SLIEN - AN INTRODUCTION TO SUPPORTING LEARNERS WITH INDIVIDUAL EDUCATIONAL NEEDS (AWARD)

MQF Level: 4   ECTS Value: 23 ECTS

Programme Description

This programme aims to provide formal training in practical skills necessary for Supply Learning Support Educators.

Entry Requirements

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

1. Have a minimum of four MQF level 3 (Ordinary Level) subjects, with at least a grade 5/C or a comparable and must include Maltese, English Language, Mathematics and any other subject;

   OR

2. Have a minimum of a full MQF level 3 VET Qualification with at least 60 ECTS including successful completion of Mathematics, English and Maltese studied as key skills. Applicants applying under this criterion are requested to include an official Transcript as evidence together with their certificate.

Overall Objectives and Outcomes

Though this programme, participants will be able to:

a. Develop basic knowledge and understanding of inclusive education;
b. Ensure the promotion of an inclusive environment for learning;
c. Adapt classroom material and tasks for learners with different needs;
d. Support learners through appropriate intervention strategies;
e. Identify communication challenges and ensure that the learner is included in the school community;
f. Support and ensure student safety of students with physical disabilities;
g. Produce an individualised programme for the student's needs;
h. Evaluate and reflect on ones contribution to the student's learning.

Programme Structure and Delivery

This programme adopts a blended approach to teaching and learning and is composed of the following modules:

- The Inclusive Classroom (2 ECTS)
- Supporting Student with Different Needs (2 ECTS)
- Behaviour 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 (10 ECTS)

For further details regarding delivery and assessment, kindly refer to the IfE Portal.

Certification

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

Further Learning Opportunities and Career Progression

Upon successful completion of this programme, course participants may go on to further their studies in the area of inclusive education.

SLIEN01 - THE INCLUSIVE CLASSROOM

MQF Level: 4   ECTS Value: 2 ECTS

Module Description

This module provides the participants with insights into the composition of an inclusive classroom in its wider sense. Issues of multi-culturalism, equality, equity and inclusive approaches to teaching and learning will be discussed. More specifically, the concept of inclusion and how it differs from integration and segregation will be delved into. Doing so, requires the participants to be informed about their roles, the teacher's, and that of other professionals involved in making the inclusion of students a positive experience. In this respect, the participants need to learn about and how to work collaboratively within a team to facilitate the teaching and learning experience through the right accommodations and adaptations.

Overall Objectives and Outcomes

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

Competences

a. Collaborate with a transdisciplinary team of professionals to facilitate and sustain the learning progression of the student;
b. Carry out tasks assigned or suggested by the same transdisciplinary team;
c. Create the necessary adaptations to facilitate the access to the programme/s of instruction;
d. Advise parents on school to home follow-up activities;
e. Ensure the promotion of an inclusive environment by treating all the students fairly and equally;
f. Produce learning modifications to facilitate the student's access to learning.

Knowledge

a. Describe the terms of inclusion, integration, segregation, access, multiculturalism and gender equality and their implication on inclusive education
b. Define equity and equality within the context of inclusive education.
c. Identify the difference between the terms stated in (a) and (b) and their implication on inclusive education.
d. Relate the concept of Universal Design for Learning (UDL) to their own class situation.
e. Match the tasks to the student's level of cognitive functioning.

f.   Sequence the adaptations to reflect the student's progression in learning.

g.   Quote the learning outcome, preferably by referring to the current LOF, they are working on.

h.   Recall their responsibilities as listed in the LSEs job description.

i.   Tell the teacher's responsibilities with regard to the teaching and learning.

j.   Identify the barriers to inclusion and how these can be overcome.

Skills

a.   Generate a solution to a given vignette story model whereby they apply what they have learned.

b.   Demonstrate which models of inclusion work best for them.

c.   Create fair and just adaptations for their student/s

d.   Prepare a follow-up plan of action for the parents.

e.   Plan a set of strategies that can help the student in the after school activities like the catechism or extra-curricular activities.

Mode of Delivery

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

Assessment Methods

This module will be assessed through: Forum Discussions and Practical Assignment Task

Suggested Readings

Core Reading List

1.   Ministry for Education (2002). Creating Inclusive Schools: Guidelines for the Implementation of the National Curriculum Policy on Inclusive Education.

