

Writing new teaching situations from The Maltese mainstream syllabus

The aim within this new inclusive paradigm is to write new teaching situations that fit the new mainstream perspective, written in a context that is appropriate for pupils with learning difficulties. The criteria that will influence our writing of the new style of teaching situations are that they should be;

1. indicating pupil responses that are related to the full range of attainment level descriptors
2. relevant to the mainstream subjects of the central curriculum
3. includes reference to the strands
4. culture bound to the Maltese Context
5. using large scale experiential examples as well as small scale ones
6. expressed in a way that supports the teaching and learning style of each particular subject
7. referring to socially realistically age –appropriate experiences and
8. indicating how to overcome challenges to learning as a result of disability access
9. Refer to the relevant subject text books being used in mainstream

Above all of these is the teacher's ability to inspire enthusiasm and to deliver showmanship at whatever level of subtlety the students will respond. In the example below the sample teaching situation relates to Maths. In Maths, as for Maltese and English the students would be put into sets of ability. In the other subjects the groups would be of mixed ability

The following steps would be a useful procedural guide for writing;

Step One

Find the attainment strands that you are going to need and identify a range of possible pupil learning outcomes taken directly from the attainment scales.

Step Two

Find the relevant guidance from the mainstream syllabus and appreciate the new way of thinking

Step Three

Write the headings for the top of the lesson plan with clear objectives for the lesson.

Step Four

Locate the textbooks being currently used in schools and use them to illuminate your teaching situation.

Step Five

Identify a Maltese cultural context where possible

Step Six

Identify a large scale context for the teaching activity

Step Seven

Write in a style that reflects the teaching and learning style of the subject eg if it is to be enquiry based then write the lesson from the enquiry perspective ie how does the teacher encourage the pupil to enquire and how would they respond.

Step Eight

Recognise the nature of socially realistic age related activities given the identified age of the pupils

Step Nine

State three different disabilities of your pupils and say how you would overcome them.