



TYPE: POLICY

SUBJECT: TEACHING and LEARNING

REFERENCE: LWP 29

DATE: 20th SEPTEMBER 2021

LAST REVIEWED: 23rd September 2024

APPROVED BY: The Board of Directors

SCOPE

The aim of this policy is to provide guidelines leading to quality teaching resulting in better learning. It is not excluded that some of the issues that are discussed below feature in other policies of this institution.

APPROACHES to TEACHING and LEARNING

Excellent teaching leading to the development of learning is an important factor in improving learners' academic performance. While there is no single approach that will necessarily lead to success, it is acknowledged that there are strategies and practices that lead learners to better understanding and performance. Learning and teaching strategies, as indicated in Learning Works Policy 1, inevitably focus on the roles performed by both teachers and learners.

Active learning, where the students are actively engaged in the learning process rather than being passive recipients of knowledge and information, is crucial. Interaction between

learners and the teacher where feedback is provided helps in creating the right climate for learning.

STRATEGIES

Teachers need to use different approaches to ensure that they reach all the learners. As indicated below, this involves carrying out differentiated teaching.

Teachers need to apply formative assessment techniques to regularly inform themselves whether learners are reaching their objectives. Knowing where the learners have arrived on their learning journey will enable teachers to carry out differentiated instruction where necessary. Differentiation can take place in a number of ways, the most straight forward being through varying how a lesson is taught and how it is assessed. Through flipped learning, time will be available to carry out individualized learning.

Teachers need to keep in mind that the learners following the institution's courses are adults and therefore their approach needs to focus on andragogy, on how adults learn how learning can be monitored effectively and how effective teaching can take place.

Effective teaching involves scaffolding of learning through identifying key concepts. Reflecting on key concepts can help teachers to focus their teaching particularly when teaching courses at Levels 1 to 3.

A learner-centred approach where students are actively involved through solving problems, engaging in discussions and answering questions denotes that students are actively engaged.

Cooperative learning where students work together in pairs or teams either in face-to face teaching or in breakout rooms during online teaching can be a highly effective instructive approach.

ATTRIBUTES

Learners and teachers need to have various dispositions to excel. The following attributes, developed by Cambridge, foster learning habits that will inspire learners to embrace learning and help them lead fulfilled and successful lives:

- Confidence – Learners are keen to explore and evaluate ideas in a structured manner while teachers are confident in their subject knowledge and in its pedagogy.
- Responsible – Learners take ownership of their own learning with teachers who are supportive and collaborative.
- Reflective – Learners are reflective and develop the ability to think critically and solve problems continuing on the road to become lifelong learners. Teachers develop their skills through reflection on practice involving research, evaluation and adaptation.

- Innovative – Learners adapt flexibly to new challenges. Teachers need to carry out an inquiry-based approach in their teaching. They are ready to learn and apply new skills.
- Engaged – Learners are eager to learn. Teachers are passionate about learning and teaching.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Effective use of ICT is essential for teaching. Teachers not only need to have the skills to use the technology available, but they also need to be pedagogically competent to ensure that learners remain engaged throughout the course.

CULTURALLY INCLUSIVE

Learners from various countries, together with Maltese students, follow courses at Learning Works. This necessitates the following approaches to be adopted:

- The medium of instruction is English. Recourse to the Maltese language can only be made if the learners who request this are in a class where there are only Maltese learners who are fully conversant in this language.
- Teachers need to be culturally responsive and adapt their teaching methods to accommodate the diverse learning needs of their learners.
- Where possible opportunities are to be created for learners to share their experiences and learn from one another.

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