2.   Ministry for Education, Youth and Employment (2012). A National Curriculum Framework For ALL.

3.   Ministry for Education and Employment (2014). Special and Inclusive Education for ALL. An Audit Report.

4.   Ministry for Education and Employment (2014). Respect For ALL Framework. The above documents can be accessed from: http://education.gov.mt/en/resources/Pages/Policy-Documentation.aspx

5. The Learning Outcomes Framework (2015). Access on: http://www.schoolslearningoutcomes.edu.mt/en/
6. Neil Humphrey , Paul Bartolo , Peter Ale , Colin Calleja , Thomas Hofsaess , Vera Janikova , Annemieke Mol Lous , Vida Vilkiene & Gun-Marie Wetso (2006) Understanding and responding to diversity in the primary classroom: an international study, European Journal of Teacher Education, 29:3, 305-318, DOI: 10.1080/02619760600795122

Supplementary Reading List

1. UNESCO (2001). The Rationale for Inclusive Education in Open File on Inclusive Education Support Materials for Managers and Adminsitrators.
2. Mitchell, D. (2014). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.

SLIEN02 - SUPPORTING STUDENTS WITH DIFFERENT NEEDS

MQF Level: 4   ECTS Value: 2 ECTS

Module Description

This study unit provides the student with basic educational approaches and support strategies to maximise progress for learners with ADD/ADHD, Autism Spectrum Disorder and Intellectual disability.

Overall Objectives and Outcomes

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

Competences

a. Create specific resources to enhance the learning process for students with ADD / ADHD, ASD and intellectual impairment.
b. Better manage the challenges faced by learners with ADD / ADHD, ASD and intellectual impairment encounter in the classroom.
c. Adapt classroom tasks and resources for learners with ADD / ADHD, ASD and intellectual impairment.

Knowledge

a. Detail the characteristics of learners with ADD / ADHD, ASD and intellectual impairment.
b. Identify accommodations and class interventions to use with learners with diverse needs
c. Describe how environments can be structured so that learners with ADD / ADHD, ASD and intellectual impairment can benefit maximally from instruction.

Skills

a. Recognise the characteristics of learners with ADD / ADHD, ASD and intellectual impairment.
b. Apply accommodations and class interventions to use with learners with diverse needs.
c. Determine how environments can be structured so that learners with diverse needs can benefit maximally from instruction.

Mode of Delivery

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

Assessment Methods

This module will be assessed through: Practical Assignment Tasks

Suggested Readings

Core Reading List

1. Teach ADHD. Behavior Support Strategies.
2. Larkey, S. (2006). Strategies for teaching studentswith Autism Spectrum Disorder and other dtudnets with special needs.
3. The National Autistic Society Autism Spectrum Disorder: A resource pack for school staff
4. Boutot A.E. (2007) Fitting in: Tips for ptomoting Acceptance and friendships for students with autism spectrum disorders in inclusive classrooms.
5. Broer, S.M., Doyle, M.B., Giangreco M.F. (2005) Perspectives of students with Intellectual Disabilities about their experiences with paraprofessional support.
6. Pulsifer, L. (2012). Teaching tips for students with developmental delays. Retrieved http://www.brighthubeducation.com/special-ed-inclusion-strategies/78461-teaching-tips-for-students-with-developmental-delays
7. Yazbeck,M., McVilly,K., Parmenter, T. R. (2004) Attitudes Towards People with Intellectual Disabilities: an Australian Perspective.

Supplementary Reading List

1. ADHD fact sheet – retrieved www.cdc.gov/actearly
2. Thompson, A.E., Morgan, C., Urquhart, I., (2003). Children with ADHD Transferring to secondary Schools:Potential difficulties and solutions
3. Strategies for ADD and ADHD – retrieved from http://www.do2learn.com/disabilities/CharacteristicsAndStrategies/AttentionDeficitDisorder_Strategies.html
4. Erbes, V. Tools for teachers: Practical resources for Classroom Success.
5. Stobart, A. (2012) Transition toolkit: Helping you support a child through change.
6. O'Regan, F. (2002) How to Teach and Manage Children with ADHD
7. Birkett,V (2003) How to Support and Teach Children with Special Educational Needs
8. Sherratt D (2005) How to support and teach children on the Autism Spectru

SLIEN03 - BEHAVIOURAL CHALLENGES

MQF Level: 4   ECTS Value: 2 ECTS

Module Description

Schooling, for many learners, presents itself as a positive experience, one in which children are able to thrive, achieve and reach their fullest potential. For others, however, this is far from the case and there are some groups of learners who exhibit social, emotional and behavioural difficulties. Put simply, this can be exhibited as acting in and acting out behaviours. This module is designed to equip LSEs with different techniques to support learners exhibiting SEBD.

