

**Faculty of Education:**  
***“Promoting an Educated Public in a Participatory Democracy”***  
**University of Malta**  
***Vision and Mission Statement***

**General Faculty of Education Vision:**

Education is fundamental as a public service that has benefits both for societies and for individuals. It supports individuals in their quest to lead meaningful lives. It also helps societies flourish. For these reasons, education is the intellectual birthright of all persons without distinction.

The Faculty of Education therefore values and promotes education both as good in itself and for its practical outcomes, that is, for what it achieves for the individual, for its contribution to social integration and justice, and for its economic value.

The Faculty of Education stands for the lifelong pursuit of knowledge, for social relevance to various communities, and for the promotion of scholarly and professional inquiry. As an education Faculty, it is committed to developing and implementing powerful pedagogical practices that foster meaningful learning. As a knowledge-driven Faculty, it invests heavily and strategically in research of international quality in the field of education and its cognate disciplines. As a community-oriented Faculty, it strives to engage with the world as it is, in order to imagine a world as it could and should be. It is therefore motivated by an ideal of academic freedom within a critical and reflective paradigm of hope. As a Maltese Faculty open to regional and international influences, it contributes to on-going local and international debates regarding education broadly understood, as well as to educational policy-making at local, national, and supranational levels.

**The Faculty of Education commits itself to:**  
***Education Systems and Society...***

- By making a positive difference to the lives of learners of all ages, whether they be children, youth or adults, empowering them on their own unique journeys, within the local context while also widening their horizons beyond national borders;
- By facilitating the formation of, and access to learning communities which create new knowledge and practices through reflecting on their everyday endeavours in educational settings;
- By being of service through flexibly responding to evolving and changing educational scenarios locally and abroad, and by developing programmes that effectively engage with the shifting social and cultural landscape in Malta;
- By providing Maltese policy makers with the evidence and understanding needed to make wise and just educational decisions, thus also encouraging all educational actors to commit themselves to research-led practice;
- By contributing to on-going local and international debates regarding education broadly understood and to educational policy making at the local, national, and supranational level;
- By seeking collaboration and partnerships with a diverse range of stakeholders;

- By developing lifelong learning attitudes and skills in all its learners for personal empowerment and to secure employment in the constant changing labour market.

**The Faculty of Education also commits itself to:  
*Its students and the University of Malta...***

- By designing programmes that are meaningful to students attending the University of Malta, promoting a love of knowledge, habits of lifelong learning, a sense of joy in discovery and critical thought, as well as nurturing dispositions;
- By developing, promoting and implementing innovative, cutting-edge pedagogies that help learners thrive in rich, flexible, creative and empowering environments;
- By providing learning contexts that are caring, inspirational and exemplary for students, cultivating educators as leaders who are aware of the moral and ethical dimensions of teaching, and who can act as stewards of schools and educational contexts, and advocates for learners;
- By respecting the diversity of students residing in Malta, their communities and families and their individual, professional, intellectual and emotional needs;
- By becoming a leader in promoting and developing sound educational practices at the University;
- By establishing itself as a hub of innovative and creative educational research and practice, both at the local level and internationally.

**We pursue our mission:**

- By supporting the development of educators at various stages throughout their professional journey, i.e. from novice through to beginning, experienced and expert teacher status, ensuring that the Faculty's initial and continuing education programmes invite educators to engage with the profession's best educational thinking and cutting edge practices;
- By translating specialised knowledge (such as of early childhood education and care; of comparative education systems; science education; of language learning; of literacy; of education for sustainable education; of technology enhanced education; of adult learning; of educational leadership; of inclusive education and a host of other specialisations) into meaningful and accessible programmes of study both at undergraduate and postgraduate levels, both in Maltese scenarios and internationally;
- By promoting face-to-face and on-line learning in schools and work places, in local communities and neighbourhoods, and in a multiplicity of other sites;
- By undertaking outstanding educational research of national and international significance whether as individuals or as members of local and trans-national project teams.

## ***Masters in Teaching and Learning (MTL) principles***

### **Preamble:**

The formation of teachers is envisaged as a journey, a process of 'teacher-becoming' that is never-ending. Faculty staff, who as much as novice teachers are teacher-researchers, are guided by the following set of four interlinked principles. All four principles are of equal importance: one builds on the other and each needs the other for all to equally flourish. All four principles are 'nested' within the wider vision adopted by the Faculty.

### ***Through the MTL, the Faculty of Education commits itself to:***

#### **Cutting-edge research that bridges practice and theory**

- By creatively blending practical knowledge and theoretical knowledge together
- By carrying out research in different educational settings
- By disseminating research findings with a range of different learning communities, academic and otherwise
- By being committed to research for educational innovation in local and international contexts

### ***Through the MTL, the Faculty of Education commits itself to:***

#### **Offering quality teacher education**

- By developing creative and innovative pedagogical expertise
- By ensuring a critical understanding of educational concepts that ground teaching and learning
- By nurturing a passion for teaching and learning in collaborative settings
- By encouraging active involvement with different stakeholders in the Maltese education system
- By creating a system of quality assurance that fosters equitable and successful learning environments

### ***Through the MTL, the Faculty of Education commits itself to:***

#### **Forming Educators as Reflective, Inquiring and Collegial Professionals**

- By encouraging reflective, creative practices and innovative educational approaches
- By collaborating in the formation and sustenance of professional learning communities, sensitive to the family, community, linguistic, and political contexts of education
- By developing shared standards of ethical conduct and professional practice
- By engaging with a continuous evaluation of educational processes
- By promoting an active engagement in social and public life

### ***Through the MTL, the Faculty of Education commits itself to:***

#### **Promoting Teaching and Learning for Democracy and Social Justice**

- By engaging with theoretical and practical approaches to teaching for and about diversity, taking into account the strengths and needs of a diverse student population residing in Malta
- By encouraging inclusive and democratic values, virtues and behaviour
- By being committed to promote equity and excellence through teaching and learning opportunities to overcome the disadvantages of social, economic, cultural or linguistics factor which challenge some children in the Maltese school system
- By nurturing solidarity and caring dispositions
- By engaging in advocacy so that silenced voices can be empowered
- By attracting teacher candidates with the best possible intellectual and personal qualities