the Fashion and Textiles classroom.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. A Bachelor of Education (MQF 6, 240 ECTS) in Home Economics, Art or a related subject area deemed relevant by the Institute for Education.

OR

B. A Bachelor degree (MQF Level 6 with a minimum of 180 ECTS) and a Postgraduate Certificate in Education (MQF 6) in Home Economics, Art or a related subject area deemed relevant by the Institute for Education.

COURSE DESCRIPTION

The aim of this programme is to provide qualified educators with the opportunity to develop the required competences, skills and disposition to teach Hospitality. This programme will delve into food and beverage management, customer relations and hotel operations whilst also giving them the opportunity and exposure to apply these to the Hospitality classroom.

Graduates from this programme may also have the opportunity of progressing to second year of a Master of Education (Hospitality) (MQF 7, 90 ECTS).

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of the following:

A. A Bachelor of Education (MQF 6, 240 ECTS) in Home Economics or a related subject area deemed relevant by the Institute for Education.

OR

B. A Bachelor degree (MQF Level 6 with a minimum of 180 ECTS) and a Postgraduate Certificate in Education (MQF 6) in Home Economics or a related subject area deemed relevant by the Institute for Education.
This programme provides course participants with a strong foundation in primary education pedagogy, assessment, inclusive practices and educational theory. It aims to provide those within or wishing to join the education sector with the necessary tools and competences to teach effectively in the primary sector whilst fostering a supportive and inclusive learning environment for all learners. Within this programme, learners shall also explore exciting areas of primary pedagogy and action-based research including project-based learning, learning stories, outdoor learning through nature, literacy strategies, and cultural awareness and expression.

### Minimum Entry Requirements

Applicants are required to be in possession of:

1. Three (3) Ordinary Levels at MQF Level 3 (minimum Grade C or 5) or a recognised comparable qualification in Maltese, English Language and Mathematics; AND

2. A minimum of one of the following:
   - An awarded MATSEC Certificate (MQF 4) with a grade C or better at Advanced Level in one of the subjects taught in the primary curriculum; OR
   - An MQF Level 4 vocational diploma with a minimum of 120 ECTS in Early Childhood Education and Care; OR
   - Three subjects at Advanced Level (MQF 4) with a grade C or better including one of the subjects taught in the primary curriculum, and another with a grade D or better.

Applicants applying under the Institute for Education’s maturity clause are asked to refer to Section 2.2. of the Admission Regulations: https://bit.ly/2u5FcaA.

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This programme provides course participants with the opportunity to develop their knowledge and competences in vocational content, pedagogy and assessment. It aims to provide those within or wishing to join the education sector with the necessary tools and competences to teach effectively in the secondary and vocational sector whilst fostering a supportive and inclusive learning environment for all learners. Within this programme, learners shall also explore exciting and developing areas of the agribusiness sector such as horticulture, aquarium sciences, rabbit and poultry production, animal husbandry, apiculture, agricultural sustainability, crop and animal biology and nutrition.

### Minimum Entry Requirements

Applicants are required to be in possession of:

1. An MQF Level 3 (Grade 1-5, or equivalent) in Maltese, English Language and Mathematics; AND

2. A minimum of one of the following:
   - An awarded MATSEC Certificate (MQF 4) including a grade C or better in Biology at Advanced Level; OR
   - An MQF Level 4 vocational qualification (MQF4 with a minimum 120 ECTS) in Agribusiness or a cognate area deemed relevant by the Institute for Education; OR
   - Three subjects at Advanced Level (MQF 4) with a grade C or better in Biology and another subject, and at least in Grade D in the third subject.

Applicants applying under the Institute for Education’s maturity clause are asked to refer to Section 2.2. of the Admission Regulations: https://bit.ly/2u5FcaA.
COURSE DESCRIPTION

This programme provides course participants with the opportunity to develop their knowledge and competences in vocational content, pedagogy and assessment. It aims to provide those within or wishing to join the education sector with the necessary tools and competences to teach effectively in the secondary and vocational sector whilst fostering a supportive and inclusive learning environment for all learners. Within this programme, learners shall develop their theoretical and practical skills in manufacturing, mechanical and electrical engineering with the aim of nurturing intrigue and inquiry among learners in the field of engineering technology.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of:

1. An MQF Level 3 (Grade 1-5, or equivalent) in Maltese, English Language and Mathematics; AND
2. A minimum of one of the following:
   A. An awarded MATSEC Certificate (MQF 4) including a grade C or better in TWO of the following subjects: Mathematics, Physics, Engineering Drawing or Graphical Communication; OR
   B. An MQF Level 4 vocational qualification (MQF 4 with a minimum of 120 ECTS) in Engineering Technology or a cognate area deemed relevant by the Institute for Education; OR
   C. Three subjects at Advanced Level (MQF 4) with a grade C or better in TWO of the following subjects: Mathematics, Physics, Engineering Drawing or Graphical Communication; and at least a grade D in a third subject.

Applicants applying under the Institute for Education's maturity clause are asked to refer to Section 2.2 of the Admission Regulations: https://bit.ly/2usFcqA.
COURSE DESCRIPTION

This programme provides course participants with the opportunity to develop their knowledge and competences in vocational content, pedagogy and assessment. It aims to provide those within or wishing to join the education sector with the necessary tools and competences to teach effectively in the secondary and vocational sector whilst fostering a supportive and inclusive learning environment for all learners. Within this programme, learners shall acquire an understanding of the hospitality sector in relation to travel and tourism, hotel and restaurant operations and the culinary arts.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of:

1. An MQF Level 3 (Grade 1-5, or equivalent) in Maltese, English Language and Mathematics; AND

2. A minimum of one of the following:
   A. An awarded MATSEC Certificate (MQF 4) including a Grade C or better in Home Economics at Advanced Level; OR
   B. An MQF Level 4 vocational qualification (MQF 4 with a minimum of 120 ECTS) in Hospitality or a cognate area deemed relevant by the Institute for Education; OR
   C. Three subjects at Advanced Level (MQF 4) including a grade C or better in Home Economics and another subject, and at least a grade D in a third subject.

Applicants applying under the Institute for Education’s maturity clause are asked to refer to Section 2.2 of the Admission Regulations: [https://bit.ly/2usFcqA](https://bit.ly/2usFcqA).

COURSE DESCRIPTION

This programme provides course participants with a strong foundation in pedagogy, assessment, inclusive practices and educational theory. It aims to provide those within or wishing to join the education sector with the necessary tools and competences to teach effectively whilst fostering a supportive and inclusive learning environment for all learners. Within this programme, learners shall foster a deeper understanding and engagement of areas related to evolution, animal and plant physiology, genetics and body systems.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of:

1. An MQF Level 3 (Grade 1-5, or equivalent) in Maltese, English Language and Mathematics; AND

2. A minimum of one of the following:
   A. An awarded MATSEC Certificate (MQF 4) with a Grade C or better in Biology at Advanced Level; OR
   B. Three subjects at Advanced Level (MQF 4) including a grade C or better in Biology and another subject, and at least with a grade D or better in a third subject.