Overall Objectives and Outcomes

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

Competences

a.   Create and carry out different behaviour management strategies to support learners exhibiting challenging behaviours.
b.   Create appropriate intervention strategies to help support learner to deal with different emotions including both acting in and acting out.
c.   Design and carry out a behaviour modification plan.
d.   Follow de-escalation and restraining strategies.

Knowledge

a.   Demonstrate basic knowledge of social, emotional behavioural difficulties.
b.   Be familiar with a framework for management and discipline language skills.
c.   Identify different strategies and techniques to support learners deal with acting in and acting out behaviours and emotions.
d.   Prepare and execute a behaviour modification plan.
e.   Demonstrate familiarity with de-escalation and restraining strategies

Skills

a.   Prepare and apply different strategies and techniques to support learners deal with acting in and acting out behaviours and emotions.
b.   Practise de-escalation and restraining strategies.
c.   Plan and apply a behaviour modification plan

Mode of Delivery

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

Assessment Methods

This module will be assessed through: Practical Assignment Tasks

Suggested Readings

Core Reading List

1. Cefai, C., & Cooper, P. (2010). Students without voices: the unheard accounts of secondary school students with social, emotional and behaviour difficulties. *European Journal of Special Needs Education*. 25(2), 183-198.
2. Cefai, C. (2010). Supporting the inclusive education of students with social, emotional and behaviour difficulties. *In:* A. Azzopardi (*ed.*), *Making Sense of Inclusive Education*. Berlin, VDM Verlang Dr. Muller publications.
3. Cowley, S. (2014). *Getting the buggers to behave*. London: Bloomsbury.
4. Rogers, B. (2015). *Classroom Behaviour: A practical guide to effective teaching, behaviour management and colleague support*. London: Sage.
5. Rae, T. (2007). *Dealing with feeling*. London: Sage.

Supplementary Reading List

1. Camenzuli, J. (2015). The use of Technology to Support the Innovative Teaching of Mathematics to Students with SEBD: A Debate Related to the use of Technology in the Classroom to Promote Inclusion. *International Journal of Learning, Teaching and Educational Research*, 12(1), 35-52.
2. Camenzuli, J., & Buhagiar, M.A. (2014). Using inquiry-based learning to support the mathematical learning of students with SEBD. *The International Journal of Emotional Education*, 6(2), 69-85.
3. Cefai, C. (2006). Social, Emotional and Behavioural difficulties in Malta: An Educational Perspective. *Journal of Maltese Educational Research*, 4(1), 18-36.
4. Cefai, C., & Cooper, P. (2011). The introduction of nurture groups in Maltese schools: A method of promoting inclusive education. *British Journal of Special Education*, 38(2), 65-72.
5. Cefai, C., Cooper, P., & Camilleri, L. (2008). *Engagement Time: A National Study of Students with Social, Emotional and Behaviour Difficulties in Maltese Schools.* Malta,

European Centre for Education Resilience and Socio-Emotional Health, University of Malta.

6. Cefai, C., & Pizzutto, A,S. (2017). *Listening to the voices of young children in a nurture class. Emotional and Behavioural Difficulties*. 22(3), 248-260.

7. Cross, M. (2011). Children with social, emotional and behavioural difficulties and communication problems: There is always a reason. London: Jessica Kingsley Publishers.

8. Crone, D., Hawken, L.S., & Horner, R, H. (2015). Building Positive Behavior Support Systems in Schools Second Edition: Functional Behavioral Assessment. New York: Guilford Press.

9. Cooper, P. (2006). Promoting Positive Pupil Engagement. Malta: Agenda.

10. Cooper, P. (2010). Understanding and supporting children with emotional and behavioural difficulties. London: Jessica Kingsley Pulblishers.

