

The Ongoing Professional Development of Teachers: A Maltese Case Study

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ABSTRACT

Michela Sammut

The Ongoing Professional Development of Teachers in Malta: A Case Study

This study explored the present situation of teachers' professional development (PD) in Malta. Teachers' attitudes towards In-Service Education and Training (INSET) and other PD opportunities were examined. The study involved the administration of a questionnaire to a sample of teachers to determine their PD status. An interview with the Head of School, and officials from the Education Directorate were conducted to yield more data with regards to the ongoing PD of teachers. Maltese teachers value ongoing training, however, the majority of teachers do not consider taking more PD courses. School workload is the most challenging factor which teachers mentioned when they considered taking more PD. It resulted that teachers significantly depend on INSET which is the most common method of PD used in Malta. While some teachers find INSET irrelevant, many teachers consider it a helpful aid in their PD. However, the study indicates that INSET should be organised in smaller numbers to help teachers connect to others in the group and share ideas. The need for more in-school training was also highlighted by teachers and other educators since it makes learning meaningful. Additionally, many teachers are not familiar with other PD opportunities which are available especially The Malta Government Scholarship Scheme (MGSS) and Strategic Educational Pathways Scholarships (STEPS). Directorates need to promote further PD opportunities, and create more incentives to foster in teachers a positive attitude for more training. PD is a two way street of learning since it caters for both teachers and students.

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May 2013

TEACHERS
QUESTIONNAIRE
SEMI-STRUCTURED INTERVIEW

INTERVIEW
IN-SERVICE
PROFESSIONAL DEVELOPMENT

Declaration of Authenticity

I, the undersigned, _____, declare that this dissertation is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been personally consulted.

Signature

Date

Name in Block

“The professional development of teachers is a *lifelong* process which begins with the initial preparation that teachers receive and continues until retirement.”

Villegas-Reimers (2003, p.8)

Dedication

I would like to dedicate my dissertation to my parents, Charlie and Margaret, and my sister Abigail who continuously supported me throughout my life. Special thanks also go to my boyfriend Jürgen for his love and continuous encouragement. Last but not least, I would like to express my warm gratitude to my beloved grandparents.

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List of Abbreviations

PD - Professional Development

DES - Directorate for Educational Services

INSET - In-Service Education and Training

TALIS - Teaching and Learning International Survey

DQSE - Directorate for Quality and Standards in Education

CHAPTER 1:

INTRODUCTION

Introduction

1.1 Introduction

In the following chapter, I present the area of research in this study, that is, teachers' ongoing Professional Development (PD) with reference to the Maltese context. I will also focus on the main objectives to be reached in this study.

1.2 The scope of the topic

Teaching is a complex process since it changes and adapts itself according to time (Villegas-Reimers, 2003). Therefore, ongoing PD is of crucial importance since it offers the necessary training and skills which teachers need to possess in order to teach effectively. Moreover, lifelong learning has become one of the most fundamental key terms in the field of education. This implies that teachers need to be successfully trained to develop both professionally and personally. Garet, Porter, Desimone, Birman, & Yoon (2001), believe that “the success of ambitious education reform initiatives hinges, in large part, on the qualifications and effectiveness of teachers” (p.916). Teachers are important stakeholders in education; therefore, they are expected to be professional in their teaching career. Training is important since it equips Maltese teachers with the right tools in order to cope with the changes taking place such as dealing with a mixed ability class which is somewhat challenging and also the new teaching methods; including the interactive whiteboard and the eLearning platform. The benchmark examinations are also a new process which replaced the annual examinations which require training. In order for teachers to cope with these challenges, they need to undertake different training to help them adapt their teaching effectively and to reach every pupil in the classroom. “The changes in classroom practices demanded by the reform visions ultimately rely on teachers” (Fullan & Miles, 1992; Spillane, 1999, as cited in Borko, 2004, p.3).

Teachers need to be motivated to attend different courses which strive to connect their learning experience with the reality of classrooms. In this way, PD can facilitate the

teaching taking place in the classroom which the students can benefit from. Villegas-Reimers (2003) states that “good teaching methods have a significant positive impact on how and what students learn”.

1.3 The Aims of the Study

This research primarily focuses on the importance of training teachers for a myriad of reasons mainly for personal development and professional growth. It will also explore different concepts which make up PD. Furthermore, I will attempt to delve in more depth to discover teachers' perception of ongoing PD and its effectiveness in the classroom. Teachers' level of participation in PD courses will also be recorded. Therefore, this study will determine if teachers are continuing their PD through different courses offered. This research will also attempt to study the present situation of In-Service Education and Training (INSET) in Malta which will be evaluated by looking closely at the system of INSET given to teachers. It will also discover teachers' satisfaction about INSET and other PD opportunities. Finally, it investigates the perspective of teachers towards different scholarships and higher degrees which are offered by different organisations.

1.4 Conclusion

In the next chapter, I intend to give an insight into the process of teacher development through the literature. Then, I will present my methodology which was needed in order to carry out this research by specifically focusing on the important tools which I used to acquire reliable data. The chapter following the Methodology part of the study is the discussion and analysis of results. In the latter chapter, data is collected and interpreted. Data was presented by using figures to enable the reader interpret results. Finally, the last chapter, that is, Conclusion, summarizes the important points which need to be taken care of when dealing with the PD of teachers in Malta. Therefore, the Conclusion chapter consists of concluding remarks together with recommendations to make PD a better experience for teachers.

CHAPTER 2:

LITERATURE REVIEW

Literature Review

2.1 Introduction

In this chapter I will give a general overview of teachers' PD by looking closely at the different definitions and types of PD. The advantages that teachers benefit from when continuing their PD are also highlighted. Furthermore, I will identify key factors which encourage teachers' participation in more PD, together with the different barriers which teachers encounter when continuing their PD. The PD of teachers in foreign countries is also examined, especially the PD present in other European countries. This is achieved by comparing and contrasting different studies which were carried out. In conclusion, I will specifically focus on the different PD opportunities offered to Maltese teachers with special reference to the INSET programme which is commonly practised in Malta.

2.2 Professional Development

2.2.1 *What is teachers' professional development?*

PD has always been an important researched field in education because its structure constantly changes (Bezzina, 2002; Friedman, Durkin & Phillips, 2000). It is imperative to provide teachers with enough opportunities to further their PD for myriad reasons. This is reflected in various Educational Policy documents mainly in the NCF (2012) where it is stated that PD caters for students' learning and also for teachers to be able to put the curriculum into practice successfully and constructively. Thus, school stakeholders especially “teachers require adequate and on-going support, including continuous professional development” (Ministry of Education, Culture, Youth and Sport, 2009, p.14). PD works hand in hand with the cultural changes of every society. Vescio, Ross & Adams (2008) emphasize the importance of “collaboration that promote changes in teaching cultures” (p.84). Therefore, when teachers and other educational institutions work together, they are investing in their expansion of learning.

Different definitions are used to define the term teachers' PD. Neil & Morgan (2003) regard ongoing PD as “developmental activities that take place following the induction period” (p.39). In addition, Bezzina & Camilleri (2001) present a more detailed account

of PD by focusing on its advantages, where they put emphasis on “the ongoing learning opportunities that all educators pursue in order to grow personally and collectively” (p.158).

PD should be perceived as an ongoing process which helps teachers to develop holistically, that is, both for their personal growth and advancement in their profession which brings about effective learning. As stated by the OECD (2009), “professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher” (p.49). All teachers need motivation to help them grow personally and develop their teaching skills adequately. Therefore, ongoing training is of utmost importance to teachers. Marzano (2003) states that “in order for professional development to be effective, it should be a deliberate process that occurs within the context of a teacher’s daily activities in the classroom/school environment and connects back to student learning” (as cited in Kentucky Board of Education, 2012, p.68).

2.2.2 Different types of professional development

“There are a variety of methods, techniques, and venues for professional growth and development” (Kentucky Board of Education, 2012, p.70). PD can take place directly through seminars, training, courses, scholarships and school meetings, etc... and indirectly through reading educational sources, watching educational programmes, etc... (Ganser, 2000, as cited in Villegas-Reimers, 2003). However, the most common PD method taken by teachers “involves the direct transmission of knowledge or skill” which is very traditional (Hayes, 2010, p.3). Amongst other professional training offered, teachers need to involve themselves in school based training which nurtures a sense of belonging to the school environment and supports their professional growth and facilitates learning (European Union, 2010). Hargreaves (n.d.) points out that teachers can become professionally developed through different techniques especially by critical thinking (as cited in Hargreaves & Fullan, 1992). Most teachers reflect on their classroom practices by thinking around what could be improved and what went right since “the overall outcome of reflective thinking is learning” (Rogers, 2000, p.138).

According to Rogers (2000), “as individuals learn through reflection, they are able to enhance their overall personal and professional effectiveness” (p.137). Other teachers may prefer to read from different sources such as books and journals to help them build new understanding based on concepts or ideas of experienced teachers, however, it is sometimes difficult to interact with the reading source without real contact with people (Neil & Morgan, 2003). According to O’Hara and O’Hara (2001, as cited in Neil & Morgan, 2003), “the lack of editorial control means that the quality and suitability of material can vary widely” (p.106). Furthermore, some online sources are not accessible for everyone and libraries are not always updated with recent publications but it is considered to be the “the cheapest and easiest (if loneliest) form of professional development” (Neil & Morgan, 2003, p.106).

PD can be compulsory or on a voluntary basis. Compulsory courses are given to teachers since “the skills and knowledge the development activities aim to enhance are considered important for teacher quality” (OECD, 2009, p.74). Neil & Morgan (2003) believe that such ongoing courses which are compulsory should be planned adequately in a way that the material taught has to do with the teaching reality of classrooms and it has to be inter-related with the necessities of each teacher and school environment. Apart from the content taught, knowledgeable trainers can also be very helpful to teachers in the sense that they can share their own experiences, knowledge and understanding of certain issues which are common nowadays such as behaviour management, handling the curriculum, assessment and many others. According to Hargreaves (n.d.) social contact is crucial in teachers’ PD through peer-tutoring and structured courses which focus on dialogue and feedback (as cited in Hargreaves & Fullan, 1992). Nevertheless, students are also considered important contributors to teachers since they can provide feedback to help them improve their teaching styles used in the classroom.

According to the Teaching and Learning International Survey (TALIS) done by the OECD (2009), teachers stated that those courses which they had to pay for were very effective for their professional growth than those courses taken compulsory. The

different types of professional training undertaken by teachers in Malta in 2007 up till 2008 are shown in Table 1 below.

Different types of professional development undertaken by teachers	The level of participation of Maltese teachers in 2007 - 2008
1. Courses and Workshops	73.9%
2. Education Conferences and Seminars	70%
3. Qualification programmes	94.4%
4. Observation visits to other schools	69.8%
5. Professional development network	75.2%
6. Individual and collaborative research	89.8%
7. Mentoring and Peer Observation	67.8%
8. Reading professional literature	78.1%
9. Informal dialogue to improve teaching	84.3%

Table 1. Different Types of Professional Development. *Adapted from the OECD study carried out in 2009 (as cited in European Union, 2010, p.92)*

2.2.3 Why is Ongoing Professional Development important in teaching?

Many educators emphasize the importance of continuing one's PD especially that of teachers since some of them may feel that they are not trained well. Villegas-Reimers (2003) points out that "a significant number of teachers throughout the world are under-prepared for their profession" (p.19).

