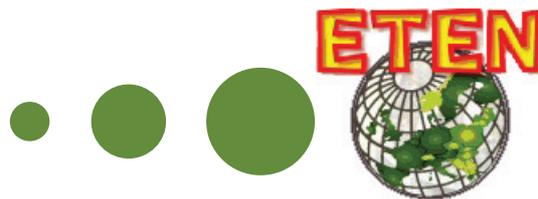# ETEN 18

The Proceedings of the 18th Annual Conference of the European Teacher Education Network

Editors
Kristiina Kumpulainen & Auli Toom
University of Helsinki

ETEN

UNIVERSITY OF HELSINKI
Department of Applied
Sciences of Education

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Preface

The 18th annual ETEN Conference was hosted by Liverpool Hope University in April 2008. The theme of the conference was "Creativity and Enjoyment in Learning" which was elaborated and discussed from several angles by the keynote speaker and by the participants of the Thematic Interest Groups.

It is our pleasure to note that ETEN is growing continuously. Today, after almost twenty years of its establishment, the network has over 50 member institutions from Europe and North America representing teacher education and social educator training. The most recent members of ETEN are Faculty of Education, Ege University in Turkey and Department of Applied Sciences in Education, University of Helsinki.

In recent years, the ETEN Conferences have been organized around its Thematic Interest Groups, TIGs. Each TIG is co-ordinated by a professional leader(s), who takes responsibility for guiding the work plans, research activities and practices unique to the interest groups. The Thematic Interest Groups make it possible for their members to share their recent thoughts, ideas and innovations concerning teaching and teacher education in today's Europe. The TIGs also facilitate the building of research and development projects on relevant educational issues.

ETEN's *Conference Proceedings* have become a regular feature of the organisation from the 2001 conference at the University of Greenwich. This 18th conference proceedings publication of the network is based on papers that were presented and discussed in the TIG-sessions at the ETEN Conference at Liverpool. These papers report best professional practices, some describe research projects, some focus on educational policy issues and others on collegial collaboration. The TIGs whose papers are included in this publication are:

1. Arts Education
2. Biology
3. Democracy
4. Early Learners
5. Instructional Technology and Learning
6. Mathematics
7. Reflective Education
8. Special Education
9. Urban Education

The papers of this publication will be evaluated by two blind referees in order to be considered for publication in *JETEN, the Journal of the European Teacher Education Network*.

Finally, we would like to take the opportunity to express our sincere thanks to the previous editors of ETEN publications, Dr. Neil Hall and Mr. Doug Springate from the University of Greenwich, UK. They have done marvellous and exemplary editorial work and advanced the academic profile of the network. We hope to continue this tradition also in our work as co-editors of ETEN publications.

Professor Kristiina Kumpulainen
CICERO Learning, Faculty of Behavioural Sciences
University of Helsinki
Helsinki, FINLAND

Adjunct Professor Auli Toom
Faculty of Behavioural Sciences
University of Helsinki
Helsinki, FINLAND

Contents

Arts Education

Biology

Myths and Fairy Tales

Teaching and Learning Technology

PSD In A Small Island Community—Presenting The Maltese Democratic Model

Ruth Falzon & Maud Muscat
University of Malta

Democracy does not mean you always have your way, but it means you'll always have your say

(Adler A,)

Abstract

PSD (Personal and Social Development) in Malta has evolved in a unique way. It developed through a bottom-up approach, where an experience in two church schools in 1986, eventually led to the subject being taken up in state and other schools as from 1988–1989. Another unique characteristic of PSD in Malta is that its methodology and approach are based on a psycho-social rather than the academic/theoretical approach. This paper intends to present the 'teacher'-training model used in our university.

Introduction

Personal and Social Development (PSD) in the Maltese islands developed in a unique way, in that it was not imposed as a policy, but gained ground as people started understanding its positive effects. Its development and implementation is in itself a journey in the way educators started viewing a more democratic system of education and teaching. This paper is meant to celebrate this development and to present what, we think, are the elements which made our model—fundamentally respectful of the concept of democracy. The mission statement of the PSD syllabus states: 'PSD aims at empowering students to develop skills, knowledge and attitudes which will enable them to live and participate fruitfully and effectively in their environment (Abela et al, 2002, p. 2). This is the essence of democracy—living freely and responsibly, respecting others.