11. Olsen, J., & Cooper, P. (2004). Dealing with disruptive students in the classroom. London: RoutledgeFlamer.

12. Perrow, S. (2016). Healing stories for challenging behaviour. Gloucestershire: Hawthorn Press.

SLIEN04 - COMMUNICATION CHALLENGES

MQF Level: 4   ECTS Value: 2 ECTS

Module Description

The aim of this module is to focus on providing educators with basic introductory knowledge on the area of communication. Course participants will appreciate the function of communication in the lives of learners that they will be supporting.

Overall Objectives and Outcomes

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

Competences

a.   Identify possible communication opportunities throughout the school day whereby the learner can communicate through various methods.
b.   Ensure that the learner is included in the school community through the implementation of essential strategies in order for him/her to understand what is happening as well as expressing needs, wants etc
c.   Identify possible communication challenges that a learner will present within the presence of a condition or disability.

Knowledge

a.   Detail the typical development of language and manifestations of delayed or atypical language development.
b.   Determine the process and reasons of communication in order to be able to identify when there is a breakdown or a communication barrier.
c.   Identify various modes of communication and various AAC aides that can be utilised in order to establish a functional communication systems.

Skills

a.   Use correct level of language according to the level of understanding of the learner.
b.   Encourage communication opportunities as well as set up possible situations whereby an Augmentative or Alternative methods can be used
c.   Support a range of learners with disabilities and conditions in the class environment e.g. ASD to use a range of AAC strategies.

Mode of Delivery

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

Assessment Methods

This module will be assessed through: Practical Assignment Tasks

Suggested Readings

Core Reading List

1. Communication Matrix –pdf https://legacy.communicationmatrix.org/sevenlevels.aspx
2. https://www.ieccwa.org/uploads/IECC2016/HANDOUTS/KEY_13958629/HO_4.CommunicationMatrixTable.pdf
3. http://www.rockybay.org.au/wp-content/uploads/2013/04/1.2-Communication-Development.pdf
4. https://files.eric.ed.gov/fulltext/EJ1082466.pdf
5. https://www.asu.edu/clas/icrp/research/Publication/Publication%20PDF%202.pdf
6. https://www.ctdinstitute.org/sites/default/files/file_attachments/TnT-News-AAC-Mar09.pdf
7. file:///C:/Users/Schools_home/Downloads/9781493908134-c1.pdf
8. https://www.sa.gov.au/__data/assets/pdf_file/0013/17122/augmentative-alternative-communication.pdf

Supplementary Reading List

1. https://ilc.com.au/wp-content/uploads/2014/12/Top-tips-for-implementing-AAC.pdf
2. http://www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/stages-speech-language-development-chart001.pdf
3. Sage & Wilkie (2006) Supporting Language and Communication: A guide for School support Staff
4. Thompson (2003) Supporting communication disorders: A handbook for teachers and teaching assistants.
5. Websites e.g. www.yaack.com ; www.talkingpoint.org.uk; www.asha.org

SLIEN05 - PHYSICAL DISABILITIES

MQF Level: 4   ECTS Value: 2 ECTS

Module Description

This module is designed to provide the Learning Support Educators with basic training on physical disability. It will tackle areas Cerebral Palsy, the effects of muscle tone on student's function in daily living skills, the role of Therapists (including OT, Physio and SLT), how to best handle a student with physical disability, different types of transfers which are usually carried out at school, ideal posture during table task activities and alternative means of writing.

Overall Objectives and Outcomes

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

Competences

a. carry out daily activities such as feeding, toileting/changing nappy and dressing with children with a physical disability,
b. apply practical knowledge on sitting and adequate posture during table task activities.
c. ensure the safety of the student during handling, transferring and seating
d. collaborate with other colleagues, if assistance is required, during transferring and employ practical knowledge on transferring equipment

Knowledge

a. distinguish the different types of physical disability and their respective signs and symptoms
b. determine the different roles of therapists (including the Occupational Therapist, Physio and Speech and language Therapist)
c. apply practical knowledge on how to transfer a student such as what is a good seating position to attain for the student with a lesion and the different techniques one can use for daily life activities.

Skills

a. operate or use the different techniques (including transferring, handling)
b. practise activities of daily living and self-help skills with the student with physical disability.
c. under professional guidance the learner can use alternative mean to writing.