There is a constant urge to train teachers to offer "the conditions and opportunities for all learners to achieve their full potential" (NCF, 2011, p.16). Teachers need to be adequately trained to make it possible for all students to learn in the best classroom environment possible. Therefore, student learning is dependent mostly on teachers' performance (Hawley & Valli, n.d., as cited in Darling-Hammond & Skyes, 1999). From

the study carried out by Bolam et al. (2005), teachers identified a correlation between their ongoing professional training and student learning and changes in their teaching methods (as cited in Vescio, Ross & Adams, 2008).

Professionals are there to guide teachers and give appropriate feedback when the need arises since “teachers do not develop their strategies and styles of teaching entirely alone” (Hargreaves, n.d., as cited in Hargreaves & Fullan, 1992, p.217). Therefore, all teachers need training to inculcate specific needs or tools which are considered to be an asset in today’s schools such as the use of interactive whiteboard and other common issues which teachers face such as adapting learning and resources to support children with special needs (Kosko & Wilkins, 2009). Collaboration between teachers is also another important aspect in the teaching profession which needs to be practised by teachers. Attard Tonna & Calleja (2010) state that, “one of the most effective ways to promote professional collaboration is through in-service teacher education and training” (p.38).

Nowadays, society has become a fundamental agent in teachers’ education since it demands more from their professional role, thus, increasing their responsibilities (European Union, 2010). In return, this brings about more training carried out by teachers in order to broaden their knowledge and cope with challenging situations which they may encounter to make teaching a successful learning experience. However, teaching has become a complex task which teachers need to perform due to many reasons such as increased responsibility and workload which results in exhaustion and eventually many teachers suffer burn-out. Therefore, teachers need to be well-prepared and equipped with the right teaching tools to make learning more accessible to students by improving their level of expertise (Eurydice, 2008).

2.3 Advantages of Professional Development

2.3.1 Does it promote student learning or teacher-centered education?

Researchers believe that ongoing training and lifelong learning are two vital mechanisms which constitute the teacher and bring about change in schools (Putnam and Borko,

2000; Slegers, Bolhuis and Geijssel, 2005; Smylie and Hart, 1999, as cited in European Union, 2010). Adey (2004) emphasizes the importance of educational change through focusing on “human teachers [who] are and will remain at the centre of the educational system, and thus the continuing professional development of teachers remains the most important force in the quest for educational improvement” (p.3).

Villegas-Reimers (2003) states that, "successful professional-development experiences have a noticeable impact on teachers' work, both in and out of the classroom" (p.19). Teachers' attitudes and values are influenced by the PD taken (Villegas-Reimers, 2003). Borko & Putnam (1995) emphasized the notion that PD greatly influences and eventually changes the teaching methods of teachers which have a positive impact on students' learning (as cited in Villegas-Reimers, 2003). However, Calleja & Montebello (2006) state that “it is only through reflective practice, in which teachers critically reflect on the strategies and methods they use, that a transformation can come about” (p.59). Baker & Smith (1999) gave importance to a list of characteristics present in PD which mostly help teachers develop their teaching skills and improve learning in the classroom (as cited in Villegas-Reimers, 2003). These characteristics include emphasizing realistic (Calleja & Montebello, 2006) and achievable targets, "support from colleagues", a myriad of opportunities available to teachers to evaluate the outcomes of learners when improving teacher education and "activities that include both technical and conceptual aspects of instructions" (Villegas-Reimers, 2003, p.21). Ongoing PD should eventually be evaluated in relation to improved student attainment (Neil & Morgan, 2003). In the study carried out by Supovitz (2002), it was found out that “giving teachers the power to be decision makers in their own learning process was essential to improving students’ learning” (as cited in Vescio, Ross & Adams, 2008, p.85). Another determinant factor in assessing the correlation between student achievement and the level of teacher professional development "is whether teachers are teaching a subject for which they were prepared to teach" (Villegas-Reimers, 2003, p.23). This will greatly affect the performance of teachers and the learning outcomes of learners.

2.4 Factors that encourage more Professional Development amongst teachers.

One important aspect of PD is that all teachers need to undergo training for making progress in schools more attainable. Thus, many stakeholders emphasize the importance of training teachers to improve teaching and learning in schools. This is also pointed out by Adey (2004) where he states that there is a “continuing demand from society...for improvements in the quality of education” (p.2). Villegas-Reimers (2003) states that, “the depth of knowledge and practice expected of a teacher has increased over the past few years” (p.125).

For educational change to take place, teachers need to be intrinsically motivated for more training. Schools are considered to be "the most immediate sources of internal support for teacher professional growth" (Bezzina, 2002, p.69). Therefore, schools should aim to develop structures of support which help teachers keep up with their PD (Bezzina, 2002). Heads of Schools are highly influential in supporting teachers' PD. There are a number of ways how PD can be encouraged by the Heads of Schools. However, it is essential that Heads of Schools are committed and active in organising in-school PD throughout the whole scholastic year which best meets teachers' needs. In-school PD is important since it is specifically planned by the Head of School to cater for the needs of teachers in a particular school context. Therefore, teachers are expected to be more involved as the PD programme is more focused and intensified according to their specific needs. This makes it more interesting since there is more participation from teachers rather than making them passive recipients (Bezzina, 2002). Furthermore, Bezzina (2002) states that PD courses need "to directly address immediate and long-term needs at the school site" (p.71).

Nowadays, there is a closer link between teachers due to new technology which is continuously evolving especially through School Online Sites which are created to bring schools together where teachers can share resources and other useful material to facilitate learning. This new system in schools is brought about by further PD and specialization in ICT skills together with school policies which encourage the use of ICT

and collaboration amongst teachers (NCF, 2011). According to Crawley et al. (2009), 1,308 teachers took part in a survey carried out in 2008 where one third of teachers stated that they enhanced their teaching skills through eTwinning, which is an online platform that promotes collaboration between schools in Europe (as cited in (Vuorikari, 2010). Furthermore, more than 75% of teachers surveyed also stated that through the eTwinning project, they improved in many key areas including ICT skills, teaching and communication skills, interdisciplinary skills together with gaining more knowledge about innovative teaching approaches (Vuorikari, 2010). Thus, through the eTwinning project which is an international organization, established in 2005, teachers are trained and supported all the way through and are given a “wide range of awards” which serve as extrinsic motivation (Gilleran, 2007, as cited in Crawley, Dumitru & Gilleran, p.5). Therefore, motivation can also be present through external rewards which serve as an incentive which triggers more PD amongst teachers. Apart from being an eTwinning project which embraces lifelong learning, more than 90% of teachers admitted that “it was fun” (Vuorikari, 2010, p.7).

Additionally, teachers may feel motivated to learn more about particular topics which they find interesting especially those which are mostly encountered during their teaching experience in schools. Therefore, motivation has to come from within. When progress is made in particular subjects, they feel more at ease when handling certain issues or problems, thus, improving students’ learning and needs. Teachers need to put into practice what they have learnt during PD courses so that “they will enhance the quality of the teaching and learning taking place in their classrooms and they will benefit the schools in which they are working” (Neil & Morgan, 2003, p.40).

"In seeking to meet teachers’ professional development requirements, policy makers and practitioners need to consider both how to support and encourage participation and how to ensure that opportunities match teachers’ perceived needs" (OECD, 2009, p.78). One way of encouraging participation of teachers is by offering "incentives such as salary increases or credits for promotion" (European Union, 2010, p.47). However, "not all kinds of professional development activity may result in a salary increase" (European

Union, 2010, p.48). Teachers in Iceland have a teachers' wage contract which states that a salary increase is given when they possess master's degrees and doctorates (European Union, 2010). In Spain, teachers are given remuneration "for civil service teaching staff after a minimum of five or six years of teaching" and have to prove that they attended a minimum amount of hours of professional training (European Union, 2010, p.48). Policies are also another tool in raising teachers' participation (European Union, 2010).

Teachers in Estonia are given an incentive when continuing their PD. There are four different professional levels which are attributed to teachers according to their amount of PD courses taken after completing their initial teaching training (Vuorikari, 2010). These are "junior teacher", "teacher", "senior teacher" and "teacher methodologist" (Vuorikari, 2010, p.25). Teachers are extrinsically motivated to take PD courses to help them move up from one level to the next by improving their professional career status which is eventually reflected in their salary (Vuorikari, 2010, p.26). Therefore, there is a correlation between the professional status of teachers and the amount of PD taken.

2.5 Barriers which teachers encounter when continuing Professional Development

Time and financial resources are the most common barriers which teachers encounter (Villegas-Reimers, 2003). Other barriers to PD are also highlighted by Bezzina (2002) where he states that INSET is usually given to a small amount of teachers. Teachers may not find enough support to develop professionally. Attard Tonna & Calleja (2010) state that, "not all professional learning processes manage to create the ambience and the adequate support structures for these communities to develop" (p.38). Another drawback is that Heads of Schools and teachers are not given an opportunity to choose and prioritize their needs to be met in the INSET organised by different organisations (Bezzina, 2002). Therefore, their needs are not adequately addressed. There should also be appropriate "follow-up procedures" to establish the relevance and quality of the in-service training (Bezzina, 2002, p.65). Furthermore, PD is usually limited to out of school courses with little reference made to in-school PD activities (Bezzina, 2002). A crucial lacking factor in the planning of INSET given to teachers is the element of

continuity which is very important when dealing with educational needs (Bezzina, 2002). As a result, its effectiveness in the classroom is downgraded since PD is not ongoing. PD courses should reflect the reality in schools rather than seen as a separate entity. Lack of collaboration between different organizations is another barrier involved in the planning of INSET (Bezzina, 2002).

From the Teaching and Learning International Survey (TALIS) carried out in 2007 and 2008 by OECD (2009), teachers who were willing to do more PD where asked to give reasons for not continuing their PD. The most common reasons given by teachers were "conflict with work schedule" with 47% of teachers and "no suitable professional development" with 42% (OECD, 2009, p.72). The latter reasons where the most common barriers cited by teachers in all of the OECD countries, except for four countries including Hungary, Mexico, Poland and Malta where teachers cited a different barrier to PD. Teachers in Hungary, Mexico and Poland reported that the cost of PD was the most problematic of all barriers with 47%, 49% and 51% respectively (OECD, 2009). Teachers in Malta (45%) cited that "family responsibilities" was the most common barrier which effected their participation in more PD (OECD, 2009, p.72). More than one third of teachers in Denmark reported that "lack of employer support" was another barrier to PD (OECD, 2009, p.72). However, a small number of teachers in Bulgaria, Italy and Spain cited the latter as a barrier (OECD, 2009). Another common barrier was present in three countries mentioned by teachers in Malaysia is the lack of requirements needed for the appropriate development to take place (OECD, 2009).

The European Union (2010) states that "not only are there few incentives to encourage teachers' participation in continuous professional development, but penalties for failure to participate appear to be uncommon" (p.49). However, particular countries penalize teachers for not participating, these include Belgium, Malta and Portugal where they can also be "regarded as a negative element in the appraisal of teachers" (European Union, 2010, p.49).

Another barrier is that teachers' status in certain countries, including Malta, remains the same even when teachers continue their PD. In Estonia, "if a senior-level teacher fails to engage in continuous professional development, he or she may fall back in status level" (Vuorikari, 2010, p.26).