Applicants applying under the Institute for Education’s maturity clause are asked to refer to Section 2.2 of the Admission Regulations: [https://bit.ly/2usFcqA](https://bit.ly/2usFcqA).
COURSE DESCRIPTION

This programme provides course participants with a strong foundation in pedagogy, assessment, inclusive practices and educational theory. It aims to provide those within or wishing to join the education sector with the necessary tools and competences to teach effectively whilst fostering a supportive and inclusive learning environment for all learners. Within this programme, learners will also develop their understanding of the Council of Europe and the European Union, their institutions, principles and values. They will also develop their critical evaluation skills of changes arising within the European employment, economy and technology sectors as well as an appreciation for European history, culture and the arts.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of:

1. An MQF Level 3 (Grade 1-5, or equivalent) in Maltese, English Language and Mathematics;

   AND

2. A minimum of one of the following:

   A. An awarded MATSEC Certificate (MQF 4) including a grade C or better at Advanced Level in ONE of the following subjects: European Studies, History, Geography, Sociology, Social Studies or Economics;

   OR

   B. Three subjects at Advanced Level (MQF 4) including a grade C or better in ONE of the following: European Studies, History, Geography, Sociology, Social Studies OR Economics.

   In addition, applicants should also be in possession of a grade C or better in another subject and a grade D or better in a third subject.

Applicants applying under the Institute for Education’s maturity clause are asked to refer to Section 2.2. of the Admission Regulations: https://bit.ly/2usFcqA.
Bachelor of Education (Hons) Social Studies

Course Code: BSOC
Mode of Delivery: Blended
Start Date: October 2020
Duration: 4 Years Part-Time
MGF Level: 6
ECTS: 180
Venue: Institute for Education
Time: 15:30 - 18:15
Home/EU/EEA Fees per year: €450
International Fee: €4,500
Course Outline: https://bit.ly/2JgymMg

COURSE DESCRIPTION

This programme provides course participants with a strong foundation in pedagogy, assessment, inclusive practices and educational theory. It aims to provide those within or wishing to join the education sector with the necessary tools and competences to teach effectively whilst fostering a supportive and inclusive learning environment for all learners. Within this programme, learners will deepen their understanding of the individual and the role that religion, politics, health, education, mass media, amongst others, play within society.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of:

1. An MQF Level 3 (Grade 1-5, or equivalent) in Maltese, English Language and Mathematics;
   AND
2. A minimum of one of the following:
   A. An awarded MATSEC Certificate (MQF 4) including a Grade C or better in at least ONE of the following subjects: Social Studies, Sociology, Economics, History or Philosophy at Advanced Level;
   OR
   B. Three subjects at Advanced Level (MQF 4) including a grade C or better in at least ONE of the following subject: Social Studies, Sociology, Economics, History or Philosophy. In addition, applicants should also be in possession of a Grade C or better in another subject and a grade D or better in a third subject.

Applicants applying under the Institute for Education’s maturity clause are asked to refer to Section 2.2. of the Admission Regulations: https://bit.ly/2usFcqA.

Bachelor of Education (Hons) Physical Education

Course Code: BPHY
Mode of Delivery: Blended
Start Date: October 2020
Duration: 4 Years Part-Time
MGF Level: 6
ECTS: 180
Venue: Institute for Education
Time: 15:30 - 18:15
Home/EU/EEA Fees per year: €450
International Fee: €4,500
Course Outline: https://bit.ly/2JgymMg

COURSE DESCRIPTION

This programme provides course participants with a strong foundation in pedagogy, assessment, inclusive practices and educational theory. It aims to provide those within or wishing to join the education sector with the necessary tools and competences to teach effectively whilst fostering a supportive and inclusive learning environment for all learners. Within this programme, learners shall foster a deeper understanding and engagement with the different types of sports, the role of physical education in schools and promoting a healthy lifestyle.

MINIMUM ENTRY REQUIREMENTS

Applicants are required to be in possession of:

1. An MQF Level 3 (Grade 1-5, or equivalent) in Maltese, English Language and Mathematics;
   AND
2. A minimum of one of the following:
   A. An awarded MATSEC Certificate (MQF 4) with a Grade C or better in PE at Intermediate Level;
   OR
   B. An MQF Level 4 vocational qualification (MQF 4 with a minimum of 120 ECTS) in Sports, Coaching or a cognate area deemed relevant by the Institute for Education;
   OR
   C. An awarded MATSEC Certificate (MQF 4) together with a signed reference from the association or MOC providing evidence of a minimum of three (3) years active participation in a particular sport.

3. In addition to the above, all applicants will be required to sit for a coordinative and fitness test.

Applicants applying under the Institute for Education’s maturity clause are asked to refer to Section 2.2. of the Admission Regulations: https://bit.ly/2usFcqA.
Accredited short programmes are overall Awards consisting of several modules with their own respective assessment. These programmes give opportunity for persons working within the education sector to further their knowledge and practices to enhance the learning experience of students.
Short Programmes

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>CODE</th>
<th>MQF LEVEL</th>
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<tr>
<td>Award in Supporting Learners with Individual</td>
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<td>Educational Needs</td>
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<tr>
<td>Introductory Course for Supply Teachers (Award)</td>
<td>IN</td>
<td>6</td>
<td>15</td>
<td>44</td>
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<tr>
<td>Award in Educational Neuroscience</td>
<td>NE</td>
<td>6</td>
<td>10</td>
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</table>

COURSE DESCRIPTION

Also known as the 10-week course, this short programme equips Supply Learning Support Educators with the basic competences and underpinning knowledge for carrying out their duties. This programme aims to provide formal training in practical skills necessary for Supply Learning Support Educators.

MODULES

- The Inclusive Classroom: 2 ECTS
- Supporting Students with different needs: 2 ECTS
- Behavioural Challenges: 2 ECTS
- Communication Challenges: 2 ECTS
- Physical Disabilities: 2 ECTS
- Literacy Development: 1 ECTS
- Using a Provisional Mapping Tool: 1 ECTS
- An Adapted Approach to the Mathematics Curriculum: 1 ECTS
- Reflection on Practice for LSEs: 10 ECTS

Module Outline: https://bit.ly/3aa7c4L
Application: https://goo.gl/R2Y5t4
Introductory Course for Supply Teachers

Course Code: IN
Mode of Delivery: Blended
Dates: October - December 2020
MQF Level: 6
ECTS: 15
Venue: Institute for Education
Time: 15:30 - 18:15
Home/EU/EEA Fee: €100
International Fee: €250

Course Outline: https://bit.ly/3aa7c4L
Application: https://goo.gl/R2Y5l4

COURSE DESCRIPTION

This introductory course is intended for supply teachers already in employment without a teaching qualification. The aim of this programme is to provide a foundation in the knowledge, skills and competences necessary to facilitate the learning process of their students.