Mode of Delivery

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

Assessment Methods

This module will be assessed through: Case Studies and Presentation

Suggested Readings

1. http://www.pediatricservices.com/parents/pc-28.htm
2. https://patient.info/doctor/disability-in-childhood
3. https://www.canchild.ca/en/resources/35-disability-and-child-development-integrating-the-concepts
4. https://www.canchild.ca/en/diagnoses/cerebral-palsy
5. https://www.canchild.ca/en/research-in-practice/physical-activity
6. https://www.youtube.com/watch?v=hPah5J868NE
7. https://www.youtube.com/watch?v=GdtcoWoaMhk
8. https://www.youtube.com/watch?v=kfCdOYjsEqg
9. https://www.cbm.org/article/downloads/54741/Cerebral_Palsy_Toolkit_-_Part_2__Manual__English_.pdf

SLIEN06 - LITERACY DEVELOPMENT

MQF Level: 4   ECTS Value: 1 ECTS

Module Description

During this module, participants will become familiar with literacy development. Since the audience includes LSEs who teach in all sectors (early, middle and senior schools), the content will target typical Literacy development. They will be able to scaffold learning to improve reading instruction. This will provide good groundwork in the area of literacy professional development and will serve as a foundation, should participants wish to further their professional development in this area.

Overall Objectives and Outcomes

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

Competences

a. explore underlying literacy difficulties
b. explain the use of a scaffolded literacy programme pertaining to competences which include decoding, word building, phonological awareness and comprehension
c. explore how literacy needs to be taught through skill-based learning and also through the use of authentic texts

Knowledge

a. identify areas of difficulty in reading
b. demonstrate understanding of reading and spelling development and which areas require attention (decoding, word building, phonological awareness and comprehension)

Skills

a. plan reading and spelling activities to enhance literacy learning
b. select appropriate intervention strategies
c. evaluate own learning and be able to research further, identified areas to enhance their professional growth

Mode of Delivery

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

Assessment Methods

This module will be assessed through: Case Study

Suggested Readings

Core Reading List

1. Duke N., Pearson P. (2009) 'Effective Practices for developing Reading Comprehension '. *Journal Of Education* [Online] 189, (1/2) 75-95
2. Flanigan K., Hayes L., Templeton, S., Bear D., Invernizzi M., Johnston F. (2011) 'The Within Word Pattern Stage', in Flanigan, Hayes, Templeton, Bear, Invernizzi, Johnston, ed. (2011) *Words their way with Struggling Readers - Word study for Reading, Vocabulary, and Spelling Instruction, Grades 4-12.* USA: Pearson, pp. 93-124.
3. Flanigan K., Hayes L., Templeton, S., Bear D., Invernizzi M., Johnston, F. (2011) 'The Syllables and Affixes Stage', in Flanigan, Hayes, Templeton, Bear, Invernizzi, Johnston, ed. (2011) *Words their way with Struggling Readers - Word study for Reading, Vocabulary, and Spelling Instruction, Grades 4-12*. USA: Pearson, pp. 125-159.
4. Rupley, W., Blair, T., Nichols, W. (2009) 'Effective Reading Instruction for Struggling Readers: The Role of Direct/Explicit Teaching, Reading & Writing Quarterly'. *Overcoming Learning Difficulties* [Online] 25, (2-3) 125-138
5. Westwood, P. (2014) 'General principles for teaching spelling', in *Teaching Spelling: Exploring commonsense strategies and best practices* (Westwood, ed). UK: Routledge, pp. 20-24.
6. Westwood, P. (2014) 'Word study', *Teaching Spelling: Exploring commonsense strategies and best practices* (Westwood, ed) UK: Routledge, pp. 33-38.

Supplementary Reading List

1. Soltiya, J., Vousden, J. (2009) 'Real books vs reading schemes: a new perspective from instructional psychology'. *Educational Psychology* [Online] 29, (4) 469-511
2. Hall, L. (2004) 'Comprehending expository text: Promising strategies for struggling readers and students with reading disabilities?' *Leading Research and Instruction* [Online] 44, (2) 75-95
3. Johnson, P., Keier, K. (2010) 'Beyond "Shout It Out"', in Johnson, Keier, P. K. ed. (2010) *Catching Readers Before They Fall: Supporting Readers Who Struggle, K-4*. USA: Stenhouse, pp. 51-69.
4. Rasinski, T. (2012) 'Why Reading Fluency Should Be Hot!' *The Reading Teacher* [Online] 65, (8) 516-522
5. Rasinski, T.V., Samuels, S. J. (2011) 'Reading Fluency: What It Is and What It Is Not', in Samuels, S.J., Farstrup, A. E. ed. (2011) *What Research Has To Say About Reading Instruction* (4th edition). USA: International Reading Association, pp. 94-114

SLIEN07 - USING A PROVISIONAL MAPPING TOOL

MQF Level: 4   ECTS Value: 1 ECTS

Module Description

In this unit the course participants will be introduced to the Individual Education Plans and will be given training of how to write a comprehensive and precise IEPs for the learner/s that they support. Students will also be guided on how they are to use the Provisional Mapping Tool when writing an IEP.