2.6 Teachers' Professional Development in Foreign Countries

In different countries, ongoing PD is offered to teachers in diverse ways, that is, pedagogy, structure and other important factors established in education policies. Ongoing training in other countries may be paid by teachers themselves or by specific organisations, it can also be compulsory or on voluntary basis (European Union, 2010). In most of the EU countries, the budget for PD is managed by the education authority (European Union, 2010). This is present in Bulgaria, France, Germany, Hungary, Ireland, Malta, Portugal and Spain. However, in other countries PD is not funded by the education authority but it has to be taken care of by teachers themselves (European Union, 2010). Teachers in Estonia, who receive their salary from the state budget, have to forward at least 3% of their teachers' salary fund to their local authorities to be used for their PD (Eurydice, 2008, as cited in European Union, 2010). Therefore, not all countries offer free PD courses for teachers. In Finland, ongoing PD which is organised at school is free of charge since it is planned and financed by the education sector (European Union, 2010).

PD in Luxembourg, Poland, Portugal, Slovakia, Slovenia and Spain is optional; however, it is tied with career growth and salary increase (European Union, 2010). Teachers in Luxembourg and Spain are entitled for a salary bonus when they attend an amount of PD courses (European Union, 2010). Teachers in the other four countries are given special credits for attending PD courses which are taken into consideration when applying for promotions (European Union, 2010). On the other hand, ongoing PD in Cyprus, Greece and Italy is considered as an obligation for newly qualified teachers (Eurydice, 2008; European Commission, 2009, as cited in European Union, 2010).

According to the TALIS survey carried out by OECD (2009) in twenty-three countries, “on average across countries, more than half of the teachers surveyed reported having wanted more professional development than they had received” (p.59). The highest percentage of teachers who demanded more professional training were those in Mexico, Brazil and Malaysia with over 80%. Belgium had the lowest percentage of teachers who did not demand more professional training with a percentage of 31% (OECD, 2009).

The European Union (2010) found that on average, 89% of teachers from the 23 contributing countries had stated that they engaged in PD for at least one day during a period of 18 months before the survey was carried out. On a positive note, it is quite impressive since it shows a high percentage of teachers who involved themselves in ongoing training. From the fifteen EU countries participating in this study, Spain had the highest percentage since all teachers participated in PD during a period of 18 months whereas the Slovak Republic had the lowest percentage of less than 75% of teachers (European Union, 2010). From eight non-EU countries, Australia had the highest percentage of teachers participating in PD with more than 95%, however, Turkey had the least number of trained teachers with less than 75% (European Union, 2010).

According to the TALIS survey carried out in 2007 and 2008, teachers were asked to rate different areas which they considered as needing more training for their professional growth. From the 23 participating countries, nearly one third of teachers rated "teaching special learning needs students" as a high development need; therefore, teachers require more training in particular areas (OECD, 2009, p.60). The second area chosen for more PD was "Information and communication technology (ICT) teaching skills" with 25% of teachers (OECD, 2009, p.60). Another important area which teachers rated as needing more training was "student discipline and behaviour" with 21% of teachers (OECD, 2009, p.61). Moreover, organisations have to cater for teachers' priority needs for more professional growth. Teachers should be consulted regularly with regards to courses organised especially INSET for effective learning. "Ongoing professional development in classroom management is essential for all teachers but especially important for new teachers" (Oliver & Reschly, 2007, p.3).

Factors which greatly influence teachers' participation in PD are age, qualification level and gender (European Union, 2010). "On average among participating countries, the amount of professional development that teachers received decreased with age" (European Union, 2010, p.61). On average, from the TALIS participating countries, female teachers participated in slightly more PD than males (European Union, 2010).

2.7 Ongoing Professional Development in Malta

INSET was primarily established in Malta in 1988 by Profs C. Bezzina who is a current lecturer at the University of Malta. INSET was given to teachers on voluntary basis which was for one week and gradually became a three-day compulsory course in 1994.

According to Attard Tonna & Calleja (2010) there are two types of INSET in Malta. INSET is organised by the two Directorates within the Ministry of Education, Youth and Employment, mainly by the Directorate for Quality and Standards in Education (DQSE) under the supervision of the Director Curriculum management and e-Learning (DCMeL). However, teachers can also opt to "engage in professional education by undertaking post-graduate courses organized by the University of Malta and the various institutions which offer distance education opportunities" (Attard Tonna & Calleja, 2010, p.38).

The Education Officers within the DQSE are responsible for the INSET which is offered to all teachers in State Schools on a compulsory basis, which is costly for the Maltese Government since it is free of charge. The present system of INSET caters for a large amount of teachers, therefore, it is effective when it comes to planning. However, "the three-day format of training is too short for any teacher educator to succeed in propagating a sense of community within the group" (Attard Tonna & Calleja, 2010, p.40). Bezzina (2002) criticises the present PD of teachers since "there is no link between the pre-service and ongoing PD of teachers" (p.59). Attard Tonna & Calleja (2010) state that, "the design of these courses purports individualism because teachers are asked to attend solely on the basis of their respective duties/responsibilities within their classroom" (p.40). Moreover, teachers who attend INSET do not have the

opportunity to meet the same cohort of teachers every year; therefore, it is more challenging to build collegial relationships (Attard Tonna & Calleja, 2010). Furthermore, it is also difficult for teachers to build a close bond with the education officers responsible for the training programme (Attard Tonna & Calleja, 2010). INSET in Malta is not constructed on teachers' experience and knowledge level since "training is often disconnected from real teaching experience as teachers are not given the opportunity to experiment and return with feedback, or receive support" (Attard Tonna & Calleja, 2010, p.50). In fact, the "training objectives and knowledge imparted do not originate from the teachers themselves" but they derive from policy makers which are not in line with the challenges that teachers currently face (Attard Tonna & Calleja, 2010, p.50).

Teachers working in State schools are obliged to attend INSET if called by Education Officers and they are not remunerated. Teachers can attend voluntary INSET if they are not called by Education Officers for compulsory courses. At present, Secondary teachers are attending the Fronter training to equip themselves with the necessary skills and knowledge in order to use the Fronter Learning platform. The latter is an online platform used mainly by teachers, children and parents where teaching resources and other useful material are shared between schools. Teachers attend six sessions of PD about the Fronter Learning platform, consisting of two hours each which is part of INSET. Thus, teachers will not be called to attend compulsory INSET in July or September. On the other hand, Primary teachers finished the Fronter training.

Teachers in Independent and Church Schools can also apply for INSET, however, training is usually organised by the Independent and Church Schools' administration. Schools can also decide to organise in-school training which is more focused on the School or College which is specifically oriented to cater for teachers' needs (Attard Tonna & Calleja, 2010). This type of training may help to increase the level of effectiveness to teachers involved which also allows them "to organise and provide part of the training themselves" (Attard Tonna & Calleja, 2010, p.39). However, in-school

based training may not always include and give importance to teachers' experience which eventually affects the intended outcomes (Attard Tonna & Calleja, 2010).

Apart from the ongoing training such as INSET, teachers may opt to further their studies through scholarship schemes such as The Malta Government Scholarship Scheme (MGSS) and the Strategic Educational Pathways Scholarships (STEPS). The former was established in 2006 and it is Government funded. MGSS focuses more on the personal development of teachers. On the other hand, STEPS is also another scholarship scheme which is European Union (EU) funded and helps teachers grow professionally.

Other courses are offered by the University of Malta such as the Let Me Learn in-service training where teachers attend a structured course during the scholastic year. The Let Me Learn in-service training is a PD programme “which is built on reflection and exchange of ideas between teachers, and on collaborative work between teachers and learners in their classrooms” (Calleja & Montebello, 2006, p.55). In this way, "teachers are exposed to a much longer period to the training involved, and the teaching community that accompanies them during the training" (Attard Tonna & Calleja, 2010, p.42). Once the training is over, teachers can choose to be mentored for the following scholastic year which serves as a support structure for developing their new learnt pedagogy in the classroom (Attard Tonna & Calleja, 2010). One teacher stated that it helped her develop both professionally and on a personal level since it is about “reflection and exchange of ideas between teachers, and on collaborative work between teachers and learners in their classrooms” (Calleja & Montebello, 2006, p.55). Another particular teacher "experienced the LML process as a process of creative changes brought about in her methodology" (Calleja & Montebello, 2006, p.59).

Bezzina (2002) states that "Maltese schools need to develop supervision and evaluation systems as part of the culture of the schools in order to promote professional growth experiences of teachers" (p.69). According to the NCF (2012), "regular curricular support as well as re-skilling and up-skilling of teachers and school leaders is needed to ensure that they have the necessary understanding, skills and tools" (p.18). Therefore, it

is essential for teachers to delve deeper in more professional training since "the NCF supports a pedagogy that requires teachers to have a wider repertoire of skills" (NCF, 2012, p.18). Unfortunately, from the TALIS survey (2007-08) it resulted that many teachers in Malta do not continue their PD due to family responsibilities (OECD, 2009). In fact, teachers in Malta reported 7.3 intensive days which is amongst the lowest average number of days when compared with other EU countries (European Union, 2010).

Heads of Schools have the duty to organise PD sessions which make part of INSET. According to the 2007 and 2010 agreement between the Government and the Malta Union of Teachers (MUT) teachers need to attend three sessions after school hours each consisting of two hours during one scholastic year. Teachers attending these sessions are "remunerated at overtime rates" (Government - MUT Agreement, 2010, p.48). In the last agreement done in 2010, the Government and MUT agreed that if needed there may be more PD sessions performed to teaching staff which is regarded as more "intensive" (p.48). However, College Principals need to request permission beforehand from the DQSE and DES before starting such intensive training (Government – MUT Agreement, 2010). Heads of Schools were required to organise three PD Sessions about the use of the interactive whiteboard since it is a new teaching tool which demands training. Teachers had to attend these PD sessions after-school hours and were remunerated. This was still in place until December 2012.

Two new sections were published in the 2010 Agreement between the Government and MUT, which are:

(2) All College and school-based teaching staff shall be required to participate in one day-long School Development Plan day dedicated to the review and planning of the school's SDP. This school day shall be during full days; during this day students will not attend school.

(4) College Principals, after consultation with the Council of Heads, may request the Directors General DES and DQSE to make use of part or all of the yearly professional development and school development entitlement as per sub-clauses 1 and 2 above for the delivery of an intensive professional development

and/or school development programme for the staff of one or more schools in their College, in accordance with national and College-based strategic plans (p.48).

These sections (2) and (4) of the Agreement between the Government and MUT (2010) were not mentioned in the Government – MUT Agreement published in 2007. Therefore, there has been more progress from 2007 up till now which signifies that more PD could take place if authorised by DQSE and DES. In addition to this, schools are dedicating more time to reflect and design the School Development Plan (SDP) where teachers are considered key players in decision-making. It is crucial for teachers to participate in decision making because it leaves positive outcomes on teachers' attitudes with regards to change (Smylie, Lazarus and Brownlee-Conyers, 1996; Jongmans et al., 2004; Geijsel et al., 2001, 2009, as cited in European Union, 2010). In Malta, "although efforts are being made for schools to become more autonomous, this is not always being reflected in the development of professional development programmes for the teachers concerned" (Attard Tonna & Calleja, 2010, p.40).