PSD aims at empowering students to fulfil their potential effectively and positively. Although the pedagogical skills used in PSD in Malta, promote the concept that students/participants arrive at their own value system, the inherent philosophy and implementation of the subject promotes universally regarded positive values such as respect for self and others, diversity, critical thinking, problem solving and democracy. These are similar to aims of PSD in other countries. For example, according to the National Guidelines of the Scottish Office Education Department (2008), PSD covers four areas: interpersonal relationships, independence and interdependence, self-awareness, and self-esteem, where PSD specialists in a school community should use these events sensitively to help pupils explore their actions, feelings and attitudes, and students encouraged to acknowledge and value their abilities and see these as contributing to their worth as members of a community.

Alternatively, Ireland has very similar aims for Social Personal and Health Education. These include enabling students to develop skills for self fulfilment and living in communities, promoting self -esteem and confidence, enabling students to develop a framework for responsible decision making, providing opportunities for reflection and discussion and promoting physical mental, and emotional health and well-being. (MIE, 2008) Similar aims are found in the Welsh PSD syllabus (DCEL 2008). All these aims refer to attitudes, knowledge, awareness, perceptions understanding, abilities and skills in democratic concepts—relation to self and others, social responsibilities and morality to become actively involved in the productive, social and civic life of the community.

In the UK, the subject takes the form of many names: Personal, Social and Health Education, (PSHE), Personal Social Health and Citizenship Education (PSHCE), PSHME, where M stands for Moral, PSHEE, where the first E stand for Economic, CRED (Citizenship, and Religious Education), among others (Infotrac College Edition, 2005). It is taught to students aged five to sixteen through a non-statutory framework introduced in 2000 and contains a wide range of topics ranging from sex and relationship education (SRE), to drug education to personal hygiene. (UK National Curriculum Online 2007) According to Ofsted (2005), the core of PSHE consists of health education, including sex and relationship education and drug education, careers education and guidance, and work-related learning. In Malta, the subject has one name, is compulsory and is more comprehensive as will be presented in this paper.

The growth of PSD in Maltese schools

According to Sultana (1992), the socio-economic situation brought about by high unemployment in countries such as England and Australia, instigated the introduction of this subject. Sultana reports that locally 'the first experiments in the introduction of PSD curricula were carried out in Church private schools' (Sultana, 1997, p.249) and concludes that the introduction of PSD in Malta in state schools, as far back as 1988. was 'as a panacea for various ills'. These included a growing concern about the health and well-being of young people in Malta. (Abela, 1994)

It was precisely this concern which prompted the first lifeskills course on the islands in the late 1980s. When strategies for intervention were being considered, part of the solution was found to be in educational programmes based on the concepts and teaching materials of Button (1974), Hopson & Scally (1981), and Nelson-Jones (1991). Caritas Malta held the first lifeskills course in the history of our education as part of its drug prevention. programme. An open invitation was issued to all teachers and Headteachers employed in Church schools. Dr Cole (Interviewed 2008),who at the time worked at Caritas and was responsible for this training programme notes: 'the fact that teachers and heads of schools were exposed to training that used participatory training methods proved critical in gaining schools' support to lifeskills.'

In October 1986, two Church schools, whose heads had attended these initial courses, incorporated the subject in the school curriculum. Lifeskills, as it was then known, was introduced as a specific subject on the timetable throughout their Senior Schools. It was allotted a double lesson every two weeks and each class of thirty was divided into two groups. The whole content of this subject was transmitted in an experiential way and the foundation was based on team work at the planning, implementation and evaluation stage of the curriculum. (Muscat, 2006). Dr Cole (Interviewed 2008) notes that she believes that the fact that the Caritas 'training was given by a team of four people from different disciplines—Mr and Ms Fava (educators), Ms Borg Cunen (Psychologist) and myself (Social Worker)', was important for the later ethos and development of PSD.

This practice became a model for the introduction of PSD in state schools. A person who proved important in this process was Mr Joe Sammut, who was working at the Guidance and Counselling Services of the Department of Education and who was also a volunteer of the Caritas Malta Volunteer Group working on Drug Prevention. As Dr Cole puts it: 'I really believe that there was an important element of serendipity that played a part.' (Interviewed 2008). According to Sultana (1997) the stress and anxiety in Junior Lyceums caused by an emphasis on examinations and competitive assessments and, coupled with absenteeism in trade schools, facilitated the acceptance of personal and social education.