MODULES | ECTS
--- | ---
Pedagogy | 2
Assessment | 1
Student Engagement | 1
High Quality Education for All | 1
Practicum | 10

COURSE DESCRIPTION

Through this programme, participants will be given the opportunity to develop their understanding of ways in which cognitive neuroscience can inform their decisions to further improve the educational and learning experience.

The programme will introduce participants to concepts of genetics and brain science. Participants will explore various processes in the brain including executive functioning, attention, working memory, and the retrieval and transfer of knowledge. In doing so, they will analyse and interpret several studies related to cognition and learning to infer changes to better support learners. Following this, participants will observe cognitive and language development from the early stages of life up to adolescence and adulthood including typical and atypical development. In turn, this will lead to further research on the application of neuroscience to classroom practice and how various studies have shown how to harness this development and direct it to improve learning.

MODULES | ECTS
--- | ---
Brain and Genetics: An Introduction to Educational Neuroscience | 3
Cognitive Neuroscience and Learning | 4
Developmental Neuroscience | 3

Award in Educational Neuroscience

Course Code: EN
Mode of Delivery: Blended
Dates: October 2020 - January 2021
MQF Level: 6
ECTS: 10
Venue: Institute for Education
Time: 15:30 - 18:15
Home/EU/EEA Fee: €150
International Fee: €375

STAND-ALONE MODULES

Stand-alone Modules are short accredited courses offered by the Institute for Education across a variety of areas within the educational sphere. These courses offer innovative learning experiences and include assessment. They are the perfect opportunity to develop your knowledge and competences in self-sought areas. Moreover, each ECTS achieved is worth 25 hours of total learning in the Accelerated Progression Scheme for teachers.
Stand-Alone Modules

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>CODE</th>
<th>MQF LEVEL</th>
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<tr>
<td>Award in Assessment for Learning Strategies, Recording Evidence and Conversing About Learning</td>
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<td>Award in Differentiation and Diversity in the Primary Classroom with a focus on Autism</td>
<td>M07</td>
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<td>Award in Education for Sustainable Development: EkoSkola and out-of-class Activities</td>
<td>M09</td>
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<tr>
<td>Award in International Assessments - PIRLS and TIMSS</td>
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<td>Award in Identifying and Supporting the Child with Dyslexia in the Primary Classroom</td>
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<td>Award in Developing and Implementing Policy at College and School Level</td>
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<td>Award in Training Needs Analysis of a College and School</td>
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<td>Award in an Understanding of Career Guidance and Development</td>
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<td>Award in Effective Educational Leadership in Multicultural Schools</td>
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<td>Award in Emotional Intelligence: A Practical Experience</td>
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<td>Award in Human Resources Management for Educational Leaders</td>
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<tr>
<td>Award in The Educational Leader and the Law</td>
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<tr>
<td>Award in Engaging Families and the Community within Schools</td>
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<tr>
<td>Award in Inclusive Practices: The Multicultural Classroom</td>
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<td>Award in Inclusive Practices: Addressing the Diverse Classroom</td>
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<tr>
<td>Award in Planning Project-Based Learning in the Primary Classroom</td>
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<tr>
<td>Award in Applying a Learning Outcomes Approach in the Teaching of Modern Foreign Languages</td>
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<td>Award in Rubrics - A framework for success criteria, self and peer assessment and feedback (Primary)</td>
<td>M27A</td>
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<td>Award in Rubrics - A framework for success criteria, self and peer assessment and feedback (Secondary)</td>
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<td>Award in Student Engagement and Learning Strategies</td>
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<td>Award in the Use of Effective Questioning Techniques and Development of Success Criteria</td>
<td>M33</td>
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Award in Teaching Deaf Children in the Primary Classroom | M43  | 6         | 2    | 60   |
Award in Inquiry Based Learning in STEM subjects | M45  | 6         | 2    | 61   |
Award in Project Based Learning in the Secondary Sector | M46  | 6         | 2    | 61   |
Award in Promoting Moral Development through Play During Early Years | M49  | 6         | 1    | 62   |
Award in Setting Examination Papers | M58  | 6         | 1    | 62   |
Award in Practical Teaching Model for Mathematics | M59  | 6         | 1    | 63   |
Learning and Performance | Award in Teaching Athletics | M65  | 6         | 4    | 63   |
| Award in Outdoor Education | M66  | 6         | 4    | 64   |
| Award in Award in Fitness | M67  | 6         | 4    | 64   |
| Award in Teaching Gymnastics | M68  | 6         | 4    | 65   |
| Award in Classroom Management | M69  | 6         | 3    | 65   |
| Award in Communicating with Parents | M70  | 6         | 2    | 66   |
| Award in Outdoor Learning through Nature | M72  | 6         | 3    | 66   |
| Award in Achieving Standards while Fostering Equity and Social Justice | M78  | 6         | 3    | 67   |
| Award in European Historical Development I: From Classical Times to the Middle Ages | M79  | 6         | 5    | 67   |
| Award in European Historical Development II: From the Renaissance to the Contemporary Europe | M80  | 6         | 5    | 68   |
| Award in Social Stratification and Inequality | M81  | 6         | 5    | 68   |
| Award in Gender, Sexuality and Forms of Living Arrangements | M82  | 6         | 5    | 69   |
| Award in Major World Religions | M83  | 6         | 5    | 69   |
| Award in Beliefs, Traditions, Practices in Religion | M84  | 6         | 5    | 70   |
| Award in Entrepreneurship in Education | M85  | 6         | 5    | 70   |
| Award for Digital Citizenship and Digital Tools for Education | M08  | 5         | 2    | 71   |
| Award in Creating an Understanding of the Education Psychosocial Services | M64  | 4         | 4    | 71   |
Award in Assessment for Learning Strategies, Recording Evidence and Conversing About Learning

COURSE DESCRIPTION

This module primarily aims to introduce assessment for learning to participants and to provide brief information about each strategy. It aims to inform participants about techniques that enhance thinking time, stimulate higher order thinking and encourage participation from all the students.


Award in Education for Sustainable Development: EkoSkola and out-of-class Activities

COURSE DESCRIPTION

Education for Sustainable Development (ESD) is one of the cross-curricular themes listed in the National Curriculum Framework (NCF). The course is intended to familiarize teachers with the principles of ESD and how to identify opportunities for cross-curricularly. During the course, learners will be familiarized with the Eko-Skola programme (that has been identified by UNESCO as the largest international ESD movement) and the opportunities it provides to implement ESD as a whole school approach. One of the objectives of ESD (and of the NCF) is the development of the school-community interface. The course will also provide teachers with skills on how to plan out-of-class activities that familiarize students with community resources.