Ingvarson (1998) makes a distinction between the traditional PD given to teachers which is usually referred to as 'in-service training' and 'standard-base system' where teachers identify their own needs together with professionals (as cited in Villegas-Reimers, 2003, p.16). In Malta, we still refer to the ongoing training given to teachers as 'in-service training' or INSET rather than 'standard-base system' (Ingvarson, 1998, as cited in Villegas-Reimers, 2003). Teachers should stand up for their voice and participate in decision-making since they are more knowledgeable about children's needs together with school needs (Ingvarson, 1998, as cited in Villegas-Reimers, 2003; Attard Tonna & Calleja, 2010). Although there is a "variety of training opportunities, teachers are still not sufficiently supported to address the several changes they are experiencing within their schools and classrooms" (Attard Tonna & Calleja, 2010, p.39). Attard Tonna & Calleja (2010) state that although teachers are facing difficulties with differentiation in their classroom and the implementation of inclusive strategies, they are not given any training on differentiation since this need is not given importance on a national level.

The present INSET does not encourage teachers to participate and respond to the learning needs of their profession (Attard Tonna & Calleja, 2010).

The Government – MUT agreement (2007, 2010) emphasize the importance of embracing lifelong learning. Therefore, teachers are required to continuously update themselves with information and improve their skills to fulfill the needs of the education system for better learning. Furthermore, teachers are expected “to attend in-service training for three working days immediately prior to their reporting for duty in September or immediately following the closure of schools for the summer recess” (p.29). Therefore, PD in Malta is not ongoing as it is given to teachers in a stipulated time which is short-term and not distributed throughout the scholastic year. Thus, "the level of re-skilling and up-skilling programmes" that need to be taken by teachers and Heads of School "require more time than the current structure for continuous professional development training permits" (NCF, 2012, p.19). The working group within the Ministry of Education and Employment state that Directorates should consult with the MUT "in order to find a solution to this urgent matter that includes ways of encouraging teachers to invest in their own continuous professional development" (NCF, 2012, p.19).

Nowadays, INSET is part of teachers' PD, however, other PD courses and scholarships are also available to teachers. Some PD courses and scholarships can be taken part-time to help them cope with their teaching career, family and also with their studies. These include Diploma, Degree, Masters Degree and Doctorate which are of a higher qualification than the initial training given to teachers to get the teaching warrant. The Government - MUT Agreement (2007, 2010) states that teachers in possession of the latter qualification/s are all given an extra allowance per year. Therefore, apart from gaining more knowledge in the field of teaching, teachers are given an incentive to continue their studies through an extra allowance given every year according to the degree obtained. According to the agreement between the Government and MUT (2007, 2010), teachers with higher qualifications are given an allowance. Teachers with a:

- a.) Diploma are given an allowance of Euro 349.41 per annum,
- b.) Degree are given an allowance of Euro 465.87 per annum,
- c.) Masters Degree are given an allowance of Euro 698.81 per annum,
- d.) Doctorate are given an allowance of Euro 931.75 per annum.

One could also point out that the allowance rates have not changed from 2007 up till now but remained the same. Moreover, it is the need to fulfill their personal growth and the necessity to learn new things that encourages teachers to continue their PD. Therefore, the increment in their wage may only serve as an extrinsic motivation as it is less influential than the intrinsic motivation which teachers are empowered with. Empowerment gives teachers a sense of belonging together with "increased professionalism as teachers assume responsibility for an involvement in the decision-making process" (Bezzina, 2002, p.65).

2.8 Conclusion

This chapter defined the concept of teachers' PD by referring to different work of researchers in this field. It also examined the importance of ongoing professional training taken by teachers which improves both teachers' professional career and children's learning. As stated earlier, PD can manifest itself in different ways; however, the most common method taken by teachers is through PD courses which rely on social contact and interaction which are fundamental tools in teaching.

Moreover, the main factors which encourage teachers' participation in ongoing training were also explored. The common barriers which teachers encounter when continuing their PD were also discussed in more detail. I also gave a general overview of the present situation of teachers' PD in foreign countries. Although PD of teachers is important, it is still not equally practised by teachers in different countries. In the last part of the chapter I focused on the different aspects of PD courses which Maltese teachers participate in especially INSET and other PD courses by focusing on their pros and cons.

CHAPTER 3:

DESIGN AND METHODOLOGY

Design and Methodology

3.1 Introduction

This chapter presents the qualitative tools which were used in conducting this case study. One Primary school was chosen for the study due to time constraints. This particular school was chosen for two main reasons. Firstly, my school placement for my third teaching practice was in this school. Secondly, it is situated in the North of Malta which made traveling easier for me.

Moreover, this chapter also gives a brief account of the aims of the study and the process which was involved when formulating the questions for the interviews and questionnaires.

3.2 The Aims of the Study

This research is based on four main objectives. The first aim is a general one, which is about the perception of educators especially that of teachers with regards to ongoing PD and its importance. The second aim is more deep-rooted as it examines how many teachers are aware of different courses offered to them which enrich their professional career. It also investigates if teachers are continuing or are willing to continue their PD through means of scholarships, masters, doctorate, diploma, degree and other courses offered by private and government institutions. The third, is the amount and quality of in-service courses Maltese teachers attend to and their worth. Therefore, the study will show if Maltese teachers are satisfied with regards to the quality, time of year and planning of in-service courses they receive. The fourth and last aim of the study is crucial since it focuses on the factors which might encourage or hinder teachers from continuing their professional development. It will also attempt to answer the question of whether ongoing training is considered as being a helpful agent in the professional growth of teachers or to accommodate their personal development needs.

3.3 Research Methodology

To conduct this research, a local Primary State School was chosen. The following research methods were used:

- a. Interviews
- b. Questionnaires
- c. Official Documents

These three research tools were used to gather as many data as possible which were analyzed for results. "Triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data" (Cohen, Manion & Morrison, 2011, p.195). Therefore, this Methodological Triangulation makes the research more reliable and authentic which eventually helps the researcher achieve validity by comparing the yielded results from the three approaches used. "Validity is an important key to effective research" (Cohen et al., 2011, p. 179). Cohen et al. (2011) state that "advantages of the mixed-method approach in social research are manifold" (p.195). On the contrary, using one research method can make the research biased or may "distort the researcher's picture of the particular slice of reality she is investigating" (Lin, 1976, as cited in Cohen et al., 2011, p.195). Using different research methods is vital as it represents different viewpoints of different participants (Cohen et al., 2011). "Research methods act as filters through which the environment is selectively experienced" (Cohen et al., 2011, p.195).

3.4 Reasons for Choice

The aim of conducting a case study in a local Primary State school is because it depicts the "cause and effect" of a particular situation, (Cohen et al., 2011, p. 289). Moreover, "a case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles" (Cohen et al., 2011, p. 289).

A case study allows in-depth data to be obtained by the researcher. According to Yin (2009) case studies are richer in data rather than using historical studies on its own since interviews can be done (as cited in Cohen et al., 2011).

3.4.1 Semi-Structured Interviews

Interviews are good tools to use in a research since the interviewer could ask more questions for verifying understanding. The interviewee could also give more details rather than giving a short response. Interviews are essential in acquiring data because as Cohen et al. (2011) state:

“the interview is a flexible tool for data collection, enabling multi-sensory channels to be used [that is] verbal, non-verbal, spoken and heard ... the order of the interview can be controlled whilst still giving space for spontaneity, and the interviewer can press not only for complete answers but for responses about complex and deep issues.” (p. 409).

However, conducting interviews take a lot of time in order to obtain an adequate amount of data since it is “a social, interpersonal encounter, not merely a data collection exercise” (Cohen et al., 2011, p.421). Moreover, the interviewer has to have good questioning skills so that the discussion does not deviate from the research question. After the interview has been conducted, the interviewer has to do the transcription in a responsive manner since data can be easily lost especially when translating from Language 1 to Language 2.

Although there are different types of interviews, I used semi-structured interviews which "seek description and interpretation" (Kvale, 1996, as cited in Cohen et al., 2011, p.412). The questions asked were designed in a direct approach where respondent's views are more specific (Cohen et al., 2011). Morrison (1993) states that "the framing of questions for a semi-structured interview will also need to consider prompts and probes" (as cited in Cohen et al., 2011, p. 420). Prompts are important in a semi-structured interview since it allows the interviewer clarify a question for better understanding by repeating the question again or by asking a follow-up question such as 'why' (Cohen et al., 2011).

Probes are also effective as they allow the interviewee to give a detailed account of a particular issue which is being addressed by the interviewer (Cohen et al., 2011). "Probes enable the interviewer to ask respondents to extend, elaborate, add to, provide detail for, clarify or qualify their response, thereby addressing richness, depth of response, comprehensiveness and honesty that are some of the hallmarks of successful interviewing" (Cohen et al., 2011, p.420). In fact, Aldridge & Levine (2001) believe that probes facilitate the responses given during the interview because of two reasons firstly being "respondent is encouraged to elaborate on accounts that have given or opinions they hold" and also "more detailed factual information is sought" (as cited in Cohen et al., 2011, p.421). Therefore, semi-structured interviews provide in-depth data which affects the richness of the research (Cohen et al., 2011).

3.4.2 Structured Questionnaires

An advantage of using questionnaires is that questions are usually straightforward and can be easily filled by the participants without the need for the researcher to be present. Therefore, questionnaires were the best method to use to gather data from different primary teachers since it was difficult to do an interview with all the teachers as it is time consuming.

However, the main disadvantage of using this type of approach is that participants may not understand well the question posed. They may also give little detail needed for the study, not enough space may be provided on the paper so information is lost as it is not written down. It is also remarked by Belson, 1986 (as cited in Cohen et al., 2011) that respondents may not be honest and accurate when filling in the questionnaires. Unfortunately, questionnaires may be filled in quickly and "there is often too low a percentage of returns" (Cohen et al., 2011, p. 209). Another disadvantage put forward is that "different respondents interpret the same words differently" thus, giving different meaning to the response (Cohen et al., 2011, p. 384).

Structured questionnaires allow participants to answer in less time especially when having multiple choice questions. Multiple choice questions were mostly used since they

are “quickly coded and quickly aggregated to give frequencies of response” (Cohen et al., 2011, p.384). Great importance should also be given to the layout of the questionnaire in terms of length, questions and font, so that respondents will not be discouraged, Cohen et al. (2011).

3.4.3 Official Documents

Documents are one of the most important methods used in qualitative research which also "include electronic and digital resources" (Atkinson & Coffey, 2004, p.57). "Of course documentary work may be the main undertaking of qualitative research in its own right" (Prior, 2003, as cited in Atkinson & Coffey, 2004). As stated by Atkinson & Coffey (2004) "the production and consumption of documentary data has formed a part of qualitative analysis of a range of settings" (p.58). Documentary sources are easy to access and provide a large amount of information (Prior, 2004). “Documentary research offers a means of promoting methodological pluralism which seems especially appropriate in a field as diverse and challenging as education” (Cohen et al., 2011, p.254).

Documents need to be examined carefully by the researcher to make it easier for the interpretation of the concepts that are communicated which also requires the researcher to read between the lines. The researcher has to be aware of certain values and beliefs which the authors portray (Cohen et al., 2011). Documents play an important part in the production of "self and identity" (Prior, 2004, p.77). In fact, Atkinson & Coffey (2004) point out that "documents are 'social facts', in that they are produced, shared and used in socially organized ways" (p.58). However, Prior (2004) states that "text and documentation are not only produced, but also, in turn, are productive" (p.84) as they give a lot of data. Prior (2004) regards documents as being "containers of content" for the researchers who specialize in the social sciences (p.77).