According to Lawrence Muscat (Interviewed 2008), Maryann Agius, a state school counsellor at the time, was a key figure in the introduction of PSD in state schools. Counsellors took the initiative to carry out lifeskills projects during school breaks and occasionally during weekends. Therefore PSD appeared as an attitude and approach to teaching and learning across the curriculum. In 1987, when a change in government took place, the new Minister of Education launched a campaign in favour of the 'educa-

tion of the whole person' (Sultana, 1997). In the 1988 Education Act, problem solving was included as a learning method, promoting 'self learning and self education…..(and) educated to exercise freedom with responsibility' (Zammit Ciantar, 1992, page 66) and PSD was introduced in state schools.

In 1997, Muscat was appointed the first and only Education Officer for PSD and PSD was referred to as a compulsory subject (NMC, 1999). Muscat also introduced the concept of PSD in the primary school setting. He has since retired and been replaced by two subject coordinators. His post remains vacant.

In 1995, a report drawn up by the Consultative Committee on Education (Ministry of Education 1995) included discourse about creating 'a caring school' and 'lifelong learning' (p.18). On the other hand, it was observed that employers find a lack of communicative ability in many students due to 'the underde-velopment of personal and social skills which is normally assumed the school is best placed to inculcate' (p.18). One of the proposals to develop a caring school community included the setting up of a pastoral team, something which had been running in some schools for some time, and of which PSD specialists were members.

In March 1998, the draft of the National Minimum Curriculum (NMC) was published. In the section referring to PSD, it was suggested that PSD would have a slot on the timetable only up to Form II. This was seen as going against the same declarations in the draft. There was an open invitation for any inter-ested party to bring forward observations and suggestions and concern was voiced. This decision was revoked and PSD now has a slot on the time table of every year in the Secondary School, lessons varying from one to two a week. PSD was also introduced in the primary sector as from 2003.

When the working groups for the NMC were set up in 1999, a PSD working group was included. This group changed the name from PSE (education) to Personal and Social Development to denote a more umbrella perspective and to better reflect its content and methodology.

This brief history of the development of the subject is in itself a study of democracy in action, where changes were made following discussion with stakeholders and observations of the situation. At the heart of PSD, there is always the democratic aspect as a way of life—from the way the syllabus was planned, the way it was introduced in schools, to the way issues are discussed in the Monday meetings held for PSD specialists on a national level.

The Maltese structure for PSD—a democratic approach

PSD in Malta developed more from a psycho-social rather than an educational perspective, and this is reflected in the methodology we have developed. (Muscat, 2006). This also had an effect on the develop-ment of the contents of the syllabus.

PSD was first taken on board by the Education Division (late 1980s) because the Minister of Education at the time wanted a subject to address the stress school children were experiencing (interview Lawrence Muscat, 2008). The first PSD programme was drawn up by Ronald Sultana in 1986. This programme was based on the concept of empowering students to 'decode the realities of the work they live in… teaching critically about rather than for work and providing not merely adaptive and coping skills, but also the understanding and the civic courage in order to engage the inequalities and injustices which prevail so that emancipatory social relations can be developed' (Sultana, 1992, p.166) . It focused a lot on the development of skills. Some topics in this programme were the physical, thinking and emotional self, the relating self, the gendered self and the working self. The Maltese educational system recognized from the very start of the implementation of this subject that PSD should support and empower students to develop their own views on values in society and their responsibilities in their own lives (Muscat et al., 2000, in Giordmaina (ed.) 2000)

Since its implementation, PSD has enjoyed a good standing by all stakeholders. (Ministry of Education, 1995) Its importance and positive effects on students is acknowledged and importance of developing a "a caring school" climate , a thriving school community and "lifelong learning" (p.18), through the setting up of school-based pastoral teams including PSD specialists as members is noted.

