

Award in Leading and Teaching for Equity

Lecturer	TBA
MQF Level	Level 7
Pass Mark	45%
No. of ECTS	6 ECTS
Entry Requirements	Educators with a minimum of MQF Level 6 in Education

Rationale

Educational leadership is not an abstraction existing in a vacuum but is a human construct that consists of relationships among human beings struggling to achieve their aims and hence need to be directly connected with the lived experience of our human predicament. The course is meant to help school leaders and teachers reflect on their own practice and to help them realize that the intrinsic and extrinsic aims of education that is, that both individual growth and social growth need to be taken care of and be intertwined.

The course is primarily a hands-on programme with topics selected from an anonymous survey of educators in Malta.

Continuous professional development (CPD) is now internationally and locally recognized as a necessary endeavour for all professional educators at all levels. The course is meant to be a meaningful CPD.

Overall Objectives and Outcomes

- Be aware of and explain the nature and importance of the values of inclusivity, social justice, equity and diversity based on basic human rights
- Explain and justify the importance of a mentality of hope and possibilities
- Critically reflect on practice from an equity and social justice perspective
- Modify lesson planning consistent with the values
- Accept and celebrate differences in class and school
- Interact and explore improved classroom and school-wide possibilities consistent with values of social justice and equity
- Improve practice through Action Research

Pedagogical Guidelines

- The course will follow a learner-centred and differentiated teaching pedagogy involving a mixture of mini-lectures, small group and large group discussions, participant mini-presentations, and hands-on activities.

Assessment Strategies

- There are a variety of activities involved: review works of others, peer to peer tuition, power point presentations, write a paper and plan a workshop.
- Develop a plan for and implement action research, and analyse and share results from action research.

Suggested Readings

- Camilleri, S., Caruana, A. & Falzon, R., "The promotion of emotional literacy through Personal and Social Development: the Maltese experience", *Pastoral Care in Education*, Vol. 30, 2012, 1.
- Steiner, C. (2003), *Emotional Literacy: Intelligence with a Heart*, Personhood Press, Fawnskin, CA.
- Denham, S.A. (1998), *Emotional Development in Young Children*, Guilford Press;
- Gardner, H. (1987), *Frames of Mind: The Theory of Multiple Intelligences*, Basic Books.
- Goleman, D. (1995), *Emotional Intelligence: Why It Can Matter More Than IQ*, Bantam Books.
- Salovey, P. & Mayer, J.D. (1990), *Emotional Intelligence*, Baywood Publishing Co., Inc.