According to Scott (1990), one main disadvantage of using documents is that they are not always representative, thus, not reliable (as cited in Cohen et al., 2011). Furthermore, they are frequently criticized for lacking the connection with classrooms, teachers and

learners and the learning environment as they are more concerned about the theory element (Cohen et al., 2011).

3.5 The Process of Data Gathering

It is the process which entails the researcher to delve deeper into the topic to discover and understand the multifaceted term of ongoing professional development. It requires time, planning and also an effort to produce.

Face-to-face interviews were conducted with the Director of Lifelong Learning, Assistant Director of Quality and Standards in Education who is responsible for In-Service Training given in Malta, the College Principal, the Head of School and a Primary School Teacher. Respondents were given a covering letter and an informed consent in order to participate in the research. Interviews were carried out on different dates and they all took 30 to 55 minutes each. However, the interview which was carried out with the teacher took only 10 minutes since the teacher had to return to the class to continue the lessons of the day. They were all audio recorded since it is “difficult to write down or record during the interview” (Cohen et al., 2011), however, one participant refused to do so and minutes were taken during the interview.

The questionnaires were administered to teachers of all year groups in one particular school in the North of Malta to gather information about their level of professional training taken together with their perception on in-service training offered. Questionnaires show the number of teachers not / interested in continuing their professional development and their justification. Respondents were given a covering letter together with an informed consent “to indicate the aim of the research, to convey to respondents its importance, to assure them of confidentiality and to encourage their replies” (Cohen et al., 2011, p. 400). It is an essential process when conducting research since "it offers the best opportunity for researchers to present their credentials as serious investigators and establish their own ethical position with respect to their proposed research" (Cohen et al., 2011, p.81).

The official documents used in this study:

- a. The National Curriculum Framework (2012) which highlights the importance of Ongoing Professional Development.
- b. The Reform Agreement signed between the Government and the Malta Union of Teachers in 2007 and 2010.
- c. The Lifelong Learning Report (Appendix 4) published by the Ministry of Education in 2011 which lists the number of Government scholarships schemes taken by teachers (MGSS and STEPS).
- d. The Annual In-service courses Catalogue 2012 (Appendix 5) which lists all the in-service courses available for teachers together with instructions on its relevance to teachers' needs, the target population for each course and time of the year.

3.6 Conclusion

In this chapter, the aims of the research were discussed to give an outline of what is expected in the following chapters. I also presented a rationale of the research methodologies used in carrying out the research in a local Primary School together with the one-to-one interviews conducted with other educators in the field of lifelong learning.

CHAPTER 4:

DISCUSSION AND ANALYSIS

Discussion and Analysis

4.1 Introduction

In this chapter, data from the questionnaires and interviews conducted is presented and discussed. Teachers' responses which are gathered from the questionnaires (Appendix 1) will be tackled in more detail where a comparison is made between teachers surveyed. Interviews carried out with a teacher, Head of School, College Principal, Assistant Director and Director will also be evaluated for results.

4.2 How is Professional Development of teachers perceived in Malta?

From the interviews conducted (Appendix 3), there was a common response from different educators. PD is seen as an important aspect in teachers' career. According to the Director of Lifelong Learning (Appendix 3), "PD is when every member of the staff cannot stop learning". The Head of School (Appendix 3), emphasized the importance of updating with the ongoing changes taking place, especially in the teaching profession.

The College Principal (Appendix 3), believes that PD "is very important to keep abreast with time and seek professional development training". He also pointed out that teachers need to continue their PD in order to keep "up to date with current issues". The Director of Lifelong Learning focused on one important competency during the interview where he stated that the role of teachers has to be that of 'learning to learn'. The College Principal stated that "as a teacher you have to be an all-rounder, you continue to study and do research to better yourself". In fact, the Head of School said that "nowadays, exigencies changed a lot, reality of children changed, therefore, we have to change too". This can only be done through ongoing training.

4.3 Do teachers think that Professional Development is important in their teaching profession?

All teachers (Appendix 1) stated that PD is important in their teaching profession. The most common reason stated, with 43% of teachers, was that "it keeps you up-to-date

with new changes” being done in the education system where some of them specifically referred to the changes in children’s’ needs, pedagogy, technology, policies and teaching objectives. The second reason which 29% of teachers mentioned, was improvement in teaching.

Others believe that PD is important in order to “share ideas” with other teachers, with 14% of teachers. A particular teacher stated that PD is important because it is “a good opportunity to share ideas amongst colleagues”. This point was also mentioned by the Director of Lifelong Learning where he stated that "those who have more experience can retell how they are better tackling their problems".

Teachers also mentioned that PD facilitates their professional growth, with 36% of teachers. One teacher stated that “it helps you reflect on your teaching career and improves your teaching aims”. Another teacher mentioned the importance of PD as it helps improve her teaching skills and abilities. A similar response of another teacher was that it helps “to further grow in your practice”. One particular teacher addressed PD as an important part of teaching which is closely related to the aspect of time. She stated that “we have a changing profession. Time changes, so teaching needs to change. That is why we need to develop ourselves professionally continuously”.

Personal growth was also identified by 14% of teachers where they stated that PD “offers you the opportunities to learn more” since “it is always good to improve on what you already know”. In fact, the Director of Lifelong Learning stated that teachers' attitudes towards PD depends on their "true internal approach to teach and also as a personal growth".

4.4 Are teachers interested in more Professional Development?

Teachers were asked if they were interested in doing M.A., PhD or Diploma. Many teachers chose M.A. as an interest, with 43% of teachers. One particular teacher was interested in doing M.Ed. as an area of interest. PhD and Diploma were not chosen by anyone. Therefore, 50% of teachers were interested in doing more PD at Masters level. However, the rest 50% of teachers were not interested in doing one of the courses mentioned in the questionnaire. The reasons which teachers gave for not opting for one of the courses were diverse. Time was one of the reasons which 21% of teachers mentioned. One particular teacher stated that she will soon retire, therefore, she is not interested in continuing her PD. Other teachers mentioned the fact that they are happy teaching and they don't want to take another course, with 7% of teachers. It is quite worrying since it shows that they don't want to continue their PD since they relate PD courses with other job opportunities. The College Principal pointed out that "some teachers only attend compulsory courses and do not attend other courses". The Director of Lifelong Learning said that "the misfortune is that in the field of education, it is the least where teachers are not applying. Across the board, Primary and Secondary teachers are the least who applied" (Appendix 4). Furthering their PD can offer more opportunity for them to grow professionally and personally, therefore, teachers can still keep their career going.

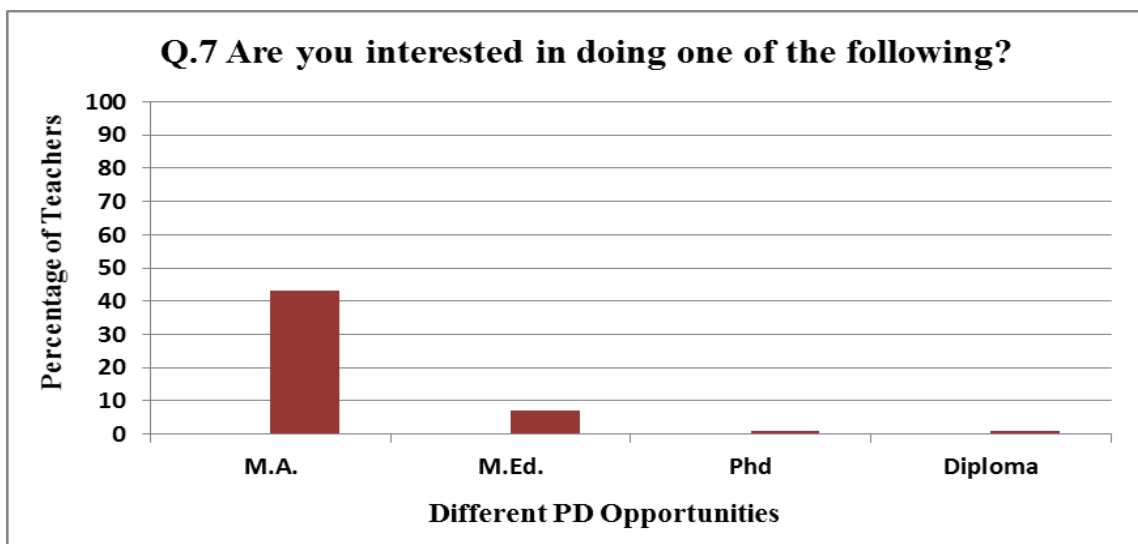


Figure 1. The percentage of teachers interested in different PD.

4.5 What Professional Development opportunities are teachers aware of?

A significant number of teachers (Appendix 1) chose Comenius as one of the PD opportunities / courses which they are familiar with, with 86% of teachers. The second most popular PD opportunity which teachers chose was STEPS, with 36% of teachers. All teachers never heard of MGSS which was the only PD opportunity that they did not tick. Commonwealth was the third most chosen, with 14% of teachers. Council of Europe was chosen by 7% of teachers which is a very low percentage. This shows that teachers are not fully aware of the various opportunities which are available. The Director of Lifelong Learning (Appendix 3) stated that the advertisements are made especially in the media and newspapers to promote scholarships. He added that posters are also distributed in schools; whereas, University final year students are invited to attend meetings.

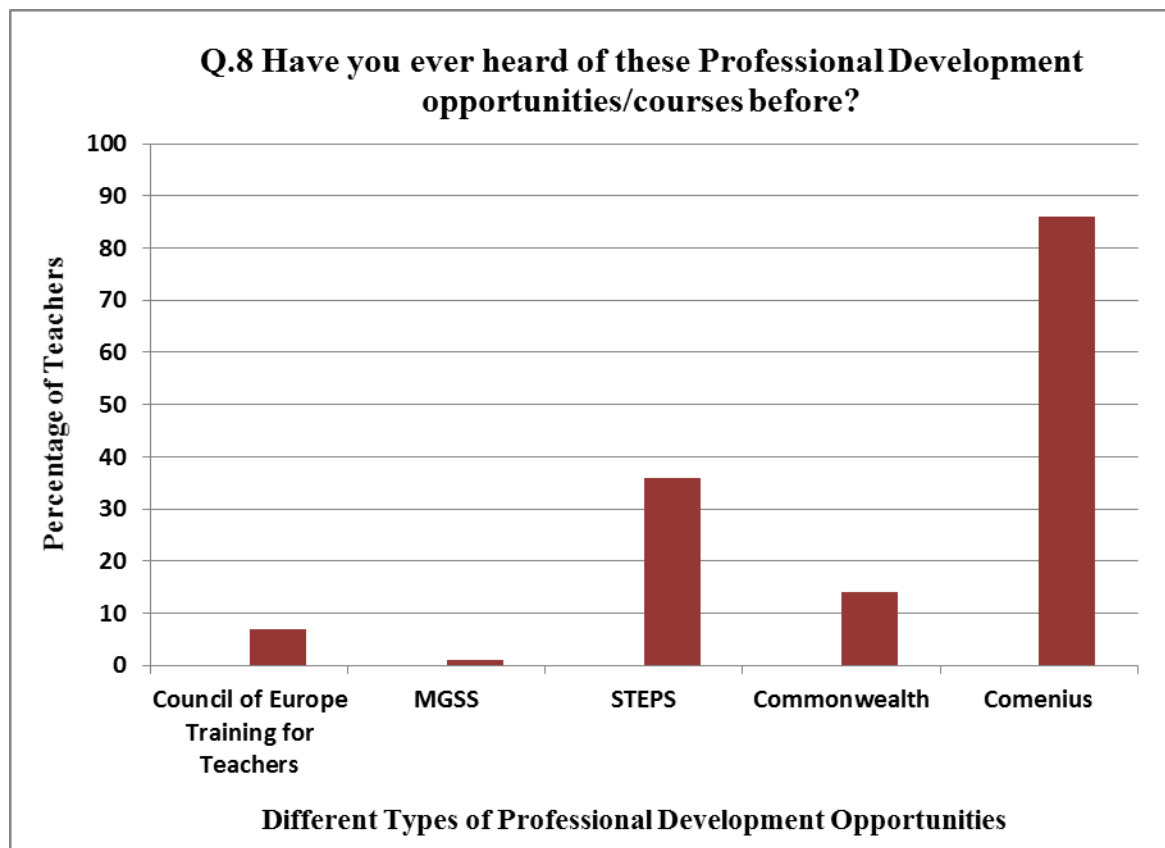


Figure 2. The percentage of teachers who are aware of different PD opportunities.