The main aim of the NMC (1999) was to structure a curriculum in response to the 'realities and challenges that have emerged in Maltese society, in a world that is becoming ever more complex, global and independent' (p. 23). The values, objectives and principles proposed in the document, published 'from a process of consultation…among the education community' (p. 23), fall directly or indirectly under the definition of personal and social development as defined above, and stress how schools should work to help pupils in personal development and social education towards a 'democratic environment' (NMC,1999, p.48). These include curricular principles such as respect for diversity, critical and creative thinking skills, education relevant for life, gender equality, vocation, competence and identity (p. 29–47); and educational objectives such as self-awareness and the development of a system of ethical and moral values and development of citizens and a democratic environment (p. 47–70). The raison d'etre of this NMC was that the educational community generally agreed that a dynamic curriculum should provide an education experience which

- Promotes fundamental values among students
- Facilitates their holistic development
- Motivates and prepares them to be lifelong learners
- Enables them to live a full and productive life in a shrinking global village
- Prepares them for the world of work, where change is a fact of life (p. 23)

With specific reference to PSD, this document noted that the strengthening of PSD 'can occur through

- socialization of pupils in respect to moral, aesthetic, social and spiritual values;
- affirmation of personal identity, based on the notion that individuals have different ways of learning;
- affirmation of a social identity and a Maltese identity which entails that individuals be conceived of as citizens and members of society; and
- Development of basic life skills and learning skills. These abilities enable us to understand and face up to the challenge of a life characterized by continuous change.'

(NMC, 1999, p.77)

When the concept of a formal syllabus was being considered in the late 1990s, Mr Muscat received feedback that PSD specialists were willing to adapt to a syllabus, provided that they were allowed the flexibility to consider groups' needs and address immediacy issues. Muscat notes that PSD Specialists felt that a syllabus would introduce a less accommodating appearance and allow teachers to do their job more effectively, consequently increasing the quality of learning. This was also the advice of the PSD Focus group.

The present 2005 PSD syllabus (MEYE, 2005) was revised from the Abela et al. (2005) syllabus. Its mission statement above sets the tone of the whole syllabus. The syllabus is spiral in concept (Button, 1974), develops psychological philosophical and sociological issues, and faithfully followed the NMC's aims. (NMC,1999)

The syllabus attempts 'to reflect the physical, social, cognitive, moral and psychological needs of the students.' (Abela et al., 2002, p.10) and the themes of the syllabus are based on the three-legged stool of knowledge, skills and attitudes. (Abela et al., 2002) as noted in Table 1 below.

Table 1 : General Themes in the Maltese PSD Syllabus Form 1–5 (MOE, 2005)

Form 1:	myself, working with others, study skills, health, growing up, safety society
Form 2:	self-awareness relationship with others, responsibility for learning, Health, physical development, addiction and assertiveness, leisure and recreation
Form 3:	self—expression, relationships organisation skills, responsible decision, sexual awareness Democracy,
Form 4:	expressing oneself, interpersonal relationships, child development, health and sexuality, social obligations, citizenship education, management Skills
Form 5:	aspects of relationships, social health issues, sexual issues, transitions

As regards the primary school syllabus, a pilot study was launched in the academic year 2000–2001, where PSD was to be delivered along the lines of the Welsh syllabus. This generated a whole debate. Sultana (2004) argued that it is absurd to have to resort to sessions of PSD in schools where the pupils are trusted to a single educator who should be professionally trained and ethically bound to offer support and create an atmosphere where PSD is fostered. However, a research project with heads of school and a sample of teachers from the primary sector (MIE, 2003) yielded positive feedback on the effects of these sessions and most class teacher felt they needed specific training in PSD to be able to teach it in class.

A syllabus was developed, again based on the Welsh syllabus, but also reflecting the needs of the local context. (MIE2004) IT was developed into three main themes with age- appropriate topics and directly teaches children thinking skills (Debono, 1987, Debono 1999):

•	Years One to Three:	Myself, Relationships, Health and Safety
•	Years Four to Six:	Citizenship, Growing Up and Practical Skills
•	Year Seven:	Self, Practical Skills, Relationships and Citizenship, Growing Up and Safety

Currently, PSD sessions for Years One to Three have been stopped.

PSD Methodology

PSD methodology has strong democratic roots and embraces empowerment at every stage of learning. In the local context, it is based on two pillars: The Experiential Learning Cycle (Kolb, 1984) and Processing—a technique borrowed from the counselling field and adapted to group growth and learning in the PSD session. (Falzon,1999, Muscat, 2006)

Experiential learning (EL)

Heron (1999) defines EL as learning which takes place through an active process and involvement of the whole person 'as a spiritually, energetically and physically endowed being encompassing feelings and emotion, intuition and imagination, reflection and discrimination, intention and action…The participants are learning from experience. These are the objectives of learning: the knowledge, skills, change of attitudes, affect and character structure and deeper transformation of being to be acquired by the learners.' (p. 5)

Thus, a definition of EL needs to encompass a psychological, philosophical, social, learning, assessment and a pedagogical context. In short, EL is the abstraction of the world around us—the way we informally learn beyond and without an institutionalised context. (Evans, 1994; Warner and McGill 1989; White, 1989; In PSD sessions, then, facilitators try to bring the world to the students and, at least for that point in time, students are glimpsing a natural way of learning. Whitaker (1995), in fact, claims that 'this interactive process of action, reflection and planning is at the heart of all successful learning and needs to occupy a significant place of schooling process.' (p.15).