Module Outline: https://bit.ly/3cSWNwU
Application: https://bit.ly/2wVBNoT

Award in Differentiation and Diversity in the Primary Classroom with a focus on Autism

COURSE DESCRIPTION

In light of the ever-increasing numbers of students on the Autism Spectrum, it is essential for the mainstream classroom teacher to have an understanding of the main characteristics of Autism Spectrum Disorders (ASD) in order to better include the student with ASD in the classroom.

Module Outline: https://bit.ly/2w3o6ns

Award in International Assessments - PIRLS and TIMSS

COURSE DESCRIPTION

This module aims to inform participants about how the information that PIRLS and TIMSS provide about international performances can drive up education standards. It also aims to provide comprehensive skills and competences to participants to consider recommendations and good practice from thorough reflection on the international assessment’s global analysis and consider recommendations for good practice.

Module Outline: https://bit.ly/3c5WNwU
Application: https://bit.ly/2wVBNoT
Award in Identifying and Supporting the Child with Dyslexia in the Primary Classroom

**Course Description**

This module will enable participants to understand the difficulties encountered by a learner with dyslexia. It offers strategies which are essential for the dyslexic learner while also demonstrating inclusion in the primary classroom.

**Module Outline:** [https://bit.ly/33b0gm5](https://bit.ly/33b0gm5)


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Award in Developing and Implementing Policy at College and School Level

**Course Description**

This module provides participants with the skills and understanding to identify, develop and implement education policies that are relevant, clear and effective either at College or School level. Participants will be guided through the fundamentals of policy development and implementation as well as explore a range of different policies that need to be considered when developing a workplace policy manual.

**Module Outline:** [https://bit.ly/33b0gm5](https://bit.ly/33b0gm5)


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Award in Training Needs Analysis of a College and School

**Course Description**

Professional and comprehensive Training Needs Analysis (TNA) provides information on the training and skills development and requirements of all staff members. Moreover, it is one of the key steps in preparing a training plan which enables colleges and schools to identify the gap between current and required levels of knowledge, skills and aptitude; identify what the general content of training should be; form the foundation of a training plan; provide a baseline for the evaluation of a training plan; ensure that appropriate and relevant training is delivered; and maximize use of current or future resources. This module helps participants to identify performance goals and knowledge, skills and abilities needed by Colleges or Schools workforce to achieve them and understand the 5 TNA step cycle.

**Module Outline:** [https://bit.ly/2IFmSBB](https://bit.ly/2IFmSBB)


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Award in an Understanding of Career Guidance and Development

**Course Description**

This course has been developed in collaboration with the National Student Support Services for educators interested in career education and career guidance practice. This course aims to instil knowledge, skills and competence in the field of career guidance to educators who wish to become more professionally involved in this educational field.


Award in Effective Educational Leadership in Multicultural Schools

**COURSE DESCRIPTION**

One of the greatest modern challenges in Educational management today is to combine multicultural education with leadership. For an educational system to be truly inclusive, it has to be rooted in values of equity and social justice, rather than a series of attempts at assimilative practices. Course participants will be given the opportunity to criticize subjective leadership practices when dealing with issues of multicultural diversity, race, ethnicity, religion and national origin. The course will affirm the need to affect positive change in schools by addressing the needs of all students irrespective of cultural origin.

**Module Outline:** https://bit.ly/2TKvMnZ

**Application:** https://bit.ly/2xBDW9m

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Award in Human Resources Management for Educational Leaders

**COURSE DESCRIPTION**

This module will introduce the learners to current practices and issues which arise in Human Resource Management. It will also explore the core issue of learning, emphasizing its importance in creating a professional learning community. It will also look at the development of performance management analysing the challenges and changes that need to be dealt with offering suitable suggestions of how this can be done successfully through coaching and mentoring.

**Module Outline:** https://bit.ly/2IDk87S

**Application:** https://bit.ly/3d5qL0Q

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Award in Emotional Intelligence: A Practical Experience

**COURSE DESCRIPTION**

A prospective teacher needs to be emotionally literate in one’s personal life and at the place of work. In addition, a prospective teacher must be skilled in equipping students with emotional literacy which is essential for the holistic well-being of the individual. Through this module, participants will be able to work on themselves so that they further develop their emotional literacy skills and reflect on the importance of such skills within the classroom setting.

**Module Outline:** https://bit.ly/3aSY1KnB

**Application:** https://bit.ly/2Wk9laK

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Award in The Educational Leader and the Law

**COURSE DESCRIPTION**

The aim of this course is to equip educational leaders with the basic, practical knowledge to help them deal with legal issues which may arise in their day to day running of educational institutes.

**Module Outline:** https://bit.ly/2xybipJ

**Application:** https://bit.ly/3d02rxg
Award in Engaging Families and the Community within Schools

**COURSE DESCRIPTION**

This module equips learners with knowledge, skills and competences to create effective school-family-community links. Educators and school management teams have to respect the social and emotional needs of students when engaging with communities and families within the educational structure. These three components (school, family, community) are critical in the shaping and influence of the students’ education journey. As professionals, educators need to acknowledge that parents, as well as other members of the community, have knowledge and experiences that can help and equip the child with further resources.


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Award in Inclusive Practices: The Multicultural Classroom

**COURSE DESCRIPTION**

In the fast-changing world we are living in, the classroom is no longer homogenous. Especially over the past few years the classroom has been transformed into a mix of various cultures. This module will focus upon an awareness of oneself and one’s values and beliefs, an understanding of how cultures differ, and an investigation of how best to adapt to these cultures.


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Award in Inclusive Practices: Addressing the Diverse Classroom

**COURSE DESCRIPTION**

In the modern heterogeneous society diversity is inevitable. Educators need not only accept diversity but moreover celebrate it. Through classroom practices educators should promote positive inclusive practices and delve into ways of enhancing a collaborative, serene and welcoming environment.

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Award in Planning Project-Based Learning in the Primary Classroom

**COURSE DESCRIPTION**

Project-Based Learning (PBL) promotes a classroom climate that develops 21st century skills including critical thinking, cooperating / collaborating and communication skills. Project work allows for the transference and application of knowledge and skills acquired from systematic instruction across the curriculum. This course introduces educators to PBL and effective planning strategies needed to create projects that will best assist their students to achieve desired learning outcomes. It will provide educators with a practical planning framework for PBL in the primary classroom.

Award in Applying a Learning Outcomes Approach in the Teaching of Modern Foreign Languages

COURSE DESCRIPTION

With the introduction of a Learning Outcomes approach at all levels of the education system, teachers need to be familiar with the Learning Outcomes Framework. They need to develop their pedagogical and assessment skills in order to reach the target as outlined in the framework itself. This course will specifically focus on the methodology and requirements of learning outcomes approach to foreign language teachers.