4.6 Are teachers interested in furthering their studies through scholarships or other courses being offered?

This question (Appendix 1) indicates clearly the amount of teachers who are not/interested in continuing their PD. The majority of teachers are not interested in continuing their studies through scholarships and other courses, in fact 64% of teachers ticked 'no' which is more than half the amount of the teachers. Moreover, few teachers answered 'yes', with 29%. Other teachers were not convinced since they answered 'maybe', with a 7% of teachers. There is a large gap between interested teachers and those who were not interested in furthering their studies which is double the amount. Teachers who ticked 'yes' were asked to state the scholarships or courses which they would like to choose, 7% of teachers mentioned 'management'. The rest of teachers who ticked 'yes' did not specify their area of interest.

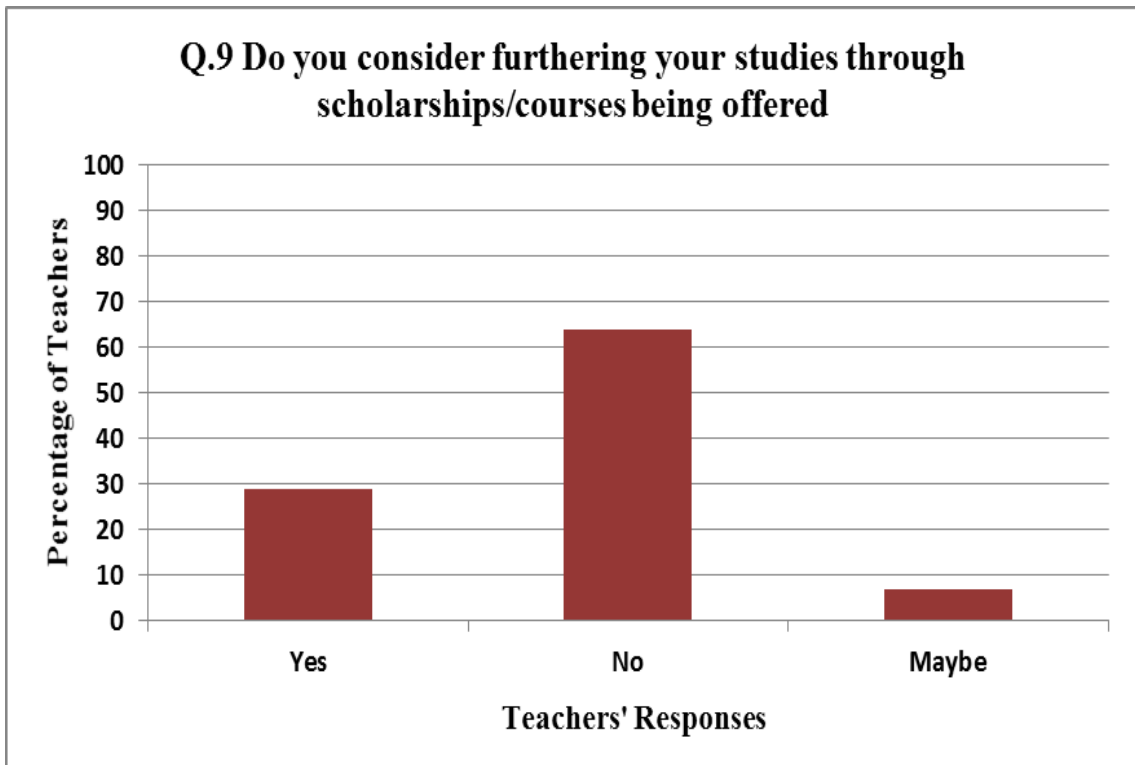


Figure 3. The percentage of teachers interested in furthering their studies.

4.7 Did teachers attend INSET in the last 12 months?

More than half of teachers (Appendix 1) attended INSET in the last 12 months, with 57% of teachers. However, 43% of teachers did not attend. Therefore, in a period of one year only 57% of teachers attended INSET.

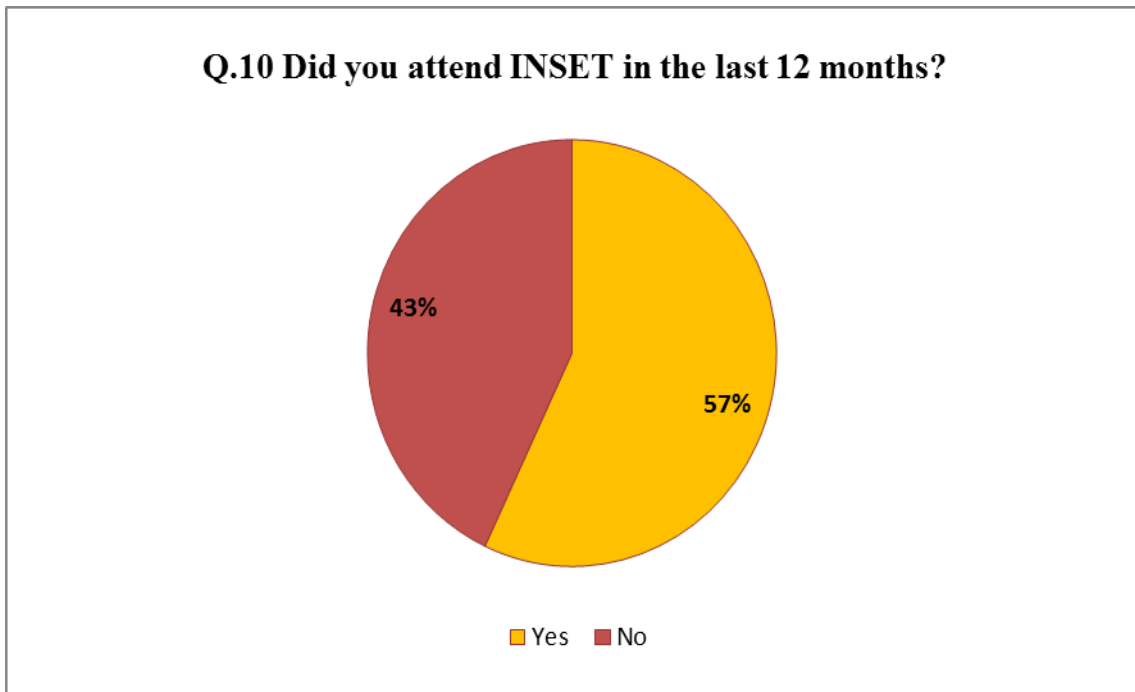


Figure 4. The percentage of teachers who attended INSET in the last 12 months.

4.8 Do teachers find INSET helpful / relevant in their Professional Development?

Question 11 (Appendix 1) of the questionnaire sought to find out if INSET is helpful to teachers. More than half of teachers find INSET helpful, with 57% of teachers. However, a significant 29% of teachers stated that it is not relevant and 7% of teachers indicated that it is not always relevant. Some teachers stated that INSET can be helpful to them depending on the topic chosen such as oracy which was mentioned by a particular teacher. Other teachers said that INSET keeps them up-to-date with new teaching methods. In fact, one particular teacher who ticked 'not always' said that it is not always relevant since "it depends on the topic, sometimes nothing is new, and at

times topic is relevant and helpful". Another teacher stated that "some are relevant, some are given by lecturers who have no idea what happens in class". On the other hand, one teacher did not find INSET helpful because it is "always the same chalk and talk". Another response from another teacher was "saying is one thing, carrying out in the classroom is another". However, as one teacher claimed, INSET can be seen as an opportunity for teachers "to integrate with other teachers from different schools". As one teacher pointed out, INSET also offers teachers the possibility to learn "good tips on how to use formative types of assessment, questioning techniques, etc...". During the interview (Appendix 3), the teacher reported that "every INSET which I had was about something which I was going to go through". The teacher also stated that "all the INSET I had was useful".

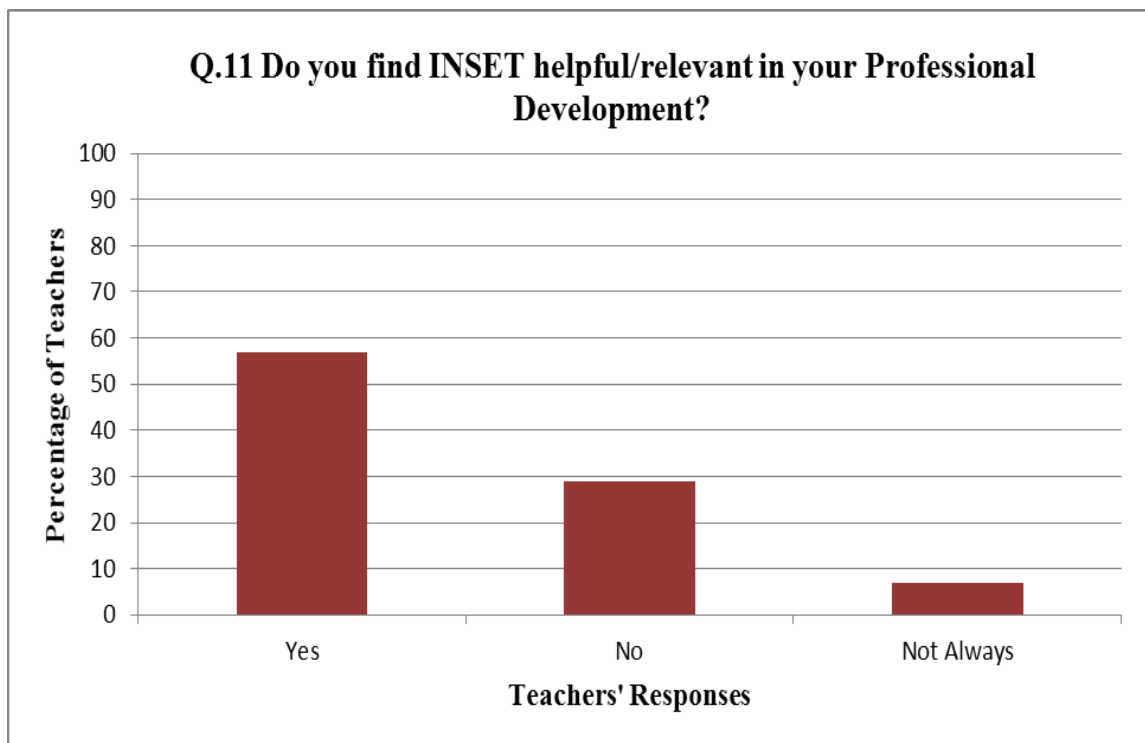


Figure 5. The relevance of INSET in teachers' PD.