PSD must, because of its very nature, assume that attitudes and skills are acquired through EL. These are skills we use everyday to survive better in a healthy democratic community. This has always been stressed upon in PSD on the island and in fact, PSD sessions are held in groups of not more than 15 students in order to ensure that students are given the environment to truly learn experientially. The classroom is arranged in a circle or a horse-shoe formation such that each participant can view each other and the PSD specialist will equal time and attention to individual participants. Nelson-Jones, (1991).

The methodology is based on Kolb's EL cycle (Kolb, 1984), and our choice for this was no coincidence. Kolb's cycle is actually the most widely used in the field of EL (Henry 1989). It is also influenced by Dewey; 'processes of instruction where he refer to a five stage cycle: (1) the choice of activities students are interested in throughout the educational experience (2) a general problem to address develops in the session(3) information and observation to deal with the problem is provided and presented (4) suggested solutions elicited (5) opportunity to test, to clarify and to discover for themselves the validity of a solution' (1916, p.163)

This cycle (Figure 1) elicits learning from the participants own experiences, be they real or simulated through an activity—for example—role play, and follows the concept of constructivism (Steffe and Gale, 1995) and learning by discovery (Schwebel, 1978, Labinowicz, 1980, Gredler, 2004, Ormrod, 2007).
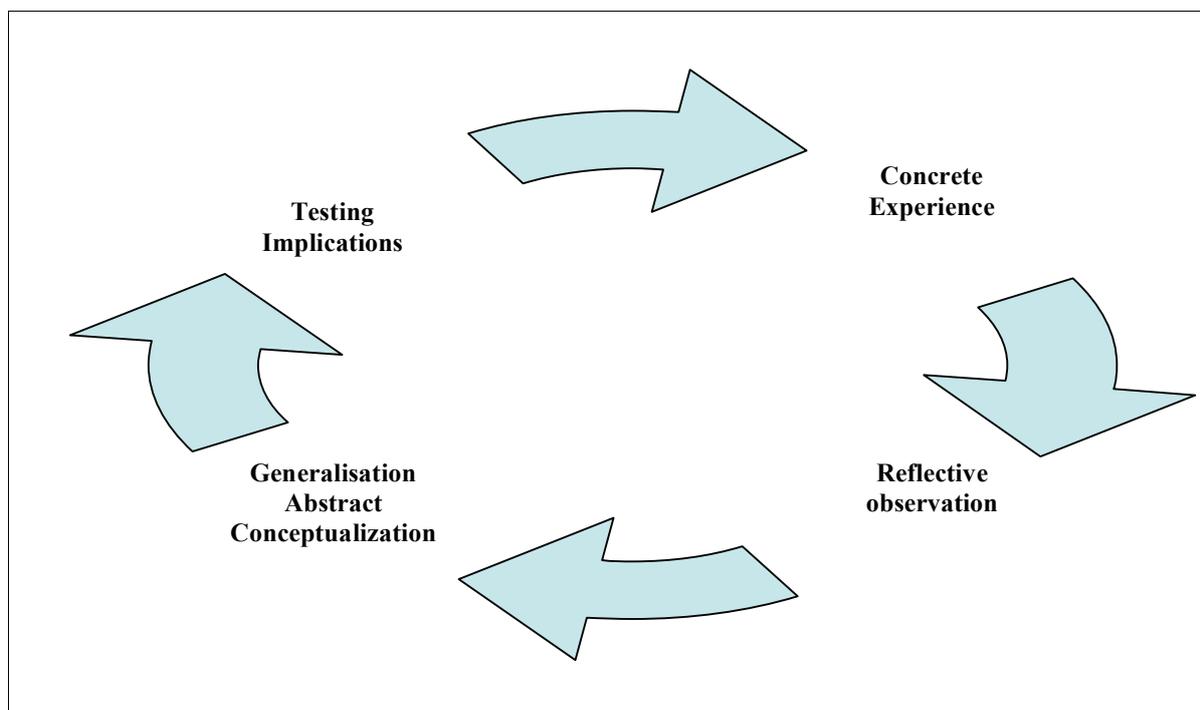
Figure 1: Experiential Learning Cycle (Kolb, 1984)

Let us take, as an example, the facilitator who ties a balloon round each of the students' legs and informs them that one wins if one's balloon is not burst (Darmanin,1992). This is clearly a simulation of a naturalistic context in life where one often find oneself in win-lose situations or in conflicts.