Module Outline: https://bit.ly/3cOvbcp

Award in Rubrics - A framework for success criteria, self and peer assessment and feedback (Secondary)

COURSE DESCRIPTION

In view of the Learning Outcomes Framework and its implementation the class practitioners including teachers and support teachers, need to be well equipped with both the what and the how of implementing the LOFs effectively. This module provides a differentiated set of learning outcomes which both class practitioners and teachers will be expected to use to not only know the level of expected excellence but also the next steps in their learning journey. Success criteria through rubrics provide a general framework to be adopted and adapted at any level and in any subject.

Application: https://bit.ly/2U5XUke

Award in Rubrics - A framework for success criteria, self and peer assessment and feedback (Primary)

COURSE DESCRIPTION

In view of the Learning Outcomes Framework and its implementation the class practitioners including teachers and support teachers, need to be well equipped with both the what and the how of implementing the LOFs effectively. This module provides a differentiated set of learning outcomes which both class practitioners and teachers will be expected to use to not only know the level of expected excellence but also the next steps in their learning journey. Success criteria through rubrics provide a general framework to be adopted and adapted at any level and in any subject.

Module Outline: https://bit.ly/3cVhCYr

Award in Student Engagement and Learning Strategies

COURSE DESCRIPTION

The module provides the opportunity to explore the theories and practices of creating a positive classroom environment. Personalised learning is explored and a variety of learning models are discussed in order to be in a position to develop a conducive and diversified learning environment in one’s own class. Such learning will bring about the joy of being engaged in the learning process, thus minimising behaviour problems so that classroom management will succeed for the benefit of all. Having the tools for active and motivated learning, participants will have a more crucial understanding of the pedagogy and assessment procedures to take place so that they will give students various opportunities of learning through self-reflection.

Application: https://bit.ly/2Wg9w6R
Award in Inquiry Based Learning in STEM subjects

**COURSE DESCRIPTION**

Inquiry-based learning has its roots in constructivism where the main ideology is that individuals must actively construct their own knowledge ideally using a collaborative approach. Echoing constructivist theories, the National Minimum Curriculum considers learning as an active process and proposes student-centered inquiry-based approaches. This course aims to encourage teachers to use inquiry-based learning to help students become better learners by developing their critical thinking skills and preparing them to become life-long learners. It also aims to illustrate ways of how teachers can engage students who do not function well in a more traditional learning environment since inquiry-based learning can be adapted for all age groups and validates the knowledge and experiences of students, including those from disadvantaged groups.


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Award in Project Based Learning in the Secondary Sector

**COURSE DESCRIPTION**

Project-based Learning (PBL) refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. It is related to inquiry-based learning and problem-based learning. The distinctive feature of project-based learning is the publicly-exhibited output. This short course will include sessions introducing project-based learning, presentations of project ideas from participants, designing a project, presentations of project plans and how to build a culture of Project-Based Learning in one’s classroom.


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Award in Teaching Deaf Children in the Primary Classroom

**COURSE DESCRIPTION**

This course is aimed at encouraging and helping teachers and LSEs who are about to embark in a new experience with deaf students. It will address questions, doubts and challenges that mainstream teachers of the deaf may experience. Sharing practical ideas of what could be done to better meet the needs of deaf students will be at the heart of this course.


---

Award in the Use of Effective Questioning Techniques and Development of Success Criteria

**COURSE DESCRIPTION**

This course is intended to guide teachers in planning effective questioning using the Blooms Flowers, which are not focused only on knowledge and comprehension but will enable learners to think beyond what is given and provided by the teacher. This course is also intended to help teachers develop Success Criteria which are short statements that will enable the students to understand what they need to do to become successful and consequently independent learners able to judge their own work.


Award in Promoting Moral Development through Play During Early Years

COURSE DESCRIPTION

This module aims to familiarise learners with conventional theories of moral development within holistic psychological development in early years. Furthermore, it introduces newer theories which pose a challenge to the former as they take into consideration other aspects of formation, such as caring, thoughtfulness and judgement. Early Years educators will be encouraged to continue to reflect on the centrality of moral formation in the holistic development of children. It also aims at equipping further educators with those skills necessary to enhance children's moral dimension through play.

Application: https://bit.ly/2TSx8ga

Award in Practical Teaching Model for Mathematics Learning and Performance

COURSE DESCRIPTION

The main propose of this workshop is the introduction of a practical assessment model for capturing a broader picture of a student's strengths and weaknesses in mathematics as well as the presentation of effective strategies, differentiate methods and alternative techniques for teaching mathematics to SPLD students or students who struggle in Maths based on their individual math profiles. This workshop will contribute to detecting students' individual learning mathematical profiles as well as acquiring sound instructional methods, a solid grasp of the subject, and expertise with using resources which are part of the learners' everyday world.


Award in Teaching Athletics

COURSE DESCRIPTION

The course participants will be exposed to three event groups of athletics, namely running, jumping and throwing events. They will acquire the necessary theoretical and practical skills to adapt the teaching methods of these events to children of different ages. The learners will become aware of the importance of teaching the skills, techniques and conditioning for all the group events to young children at different stages of their maturity.

Module Outline: https://bit.ly/3cQCi3S

Award in Setting Examination Papers

COURSE DESCRIPTION

The aim of this course is to equip educators with the necessary skills to be able to write summative assessments that are valid, reliable, fair and fit-for-purpose.

Award in Outdoor Education

**COURSE DESCRIPTION**

This module aims to expose the course participants to outdoor activities and team building games. Moreover, it aims at giving the participants skills to manage a class outdoors while keeping the learning outcomes of the lesson and safety in focus.

**Module Outline:** [https://bit.ly/2USPERs](https://bit.ly/2USPERs)


Award in Teaching Gymnastics

**COURSE DESCRIPTION**

This module sets out to prepare participants for the design and delivery of safe, engaging and progressive gymnastics activities as part of a physical education curriculum. The module fosters a broad appreciation for different gymnastics disciplines, it explores the value of fitness components in relation to this sport as well as how these can be developed through gymnastics activity.


Award in Fitness

**COURSE DESCRIPTION**

This module aims to cover the main principles of fitness: muscular & cardiovascular strength and endurance, flexibility and body composition. It also aims to give related knowledge regarding the various methods of training, exercise programme planning and fitness testing. The importance of including physical activity during leisure time as part of a healthy lifestyle for lifelong education will also be explored.


**Application:** [https://bit.ly/2QhURUW](https://bit.ly/2QhURUW)

Award in Classroom Management

**COURSE DESCRIPTION**

Teaching in the 21st century requires that teachers reflect on their classroom practices and become knowledgeable in classroom management techniques. This entails creating an environment that is conducive to learning and development and understanding how to manage behaviour issues.

**Module Outline:** [https://bit.ly/3aN2Pxc](https://bit.ly/3aN2Pxc)

**Award in Communicating with Parents**

**COURSE DESCRIPTION**

Schools in the 21st century have become more diverse than ever before. Understanding the learners’ and hence the parents’ familial, cultural, socio-economic backgrounds is of the essence. Involving and collaborating effectively with parents, as important stakeholders, is crucial for the success of any school. Greater parental involvement leads to greater success in the child.