4.9 Is INSET planned effectively?

In question 12 (Appendix 1), teachers had to tick the different aspects of INSET which they view positive with regards to its planning and delivery. The most characteristic

which teachers found effective in INSET was 'time' with 64% response. The second most chosen characteristic was 'opportunity to share ideas', with 57%. The third top rated aspect of INSET was 'relevance in topics', with 50% of teachers. The other factors were marked by many teachers including 'schedule', 'hands-on activities', 'participation', 'content', 'teachers/ Education Officers' and 'school support', with 36%, 21%, 21%, 14% ,14% and 7% respectively.

Teachers were asked to suggest any changes that they would make to INSET where one particular teacher said that there should be "more information on the practicalities of teaching [which] are needed rather than the procedures of the directorate". Another suggestion by 21% of teachers was that INSET should incorporate more hands-on activities to acquire more experience. Another 21% of teachers commented on the location where training is held, and instead they would like INSET to be organised in-school since it is more localized. Although 50% of teachers were satisfied with the topics covered in INSET, one particular teacher stated that the topics chosen were not relevant and need to be well selected. The schedule of INSET was criticised by 7% of teachers.

From the interviews conducted, the College Principal believes that "INSET is well planned but depending when it comes since it's too much of a rush". He also suggested that INSET should be ongoing rather than given in a fixed time. The Head of School stated that teachers knew about the INSET courses only a few months before and they had to cancel and change their appointments. She stated that "they have to be better planned for the exigencies of the school". In fact, during the interview, the teacher stated that INSET courses have "to be more spread out during the year and not as a one full day so that it will be more effective because in a year's time things change". The teacher added that "teachers cannot stay on task for three consecutive days". It was also suggested by the Head of School that INSET would be organised in smaller groups since the current structure is too impersonal; in this way, teachers "can exchange ideas in a small quantity". The Head of School also pointed out that INSET could also be carried out in workshops to enable more participation from teachers. In addition, the Director of

Lifelong Learning also stated that "in PD courses there should be a lot of space where members talk because I believe that every participant carries his/her own luggage which is full of experience from his/her own school and also their personal identity". Furthermore, the Head of School mentioned that the time schedule in which INSET is done should change since she said that "all teachers tell me that they prefer [INSET] courses in July rather than in September because in July they continue straight after finishing school as they don't feel like attending before starting school in September". From the interviews conducted, all respondents suggested that INSET should be an ongoing process which involves regular meetings and training.

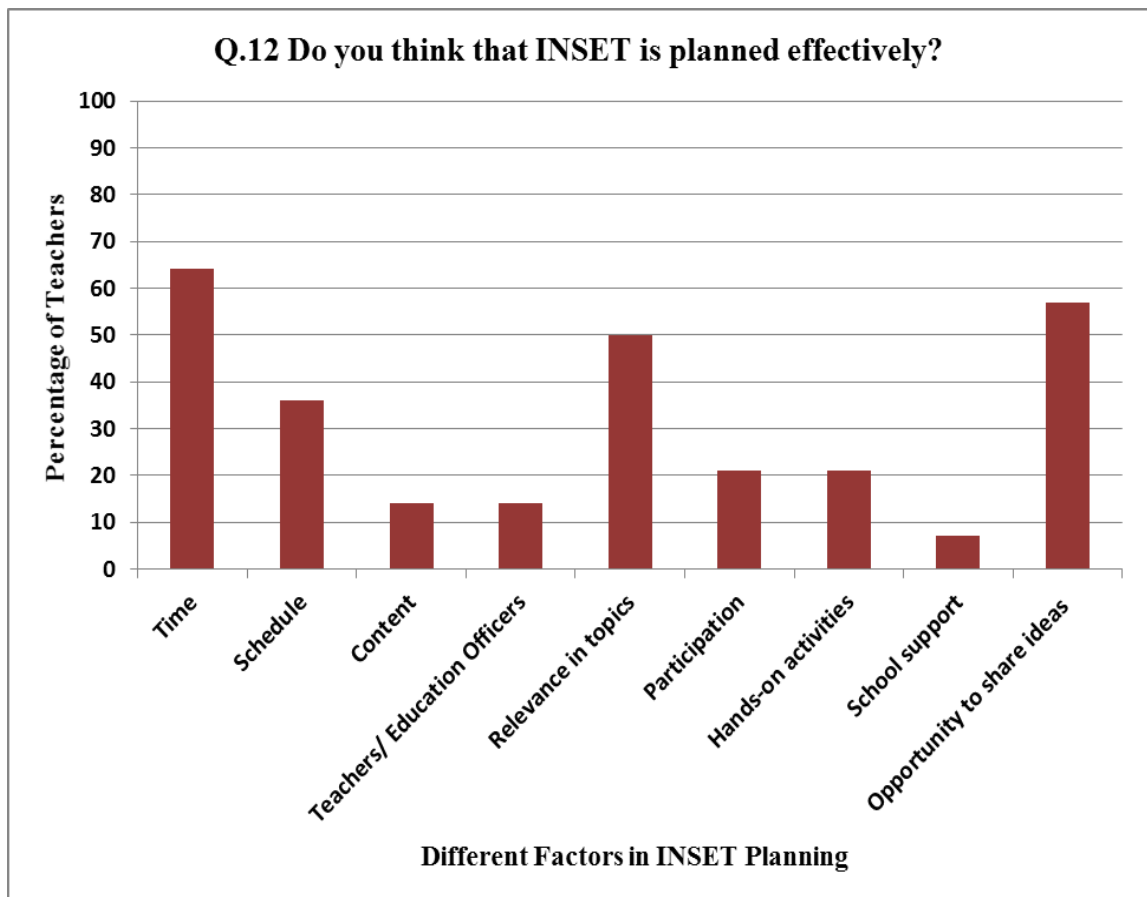


Figure 6. Teachers' attitudes towards the planning of INSET.

4.10 Do teachers attend any other training or courses apart from INSET?

According to the questionnaires (Appendix 1) administered to teachers, in the last 2 years only 36% of teachers attended other training or courses apart from INSET. Therefore, 64% of teachers did not attend any training or courses in a period of 2 years. This is nearly double the amount of teachers who undertook training in the last 2 years. Some of the courses or training taken by teachers where: ECDL, First Aid Courses and The Malta Writing Programme. Overall, in the last 2 years, teachers surveyed (Appendix 1) stated that they attended 8 to 30 hours of PD which were nearly all compulsory for teachers to attend.

In fact, the teacher interviewed reported that she attended the Malta Writing Programme while having a student teacher which happened to be in the school during teaching practice. The teacher interviewed, stated that it was also possible to attend only one session, however, she attended five sessions each consisting of 6 hours which took place during November and December.

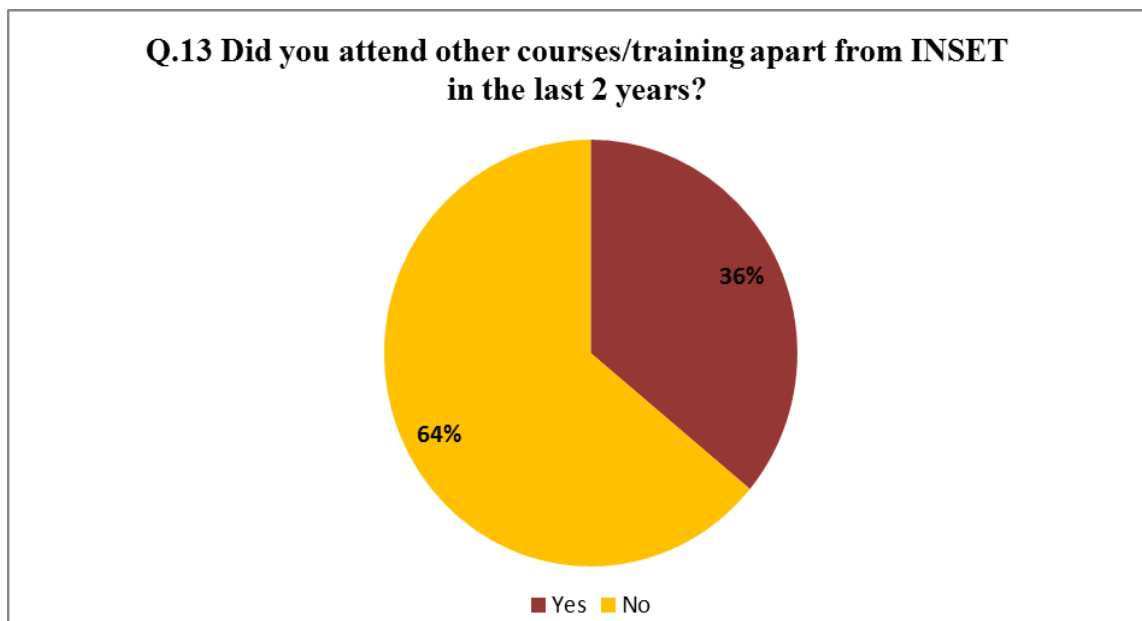


Figure 7. The percentage of teachers who attended other training apart from INSET in the last 2 years.

4.11 Do teachers attend Professional Development during school hours?

In this question (Appendix 1) 50% of teachers said that they were asked to attend PD during school hours. The rest of the teachers, 50%, said that they were not asked to attend PD during school hours. Teachers who attended PD during school hours said that they had to attend School PD sessions which were organised by the Head of School. One particular teacher stated that she was invited by the Head of School to attend the Malta Writing Programme while she had a student teacher on teaching practice in her class. Unlike INSET, the interviewed teacher had the possibility to choose a number of sessions she wanted to attend for the Malta Writing Programme which took place during school hours, that is, from half past eight till half past two. However, this learning experience was only gained by one teacher from the whole school since the classroom was being supervised by the student teacher; however, not all teachers are given this opportunity. Another teacher stated that she attended training during school hours which focused on the use of the interactive whiteboard.