Overall Objectives and Outcomes

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

Competences

a. Follow procedure used prior to the writing of the IEP.
b. Produce an IEP using comprehensive and specific situation assessment, SMART Goals and specific strategies and resources for a learner with a statement of need using the Provisional Mapping Tool
c. Produce a MAP for a learner with individual needs.

Knowledge

a. Detail procedures used prior to the writing of an IEP.
b. Demonstrate knowledge of the Provisional Mapping Tool.
c. Distinguish the difference between SMART goals and Priority Long Term Goal/s
d. Describe the learner's situation assessment in learning and behaviour at school in a comprehensive and specific manner.
e. State which strategies and resources could be used to support learner in IEP.

Skills

a. Use and apply skills learnt in unit when writing IEPs
b. Prepare a MAP for a learner with individual educational needs.
c. Plan an IEP for a learner with special educational needs.
d. Prepare an IEP for a learner with special educational needs using SMART goals.

Mode of Delivery

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

Assessment Methods

This module will be assessed through: Practical Assignment Task

Suggested Readings

Core Reading List

1. https://www.provisionmap.co.uk/
2. Pierangelo. R. & Giuliani. G. A. (2007). *Understanding, Developing and Writing Effective IEPs: A Step-by-Step Guide for Educators*. England: Sage

Supplementary Reading List

1. https://www.understood.org/~/media/84636b78f9f94b12aa5dab86c92f8e37.pdf
2. Salend. S. J. (2011) *Creating Inclusive Classrooms: Effective and Reflective Practices*. US:Pearson – Chapter 2
3. McNamara. S. & Moreton. G. (1993). *Teaching Special Needs: Strategies and Activites for Children in the Primary Classroom*. England: David Fulton Publishers.
4. Special Education Support Services. (2008). *Signposts: A Resource Pack for Teachers*. Retrieved on 06/01/2018 from http://www.sess.ie/

SLIEN08 - AN ADAPTED APPROACH TO THE MATHEMATICS CURRICULUM

MQF Level: 4   ECTS Value: 1 ECTS

Module Description

This module is an introduction to the Mathematics content, syllabus and learning outcomes in relation to effective adaptation strategies. Apart from giving participants the opportunity to become familiar with the content of the revised 2014 Mathematics syllabus and the Mathematics Learning Outcomes Framework, this module will also help participants understand the sequence and the core elements of the syllabus content, how this content relates to the student's day to day reality and how the development of functional mathematics learning (coins, calculators, time, shapes etc) can be used to provide a holistic childhood development.

The module will also engage participants in understanding the four Mathematics strands outlined in the syllabus – number, measurement, space and shapes and data handling and how moving along the four strands is important when adapting Mathematics tasks. Learners will also engage in discussions about Maths Alternative Programmes, Maths Alternative Papers, Maths Checklists and Maths Diagnostic Testing.

Overall Objectives and Outcomes

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

Competences

a.   identify activities related to real life mathematical application so as to generate a more holistic childhood development;
b.   support students with an alternative/adapted programme based on what has been done in previous years and what will be covered in future years (hence, serve as a medium between year groups and learning outcomes, according to the content and outcomes of the framework);
c.   identify common Mathematics difficulties and misunderstandings by solidifying one's own perception and relationship to the subject content.
d.   inform themselves about Maths Alternative Programmes, Maths Alternative Papers, Maths Checklists and Maths Diagnostic Testing.

Knowledge

a.   detail the different learning outcomes as well as the key vocabulary related to mathematics;
b.   identify learning opportunities that have been outlined in the syllabus;

c. use Mathematics in modelling real life problems;

d. support students to understand mathematical notions through the use of ICT and computer software.