**Module Outline:** https://bit.ly/39KA0l5

**Application:** https://bit.ly/38VYXJ1

**Award in Outdoor Learning through Nature**

**COURSE DESCRIPTION**

The child’s learning process follows a path forged by a natural curiosity that requires direct sensory experience rather than conceptual generalization. To be effective and engage children based upon their developmental abilities and ways of learning, their subject learning outcomes need to be modelled on immersive and open-ended experiences rather than structured and scripted learning.

**Module Outline:** https://bit.ly/2IF5op1

**Application:** https://bit.ly/3d6lQfS

**Award in Achieving Standards while Fostering Equity and Social Justice**

**COURSE DESCRIPTION**

This module enables professionals working within classrooms to promote social justice and equity, in or through education, and to gain deeper and more critical insights into their professional practice and concerns. It aims to encourage participants to develop knowledge about, and insights into, the ways they can bring about change within their practice to reach all students.

**Module Outline:** https://bit.ly/2THvoGy

**Application:** https://bit.ly/2Ua0khV

**Award in European Historical Development I: From Classical Times to the Middle Ages**

**COURSE DESCRIPTION**

This module will introduce course participants to the main themes of European history from Classical times to the end of the 15th Century. Course participants will be able to understand the main events and themes that shaped European History in its early stages.

**Module Outline:** https://bit.ly/2Tv744n

**Application:** https://bit.ly/2Ua0khV
Award in Gender, Sexuality and Forms of Living Arrangements

COURSE DESCRIPTION

This module will expand on the concepts of gender and sexuality and the issues emanating from them, for instance, gender identities, gender roles, gender inequality, and feminism. Expansion of these issues will extend to the different forms that intimate relationships, families and living arrangements are taking in modern and postmodern societies. The evolution of the family and marriage, including the functions of, and the roles within, the family will also be covered.

Module Outline: https://bit.ly/38LPq79
Application: https://bit.ly/2Wm7faj

Award in European Historical Development II: From the Renaissance to the Contemporary Europe

COURSE DESCRIPTION

This module will introduce course participants to the main themes of European history from The fifteenth Century to contemporary times. Course participants will be able to understand the main events and themes that shaped European History in what it is today. This course is a continuation of the Module European Development I but it will not be a prerequisite to follow this module.

Module Outline: https://bit.ly/2w3UrKS

Award in Social Stratification and Inequality

COURSE DESCRIPTION

In this module learners will be exposed to different types of social stratification and inequality. Learners will have the opportunity to explore the influence of stratification on the life chances of individuals and groups in society, and the opportunities for social mobility. Subject content will cover different forms of stratification, sociological theories of stratification, various structural factors, such as gender and ethnicity, as sources of differentiation, and social mobility. Learners will be guided to investigate this content in relation to inequalities in society and to critically evaluate the ‘egalitarian’ rationale that underpins ‘open’ democratic societies.


Award in Major World Religions

COURSE DESCRIPTION

This module deals with the study of major world religions; the exploration of areas related to the attitudes, traditions, practices, aspirations, customs and values of millions of people in our world. It promotes an in-depth exploration of major world religions and focuses on common features while drawing attention to the unique characteristics of the tradition under consideration. It emphasizes how these religions express the sense of the Sacred in their daily life.

Module Outline: https://bit.ly/3aSJfzD
Application: https://bit.ly/2x5wqmP
Award in Beliefs, Traditions, Practices in Religion

COURSE DESCRIPTION

In this module learners will be given the opportunity to learn about and appreciate the value of traditions, beliefs, symbols, rituals, feasts and practices of the different world religions, both the monotheistic and the Far Eastern religions. They will also gradually understand how these, and also the concept of an ‘Ultimate Reality’ in the different worldviews, relate to and influence the adherents’ everyday personal and community lives. The learner will also reflect upon how other faith traditions can have a positive impact on the Catholic way of life and identity, especially through the lives of great people coming from different religions who had a significant impact on their communities, and on the whole of humanity.


Award in Social Stratification and Inequality

COURSE DESCRIPTION

This module is aimed at educators who are interested in promoting and leading towards building competences in Entrepreneurship in their class. Entrepreneurship in Education is a novel concept which aims towards giving students, who are our future citizens, the knowledge, competences and skills required to succeed in a modern social, cultural, environmental and economic sphere. Entrepreneurship is indeed, a cross-curricular theme. The coherent leadership of such a concept is important so that there is a more focus.

Module Outline: https://bit.ly/3aOPcO7
Application: https://bit.ly/2U6IBb0

Award for Digital Citizenship and Digital Tools for Education

COURSE DESCRIPTION

This module aims at helping educators to introduce students to some digital citizenship values whilst enhancing their digital skills through some web 2.0 tools that can be easily integrated in their schemes of work for the subjects taught. This module is intended to describe the role of Digital Citizenship and Digital Skills in today’s educational practices and illustrate particular digital tools that can be used as a valuable resource within the teaching practice. The module will discuss, plan and implement a cross-curricular approach to integrate Digital Citizenship and Digital Skills within the current educational framework and own current practice.

Application: https://bit.ly/33oOqVi

Award in Creating an Understanding of the Education Psychosocial Services

COURSE DESCRIPTION

The aim of this course is to ensure that educators are aware of the Education Psycho-Social services on offer. The learners will also be equipped to conduct an initial assessment to identify the service the student can benefit from and refer accordingly. This unit will equip the educators to effectively identify and manage sensitive situations when students disclose and/or exhibit education psycho-social difficulties. They will be proficient in the application of procedures to refer to the appropriate education psycho-social service.


Course Code: M84
Mode of Delivery: Blended
Start Date: November - December 2020
Number of Sessions: 10
MQF Level: 6 | ECTS: 5
Venue: Institute for Education
Time: 15:30 - 18:15
Home/EU/EEA Fees: €75
International Fee: €188

Course Code: M85
Mode of Delivery: Blended
Start Date: November - December 2020
Number of Sessions: 10
MQF Level: 6 | ECTS: 5
Venue: Institute for Education
Time: 15:30 - 18:15
Home/EU/EEA Fees: €75
International Fee: €188

Course Code: M08
Mode of Delivery: Face-to-face
Start Date: May 2021
Number of Sessions: 4
MQF Level: 5 | ECTS: 2
Venue: Institute for Education
Time: 15:30 - 18:15
Home/EU/EEA Fees: €20
International Fee: €50

Course Code: M64
Mode of Delivery: Online
Start Date: November 2020
Number of Sessions: 4
MQF Level: 4 | ECTS: 4
Venue: Institute for Education
Time: NA
Home/EU/EEA Fees: €40
International Fee: €100

Course Code: M60
Mode of Delivery: Face-to-face
Start Date: May 2021
Number of Sessions: 4
MQF Level: 5 | ECTS: 2
Venue: Institute for Education
Time: 15:30 - 18:15
Home/EU/EEA Fees: €20
International Fee: €50
The Institute for Education firmly believes that parents/guardians play a critical role in providing learning opportunities at home and in linking what children learn at school with other experiences. By facilitating and participating in diverse learning experiences and activities outside the school, parents/guardians become an important factor in children’s overall learning and education. These courses are available by request of Schools or Colleges for parents/guardians within their community. They are the perfect opportunity to foster parental involvement and develop parents/guardians’ knowledge in how they can further support their child’s learning.