The students usually react by fighting each other to ensure that they burst their friends' balloons but no one burst their own Someone might then realise that if no-one had burst any balloon, everyone would have won. Whatever happens, it is the EL technique and the processing that follows which would al-

low the facilitator to help students acquire correct conflict management techniques, the objective of the above exercise, which can be referred to in future situations. (Whitaker, 1995)

A successful PSD session, therefore, involves the use of activities (natural learning situations) from which outcomes can be elicited. The use of EL identifies the need for the facilitator to melt into the background and let the learners flow into the session. Moreover, EL also includes the idea that we reflect upon and assess what/ has happened, in other words processing.

Processing

Activity issues such as role-play, brainstorming exercise, use of handout, discussions… highlight the EL aspect of PSD activities. These, however, can only become relevant if the facilitator successfully helps students to translate the activities into skills, skills which eventually become part of their daily repertoire. This is carried out through processing (Falzon, 1999). Dewey (1916) was actually the first educator to stress the importance of processing as opposed to content in education—what he called reflective teaching and routinezed teaching respectively—where the latter allowed for social awareness, flexibility, criticism and analysis.

The importance of processing is very aptly defined in the Maltese PSD Methodology Overview of the teacher training courses: 'This is the lifeline of PSD. The (above) exercises would be pointless if not followed by and incorporated within processing. Any exercise or activity carried out by the facilitator during a PSD session MUST be followed and concluded by processing. Without correct processing, the students would not be able to integrate and internalise what they have experienced during the particular exercise, and hence will also not be able to transfer the learning to real life. This would impede true personal growth and change, thus defeating the aims and rationale of PSD. The participants must therefore understand and be able to use this technique extremely well.' (Falzon, 2008, p. 3)

The skill of processing is a basic tool. Processing requires particular teacher-training involving a good grounding in psychological theory and knowledge, particularly with regard to communication skills as well as a sociological/philosophical background. During this part of the session, PSD specialists use the group's skills, presence and participation to motivate them to reflect, analyze and act upon their participation during the activity. The group leader must therefore be well-trained in what Shor (1987) terms as performing skills. These include thinking skills, communication skills, leadership skills, discussion provoking skills, questioning techniques, helping skills (Egan, 2005) such as probing and paraphrasing, as well as presentation skills such that participation can be encouraged and developed to provocative dialogue (Shor, 1987).

Bond (1986) does not refer to this learning experience as 'processing' but as 'discussion'. He refers to stages necessary when facilitating through a game. Bond feels that this stage is paramount to PSD learning and should never be 'omitted or rushed'. Napier and Gershenfeld (1999) again do not mention the term 'processing'. However, in the thousands of games created in their publication they always refer to the need to finish an activity using the principles of processing as outlined above.

During processing, the group leader also respects the concept of 'role release' (Orelove and Sobsey, 2004) and a supporter, as opposed to taking on the role of the expert. This democratic concept of exchange and mutual learning must be present at all times. PSD specialists must see themselves as enabling empowerment or, as Freire's describes, someone who is 'critical and knows that although it is within the power of humans to create and transform, in a concrete situation of alienation individuals may be impaired in the use of that power (Freire 1998, p. 72). It gives every participant the opportunity to voice themselves.

In contrast, PSHE in the UK, is taught through a variety of activities including group work, role play, games, discussions, quizzes, written tasks and visiting speakers and organisations. Ofsted (2005) reports that teachers make more effective use of group work, use role play less and circle time more in PSHE.

However, PSHE programmes still more often than not focus on knowledge. Moreover, teachers with weaker subject knowledge tend to fall back on the more tangible aspects of programmes and conventional teaching methods and do not address attitudes (Ofsted, 2005). Our Philosophy of PSD as well as teacher training for the subject is different in our context. In fact, whereas the UK is recommending and promoting the use of circle-time, PSD in Malta has used this set up since its inception 20 years ago.