Skills

a. devise attractive, adapted, student-centred activities which are meaningful to the student's realities;

b. discuss with classroom teacher responsible ways how to enhance the alternative/adapted programme through a healthy collaboration;

c. prepare activities which comprise a range of tasks and problems and entail the application of a number of mathematical ideas.

d. select useful multisensory resources for each of the topics dealt with which will help them to ensure that a Concrete Pictorial Approach is always maintained;

e. select a bank of activities that may be used as part of a continuous assessment approach for each of the topics covered.

Mode of Delivery

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

Assessment Methods

This module will be assessed through: Practical Assignment Task

Suggested Readings

Core Reading List

1. Primary Maths Support Team. (2014). *Mathematics - a revised Syllabus for Primary Schools*. Malta: Department of Curriculum Management, Ministry of Education and Employment.

Supplementary Reading List

1. Tiley-Nunn, N. and Beadle, P. (2014). *Primary Maths*. Carmarthen, United Kingdom: Independent Thinking Press.

2. Rowland, T. (2009). *Developing Primary Mathematics Teaching*. Los Angeles: SAGE.

3. Pepperell, S. (2014). *Mathematics in the Primary School*. Routledge.

4. Haylock, D., & Cockburn, A. (2013). *Understanding mathematics for young children (4th Edn.)*. London: Sage.

SLIEN09 - REFLECTION ON PRACTICE

MQF Level: 4   ECTS Value: 10 ECTS

Module Description

The intent of this module is to provide an opportunity for self-reflection of practice, and equip participants with the necessary skills for a fruitful practicum experience. Specifically, each component of the practicum file: observations, student's profile, IEP document, daily planning sheets, lesson and self-evaluation - will be discussed. Following this, participants will undertake a 6-week practice placement supported by practice visits.

Overall Objectives and Outcomes

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

Competences

a.   Select the most relevant information from the professionals' reports.
b.   Inform oneself well about the student.
c.   Create an informed student profile.
d.   Monitor student/s during the observation phase to build a good picture of them.
e.   Establish coherence between the daily planning sheets and the IEP document.
f.   Complete good daily planning sheets.
g.   Perform a self-analysis of one's input in the facilitation of the student's or students' learning.

Knowledge

a.   Describe the purpose of the student profile.
b.   Identify the significant elements of the professionals' reports.
c.   Recite the student's major strengths and weaknesses as indicated by the professionals.
d.   Tell the student's major strengths and weaknesses in class.
e.   List the priority goals that will be tackled in the IEP.
f.   Write a clear, specific and measurable goal.
g.   Match the strategy to be employed with the goal.
h.   Write a clear lesson evaluation on the daily planning sheet.

Skills

a. Generate an effective strategy for the IEP's goal.
b. Demonstrate the effectiveness, or otherwise, of the action taken.
c. Prepare a follow-up plan of action.
d. Plan a set of strategies that the can help the student in the after school activities like the catechism or extra-curricular activities.
e. Write factual observations.

Mode of Delivery

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

Assessment Methods

This module will be assessed through:

Suggested Readings

Core Reading List

1. Ministry for Education (2002). Creating Inclusive Schools: Guidelines for the Implementation of the National Curriculum Policy on Inclusive Education.
2. Ministry for Education, Youth and Employment (2012). A National Curriculum Framework For ALL.
3. Ministry for Education and Employment (2014). Special and Inclusive Education for ALL. An Audit Report.
4. Ministry for Education and Employment (2014). Respect For ALL Framework.
5. The above documents can be accessed from:
    http://education.gov.mt/en/resources/Pages/Policy-Documentation.aspx
6. The Learning Outcomes Framework (2015). Access on:
    http://www.schoolslearningoutcomes.edu.mt/en/
7. Neil Humphrey , Paul Bartolo , Peter Ale , Colin Calleja , Thomas Hofsaess , Vera Janikova , Annemieke Mol Lous , Vida Vilkiene & Gun-Marie Wetso (2006) Understanding and responding to diversity in the primary classroom: an international study, European Journal of Teacher Education, 29:3, 305-318, DOI: 10.1080/02619760600795122
8. Malthouse, R., & Roffey-Barentsen, J. (2013). Reflective practice in education and training.

Supplementary Reading List

1. UNESCO (2001). The Rationale for Inclusive Education in Open File on Inclusive Education Support Materials for Managers and Adminsitrators.
2. Mitchell, D. (2014). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.