PARENTAL/GUARDIAN COURSES
Parental/Guardian Courses

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Award in Project Based Learning for Parents Actively Involved in Schools

**COURSE DESCRIPTION**

This module is intended for parents, as a tool to help schools facilitate the process of project-based learning when it is applied. In this module, participants explore the principles of Project-based learning. They learn about the differences between a project-based approach and traditional teaching. As they view examples of different projects, they come to understand the four phases of project design and the characteristics that these projects have in common.


Award in Receiving and Giving Feedback

**COURSE DESCRIPTION**

The aim of this module is to provide the necessary skills to parents so they can cooperate in a more efficient manner with schools for the benefit of the student. Furthermore, it is aimed that course participants can be in a better position to provide informed feedback regarding parent participation in schools. This shall also equip course participants with competences in relation to acting upon provided feedback in a proficient and ethical manner.

Award in Parental Involvement in Schools

**COURSE DESCRIPTION**

This course is intended for parents that are keen to help in their child’s life school community. The earlier in a child’s educational process parent involvement begins, the more powerful the effects. The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home or in the school community. Participants will explore the principles of Parental development and the different types of involvement they can undertake as they liaise with schools.

**Module Outline:** [https://bit.ly/2vQ6WK0](https://bit.ly/2vQ6WK0)

Award in an Introduction to Educational Policy for Parents Collaborating with Schools

**COURSE DESCRIPTION**

Schools and Colleges have identified the need for the capacity building of parents to assist schools in an effective manner as co-educators in identified support roles, for the benefit of students. This Award provides the background information and supports the development of skills and competences to approach such parent-school collaborations in line with the NCF (2012) and the Framework for the Educational Strategy (2014).
Phase sessions are open for all educators and have proved to give time and space for the much requested fora where discussions among professionals flourish.

Participants can choose to attend any session they find relevant for their position as part of their professional development. Phase sessions are split into two rounds with Round 2 being a repeat session of Round 1.
### Phase Sessions

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Embedding Assessment for Learning (AfL) in daily classroom practice: leadership support and support by HoDs AfL

**LEARNING OUTCOMES**

1. Explain how the assessment for learning strategies enable learning
2. Recognise the effective implementation of assessment for learning practices in the classroom
3. Identify ways how to support educators and access support

The Role of the Learning Support Educator

**LEARNING OUTCOMES**

1. Explain the role of the LSE.
2. Working collaboratively in the classroom.

Ethics in Primary & Secondary Schools

**LEARNING OUTCOMES**

1. Understand the role of ethics in our lives as a way of choosing how to act in situations that require a moral decision.
2. Explore the relationship between Religion and Ethics and their implications.
3. Familiarise with the objectives of the Ethics Programme in Maltese schools.
4. Familiarise with the pedagogy and methods of assessment of Ethics in Schools.

Nurture Groups/Learning Zones

**LEARNING OUTCOMES**

1. Explain the purposes and functions of NGs and LZs.
2. Explain referral system.
Support Services offered by the Literacy Teams

**LEARNING OUTCOMES**

1. A National Literacy Strategy for All in Malta and Gozo.
2. Language Policy in Education.
3. The National Literacy Agency and the Literacy Teams.

Access Arrangements

**LEARNING OUTCOMES**

1. Outline and understand the different provisions students may be given to gain access to assessments and demonstrate their achievements without having an unfair advantage on their peers.
2. Identify entities (School Psychological Services - SPS, the Specific Learning Difficulties Unit - SpLD, Visually Impaired specialists, Access to Communication Unit - ACTU, etc.) that can assist in the provision of access arrangements during the whole learning process.
3. Understand the process involved in the application for and the provision of access arrangements for the End of Primary Benchmark assessments.

Servizz Għożża

**LEARNING OUTCOMES**

1. Description of service and programmes offered for teenage pregnant mothers.
2. Description of prevention programmes offered to Colleges.
3. Use of practical experiences and explanation of the referral system.

Employee Support Programme*

**LEARNING OUTCOMES**

1. Information on how to identify and support employees who may be struggling or experience difficult life situations, stress and mental health awareness.
2. Information on how managers can make use of the Employee Support Programme as a support service for their employees.

* This session is available to State Schools only.
The Induction Programme for NQT / NRTs

**LEARNING OUTCOMES**

1. Becoming familiar with the principles, policies and procedures of the induction programme for newly qualified/recruited teachers (NQT/NRTs) employed in state schools.
2. Identify the induction requirements which NQT/NRTs are to fulfil in the first and the second year of their induction process within state schools.
3. Identify the roles of different stakeholders involved in the induction process at school and college levels.
4. Becoming familiar with the induction documents and understand the purposes which these documents serve to keep record of the NQT/NRT's induction process.

Introduction to Global Education: Opening eyes and minds to the realities of the world through learning

**LEARNING OUTCOMES**

Global Education principles, development of a GE oriented school culture and embedding in the formal and informal curriculum.

1. To define Global Education and discuss its relevance to the 21st Century scholastic and broader community.
2. To discuss underlying concepts in a Global dimension.
3. Introduction to Global Education Network Europe (GENE).
4. The GENE conceptual framework
5. Global Education through curriculum embedding.
6. Empowering the school culture.

Learning Support Centres & Resource Centres

**LEARNING OUTCOMES**

1. Explain the purposes and functions of LSCs.
2. Explain the way learners are referred to LSCs.
3. Explain the purposes and functions of RCs.
4. Explain the way learners are referred to RCs.

Achieving Quality Standards Through an Effective Internal Review Process

**LEARNING OUTCOMES**

1. Value the philosophy behind a whole school approach to the internal review process.
2. Become aware of the essential components of the internal review process which lead to effective School Development Planning.
3. Identify different essential components and how they can contribute to an effective internal review process.
Ensuring Quality Standards through External Review

**LEARNING OUTCOMES**

1. Knowledgeable about the quality standards used by the QAD during external reviews.
2. Assimilate the objectives behind the external review and why these are carried out in schools.
3. Know the process of the different external review models.
4. Understand the different review models currently in place and the objectives of each model.
5. Ability to interpret and take action on recommendations issued in external review report.
6. Ability to use the understanding of the quality standards and external review processes to see the bigger picture of a National Quality Assurance Framework.
7. Be able to recall the quality standards used by the QAD during External review.
8. Use the right language and strategy to communicate the objectives of the external review to staff.
9. Be able to use and adapt strategies used by the QAD during external reviews for the development and improvement of their own school. (Observation skills/ Internal review process/ Analysis of data)
10. Demonstrates leadership skills in using recommendations emerging from external reviews to develop and promote improvement.
11. Demonstrates the ability to use quality standards when planning for school development.
12. Ability to bring the school staff together during external reviews so as to promote a positive attitude.
14. Takes responsibility and ownership of recommendations towards the achievement of tangible results.