Processing is so important in our model of PSD that it is inherent even in teacher training, where the process model has again been adopted. The aim is 'to help and prepare the future facilitator develop a wide conceptual and procedural framework for the theory and practice of Personal and Social (Lifeskills) Facilitation in Educational settings and to promote participants' personal growth and social development within the group.' (Giordmania ed., 2000, p. 214)

Teacher training

'A teacher should have maximal authority and minimal power.'

T.S. Szasz (1990)

Historical overview

In 1988, the Department of Education ran a week-long PSD course in Malta. Another two courses were organized to supplement this course. Teachers who had been facilitating the subject in Church schools were often asked to facilitate sessions. This in itself was consolidating principles underlying PSD, by empowerment to test their skills in the framework of the EL cycle (Kolb, 1984). In 1992, a one-year certificate course in the 'Facilitation of Personal and Social Lifeskills' was organised by the University. The entry requirements included Teaching Qualifications and five years teaching experience. As from 1992, qualifications could be obtained through degrees which included Psychology and Philosophy or Sociology and a Post Graduate Certificate in Education, with PSD as the area of study.

As from 1999, students could also choose to specialize in PSD and another area throughout the four-year Bachelor of Education (Hons) course. Since 2004, the specialization area has been reduced to a single subject. Whilst there are specific qualifications leading to a teaching warrant in PSD in secondary schools, there is a lack of specific training for primary PSD specialists. The current requirements for PSD primary specialists in Malta are a B. Ed. (Hons) in primary education and at least one year of experience as a primary school teacher. In-service training is then given.

In contrast, in the UK, there is no specific first degree or P.G.C.E or PSHE teachers. Teachers need to achieve a Qualified Teachers Status (QTS) and then follow a Continuing Professional Development Programme (CPD). Therefore, any teacher can become a PSHE specialist. The advantage of this is that any teacher who feels that they can contribute to this kind of development in their students, would be able follow the CPD program which would give them the qualification necessary to do so, the disadvantage is lack of appropriate training. QCA (2005) disagrees that PSHE is taught by non specialist teachers, whilst Ofsted (2005) noted that 'the quality of teaching is unsatisfactory in twice as many lessons taught by tutors as by specialist teachers.

The set-up of the training

The set-up of our two university PSD training courses, are based on nine proficiencies. The concept of a utopian democratic society in mind (Polan, 1991) underpins these courses. The fundamental objective of our training is that we both want our PSD specialists to be 'in a unique position as agents of personal, and through that, social change' (Hopson and Scally, 1981, p. 60), as well as focus on the quality of teacher-learner relationships as this is crucial to effective teaching, where 'the needs of the teacher are

respected by the students and the needs of the students are respected by the teacher' (Gardner, 2003, P.5) These nine proficiencies are:

1. professional competency,
2. philosophical framework,
3. Inclusive Philosophy,
4. Ethical behaviour,
5. Basic Human Values,
6. Facilitation skills,
7. Observational Skills,
8. Personality,
9. Personal growth.

Apart from the general core teacher-training subjects, such as educational studies, covered by all teacher trainees at the university, professional competencies for PSD teacher trainees include psychology, philosophy, sociology, health, methodology, and personal development. The philosophical framework includes lifelong learning, PSD as a way of life (Nelson Jones, 1991), role modelling, where it is emphasized that PSD specialists are the main textbook in class, positive perspective of life, whole school approach, democracy, and relationships. Our inclusive philosophy celebrates diversity and is promoted throughout, whilst ethical behaviour specifically addresses confidentiality, disclosure and boundaries, respect for the individual, respect for the community and language usage. Basic human values include inclusion, acceptance, harmony, cooperation, human rights, respect and uniqueness. The methodology training includes facilitation skills, observational skills, EL and processing, as has been detailed in the above section. The course also focuses on personal growth and independent learning, internal motivation, openness to feedback, balanced life, confidence, acceptance of self, openness to continuous growth. Leadership and self evaluation skills are promoted. During the course of our training, we place special emphasis on personal growth as well as feel that this is paramount if we want our PSD specialists to have a positive influence on our students.