Peripatetic Services, ACTU, Early Intervention and the INCO

**LEARNING OUTCOMES**

1. Explain the role and functions of the different peripatetic services and ACTU.
2. Explain the referral system to these services.
3. Explain the role of the INCO.

The Responsibilities of the SMT with Respect to the VET Subjects

**LEARNING OUTCOMES**

1. SMT will understand their responsibilities with respect to the implementation of the SEC examinations of the VET subjects.
2. SMT will know what is required from their end with regard to internal and external moderation, monitoring of teachers’ work and records that need to be kept at school level.
3. SMT will know what needs to be communicated to SEC during and at the end of each scholastic year.
National School Support Services

**LEARNING OUTCOMES**

1. To explain the role of the Student Services Department within the context of the DES.
2. To explain the various services provided by the Student Services Department.

**Support services from Directorate for Digital Literacy and Transversal Skills**

**LEARNING OUTCOMES**

1. Explain how technologies pose a number of unprecedented opportunities for teachers, as well as for students.
2. Enable teachers to reach their educational aims in ways which cannot be done without technologies.
4. Explain the competences necessary to enable students to better participate in an online society.
5. Show the relevance of empowering users, and teaching students not only how to use technology but also to cope with issues stemming from it.

Counselling Services in Schools

**LEARNING OUTCOMES**

1. Explain what counselling is and its benefits.
2. Explain how the whole system works.
3. Examples of practical situations.

**Educational and Career Guidance in Schools**

**LEARNING OUTCOMES**

1. Explain the service and its benefits.
2. Explain how the service works at national, college and school level.
3. Provide examples of practice.
The Individualised Educational Programme (IEP) using the provision mapping Tool

**Learning Outcomes**

1. Explaining the relevant documents leading up to compiling the IEP.
2. Utilising the Provision Mapping Tool appropriately (as an SMT member).
3. Becoming familiar with the new IEP and things to look out for.
4. Evaluating the IEP.

**Venue:** Institute for Education

**Round 1**
- **Course Code:** PH31/02/2020
- **Date:** 04/11/2020
- **Time:** 11:00 - 13:30

**Round 2**
- **Course Code:** PH31/01/2021
- **Date:** 24/03/2021
- **Time:** 09:00 - 11:30

**Application:** [https://bit.ly/2J7sRQ7](https://bit.ly/2J7sRQ7)

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Anti-Bullying Service

**Learning Outcomes**

1. Services offered by the Anti-Bullying Service.
2. Description of prevention programmes offered to the schools.

**Venue:** Institute for Education

**Round 1**
- **Course Code:** PH03/02/2020
- **Date:** 06/11/2020
- **Time:** 10:00 - 12:00

**Round 2**
- **Course Code:** PH03/01/2021
- **Date:** 19/04/2021
- **Time:** 10:00 - 12:00

**Application:** [https://bit.ly/2J7sRQ7](https://bit.ly/2J7sRQ7)

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The Work of the Migrant Learners’ Unit

**Learning Outcomes**

1. Understand the context of migrant education.
2. Understand how the service is being delivered.

**Venue:** Institute for Education

**Round 1**
- **Course Code:** PH35/02/2020
- **Date:** 06/11/2020
- **Time:** 12:00 - 13:30

**Round 2**
- **Course Code:** PH35/01/2021
- **Date:** 20/01/2021
- **Time:** 09:00 - 10:30

**Application:** [https://bit.ly/2J7sRQ7](https://bit.ly/2J7sRQ7)

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Financial Management and Procurement

**Learning Outcomes**

1. Brief officials with regard to school imprest funding, related procedures and financial management.
2. Overview of the Public Procurement Regulations.

**Venue:** Institute for Education

**Round 1**
- **Course Code:** PH14/02/2020
- **Date:** 09/11/2020
- **Time:** 09:00 - 10:30

**Round 2**
- **Course Code:** PH14/01/2021
- **Date:** 21/04/2021
- **Time:** 11:30 - 13:00

**Application:** [https://bit.ly/2J7sRQ7](https://bit.ly/2J7sRQ7)
Anti-Substance Abuse

LEARNING OUTCOMES

1. Services offered by the Anti-Substance Abuse Service.
2. Description of prevention programmes offered to the schools.

Classification Exercise and Deployment of Human Resources in Schools

LEARNING OUTCOMES

1. Overview of Classification Primary Schools.
3. Overview of Classification Res Centres & Learning Support Centres.
5. Curricular Plan - Option Static Blocks.
6. Time-Table Issues.

Practical Tips in Administration

LEARNING OUTCOMES

1. Sharing experiences as a Teacher, an Assistant Head of School, a Head of School and/or Head of College Network.
2. Empowering the newly appointed Assistant Head of Schools.
3. Sharing good practices and providing practical tips required in the new post.

Maths Support Services

LEARNING OUTCOMES

1. Define the role of the Maths Support Team (MS Team): its values, philosophy and target.
2. Outline the services offered by the MS Team and give examples of the team’s initiatives and projects at national, college and/or classroom level.
3. Suggest avenues for strengthening the maths support services at primary level and seek future collaborations.
Educational Psycho-Social Services

**LEARNING OUTCOMES**

1. Overview of the Education Psycho-Social Services.
2. The main objectives of the services.
3. Mission and vision of the provision of services including ethical working practices and professional provision of service.

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Supporting learners who present with SEBD in a mainstream school

**LEARNING OUTCOMES**

1. To discuss a working definition of SEBD.
2. To give practical examples and strategies to participants on how to support learners who present with SEBD.
3. To promote a whole-school approach to positive behaviour management.
4. To reflect on the educators’ attitude towards learners who exhibit SEBD.

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DISCLAIMER

- Dates are as confirmed unless communicated otherwise.
- The running of all courses are subject to a minimum number of participants and subject to availability of resources.
- All courses are in line with IfE policy and procedures.
- Successful completion of the course/qualification may not be the only requirement for employment and therefore course participants should be informed about the requirements for the desired employment.
- Prospective students are to note that the Teaching Profession is regulated, therefore access to the profession is granted by a warrant which is issued by the Council for the Teaching Profession.
“INSPIRING AND FOSTERING EDUCATORS’ PASSION FOR LEARNING”

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