Table 2: B.Ed (Hons) PSD Programme

Secondary Curriculum Studies	Yr 1	Yr 2	Yr 3	Yr 4	Total	
<u>Teaching Area Studies – PSD</u>	<u>44</u>	<u>40</u>	<u>26</u>	<u>24</u>	<u>134</u>	<u>55.8%</u>
Psychology	24	26	08	04	62	46.3%
Sociology/Youth Studies	08	08	04	04	24	17.9%
Philosophy	08	06	06	06	26	19.4%
PSD	04	00	08	10	22	16.4%
Education Studies Sociology/Philosophy/ Psychology	4	4	16	12	36	15.0%
RICTE			4		4	1.7%
Professional Development Portfolio			2	2	4	1.7%
Diversity in the classroom		2	2		4	1.7%
Education and the Law	2				2	0.8%
Field Placement	8	8	8	8	32	13.3%
Research Methods		4			4	1.7%
Dissertation				12	12	5.0%
Optional Study unit	2	2	2	2	08	3.3%
				TOTAL	240	100.0%

In ECTs terms, the B.Ed (Hons) course has 240 credits, out of which 55.8% are in the chosen area of study, as noted in Table 2, whilst the PGCE course has a total of 60 credits out of which 16.7% is dedicated to PSD methodology, apart from school experiences and teaching practice placements.

Table 3: PGCE/PSD Programme

Areas	Description	ECTS	
Education Studies	Situations and Themes in Education I – Philosophy	4	6.7%
	Situations and Themes in Education II – Sociology	4	6.7%
	Situations and Themes in Education III – Education	4	6.7%
	Electives Programme	4	6.7%
Inclusive Education		2	3.3%
Pedagogy/Curriculum Studies	PSD	10	16.6%
RICTE	Educational Resources	8	13.3%
Teaching Practice	School Experience	4	6.7%
	Advisory Phase (Nov. /Dec.)	0	0.0%
	Evaluative Phase (Mar. /Apr.)	14	23.3%
Long Essay/Project		6	10.0%
		60	100%

PSD and Democracy

A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience.

(Dewey, 1916. p. 87)

The Council of Europe, (2002) notes that 'while the aims and content of citizenship education may be highly diversified, three key themes are of particular interest. Citizenship education is normally meant to guide pupils towards (a) political literacy, (b) critical thinking and the development of certain attitudes and values and (c) active participation.'

With the recent enlargement of the EU, the concept of democracy and citizenship have become increasingly important on national political agenda, and more so in Malta as a member state. As Europe grows and becomes closer, it has become vital to promote what is meant to be a responsible European citizen within a democratically based Europe. Therefore, there is a need to help students develop a positive civic attitude. In the interests of a common European identity, pupils need to understand what a 'good' citizen is, and understand the rights as well as duties this entails.

If one were to analyse Table 1 above and the framework of our teacher training programme, one notes that this theme is recurrent in both curricula and this notion is explored from an intrapersonal, interpersonal, philosophical and sociological perspective at both school and ITA level. This raises issues concerned with awareness, attitudes and knowledge of rights and duties, as well as values such as democracy and human rights, equality, active participation, social cohesion, solidarity, diversity, equity and social justice. (Council of Europe, 1997)

In many primary schools in the UK, citizenship is incorporated within the PSHE curriculum, a non-statutory subject. As from 2002, citizenship, unlike PSHE, was declared compulsory. It is seen as a

separate subject in the curriculum, and covers public policy dilemmas related to health, law and family. Since PSHE is not compulsory, some schools have tried to develop a whole school approach to pupils' personal, social, emotional development because citizenship lessons take up more curriculum time. (Ofsted, 2005)

Conclusion

Citizen Education is part of our PSD syllabus and therefore compulsory. Moreover, apart from the fact that that is listed as content, the very methodology and class set-up used is inherently democratic as it continuously promotes empowerment and tries to help students strive for a better world. It is our hope that PSD in schools is not only a timetable slot, but embedded in a whole school approach, to reflect a thriving democratic micro-community.

As one 12-year-old put it: 'During PSD, I can at least say what I think without being punished. I know that the PSD teacher will try to listen to me and understand what I am really trying to say and help me say it better. This makes me feel safe….If she wants to make a rule, she asks you for your opinion. The others say—if you don't like it, pacenzja. (bear it)'

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Ruth Falzon
Department o Psychology
Faculty of Education
University of Malta
ruth.falzon@um.edu.mt

Maud Muscat
Department of Psychology
Faculty of Education
University of Malta
mmusc03@um.edu.mt