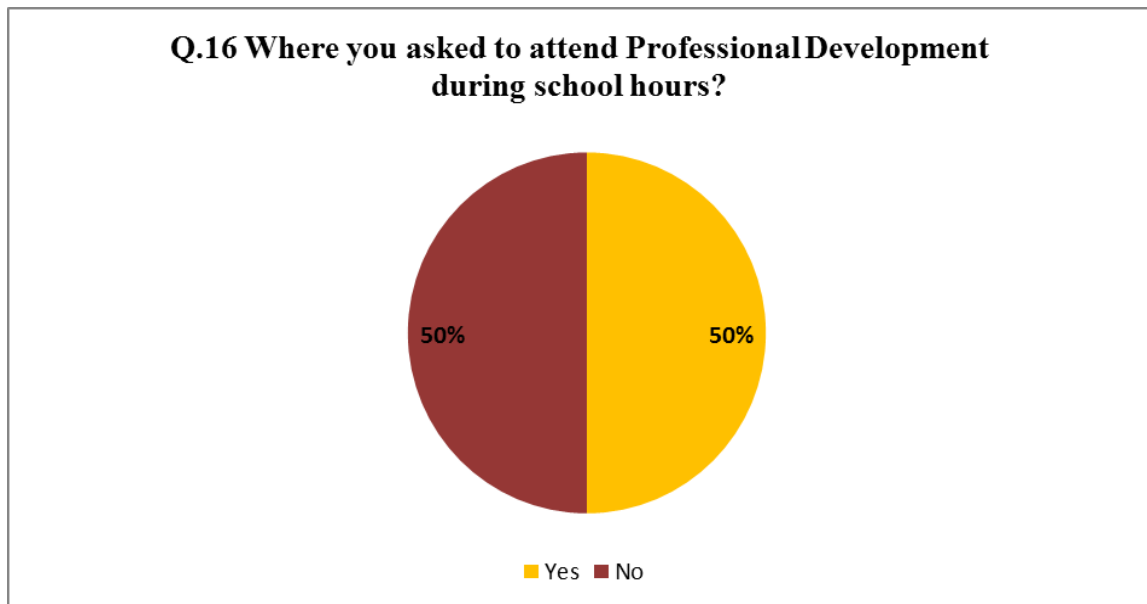


Figure 8. The percentage of teachers who participated in PD during school hours.

4.12 In the last 5 years, were teachers interested in more Professional Development than they were offered?

From the questionnaire (Appendix 1) conducted by teachers, only 36% of teachers were interested in more PD than they were offered in the last 2 years. This shows that few teachers are motivated to take more training and courses to improve their teaching and personal development. In fact, 64% of teachers surveyed were not interested in doing more PD in the last 2 years which is nearly double the amount of the teachers who answered 'yes'. As the Assistant Director of Quality and Standards in Education stated "there isn't a well ingrained culture for training in the teaching profession". From the statistics gathered by the Ministry of Education and Employment (2011) it was found out that most teachers that applied for a scholarship in the last 2 years were less than 30 years of age. The European Union (2010) also found the same outcome since on average; from the participating countries, PD was mostly taken by young teachers.

The STEPS scheme is another opportunity which is European Union (EU) funded for teachers to undertake a higher level of study which include post-graduate courses such as Doctoral and Masters. As stated by the Director of Lifelong Learning, the STEPS scheme was launched in 2009 where 1.5 million Euros out of 10 million Euros was offered for the field of Education for the period 2007 up to 2013. He also stated that this took place after a vigorous study which was carried out in Malta in order to identify our position in four main areas which are: (a)'Capacity-Building in the Education System'; (b)'Addressing skills mismatches'; (c)'Research and Innovation in Science and Technology'; and also in (d)'Information and Communication Technology (ICT)'. Although a small proportion of money was offered for the field of Education, there was still a low response from teachers. According to the Director of Lifelong Learning, "in the past four years there were about 115 teachers who applied for a scholarship out of 5,000 teachers". In fact, he stated that the most chosen scholarships by teachers are Early Childhood Education and Educational Management Administration & Leadership because they offered many opportunities. The STEPS Scholarship Scheme offered teachers the opportunity to apply for a Doctoral or Masters Programme of Studies where seven calls were issued since January 2009 up till November 2011. However, from the

seven calls issued, only 15 teachers obtained a Doctoral Degree; whereas, 113 teachers obtained a Masters Degree (Ministry of Education and Employment, 2011). As a result, the Director of Lifelong Learning stated that there should be a better response from teachers especially for the Doctoral Degree.

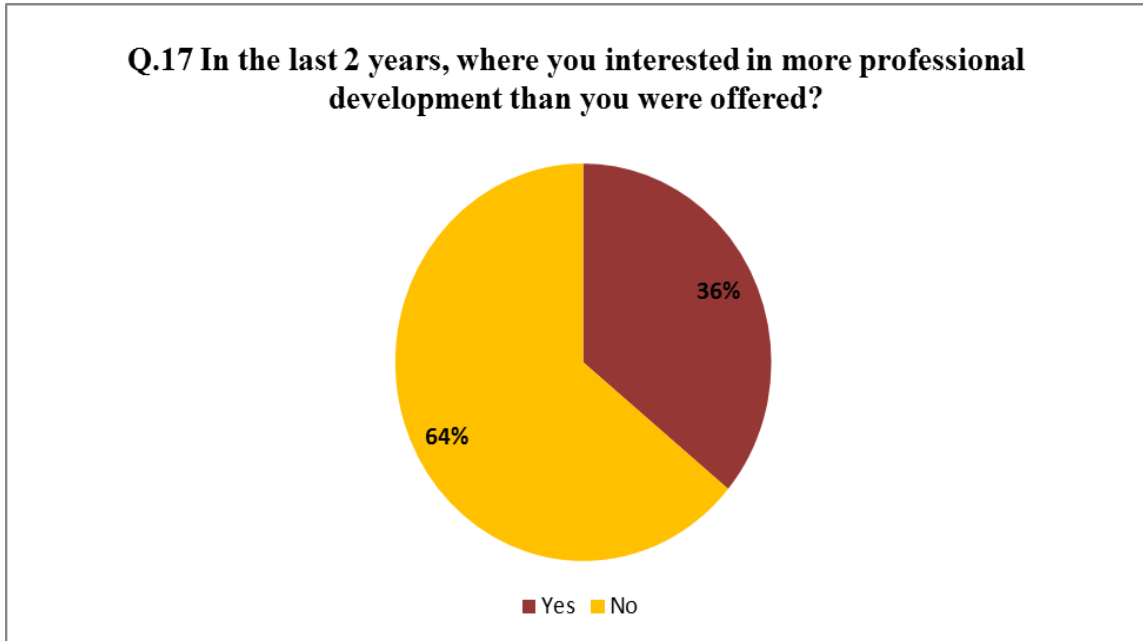


Figure 9. The percentage of teachers interested in more PD.

4.13 What are the main factors which hindered teachers' participation in more Professional Development during the last 2 years?

From the questionnaire (Appendix 1) which was distributed to teachers, it resulted that family responsibilities was the most factor which hindered teachers' participation in more PD in the last 2 years since it was chosen by 43% of teachers. Teachers who were interested in more PD stated that it was planned during school hours; therefore, it was impossible to attend, with 14% of teachers. Another 14% of teachers said that the PD offered in the last 2 years was not suitable; therefore, they chose not to take part. 'School and family support' and 'I did not have all the pre-requisites e.g. qualifications, experience' were not chosen by teachers amongst those factors which hindered their participation in more PD in the last 2 years. According to the Director of Lifelong

Learning, "teachers between 40 and 55 years of age are the least who apply for scholarships . . . after 55 years of age they start applying again". The reasons given to this were mainly family ties, child rearing and the fact that teachers achieve a level of maturation in their professional career where they believe that they have reached enough.

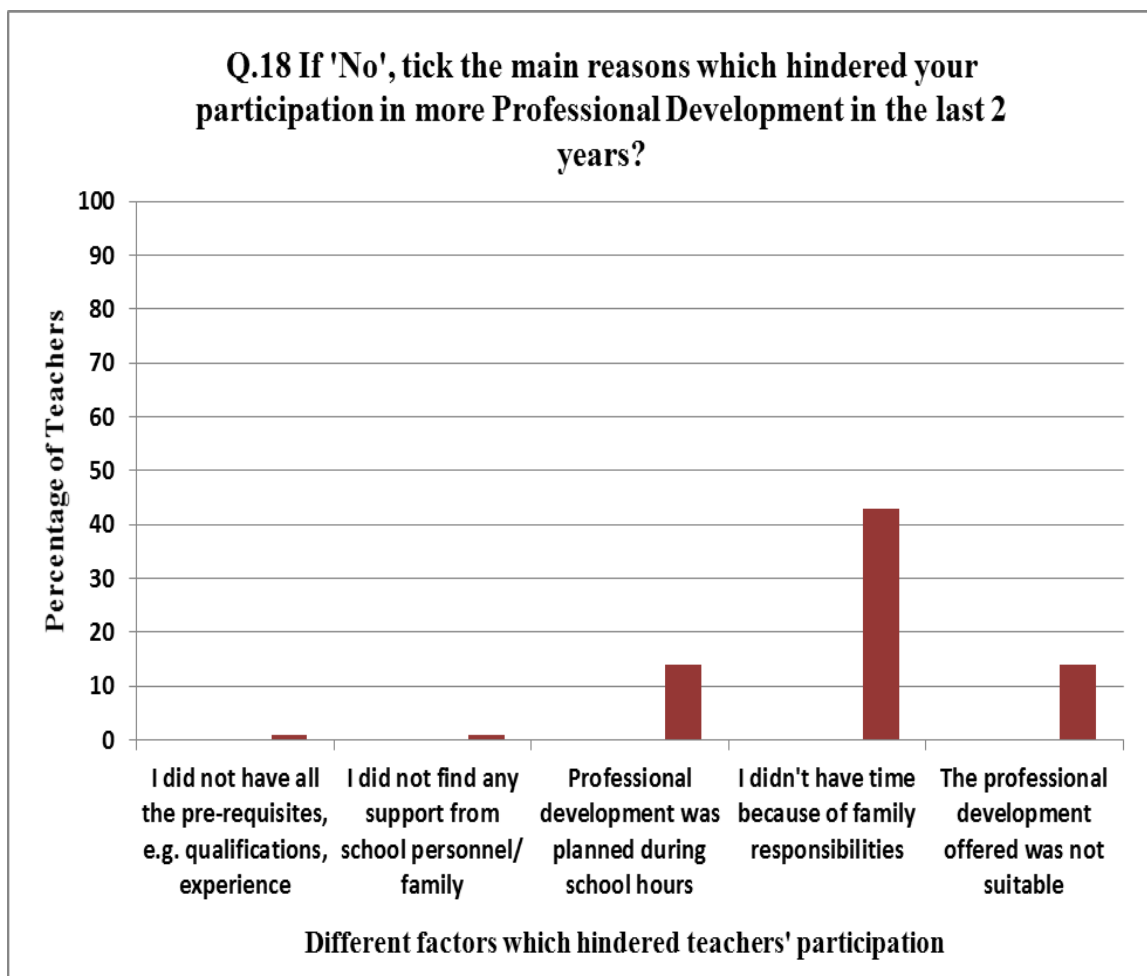


Figure 10. Factors which hindered teachers' participation in more PD.

4.14 What factors hinder teachers' participation in ongoing Professional Development?

From the replies gathered in the questionnaire, 79% of teachers stated that 'school workload' is the most factor that discourages them from participating in ongoing PD.

This is also evident in the study carried out by Bezzina & Portelli (2005) where they state that “altruism and family are rated high in importance, above personal and career-oriented commitments such as achievement and success, stress avoidance and personal growth” (p.17). 'Time of course/training', 'location of course/training taken' and 'family needs' were the second most chosen by teachers, with 57% of teachers. 'Classroom responsibility' was chosen by 43% of teachers as one of the components which discourages teachers from taking part in PD. 'Financial cost' was chosen by 21% of teachers. 'Low level of knowledge of opportunities', 'irrelevant content' and 'unstructured content' were chosen by 7% of teachers. 'Unsupportive School' was the only factor which was not chosen by teachers since it did not affect their level of participation in PD.

According to the Assistant Director of Quality and Standards in Education within the Ministry of Education and Employment, teachers perceive PD as "an added burden" since "teaching is a very intensive activity" which includes "human and pedagogical issues simultaneously". He also believes that teacher "burn-out is a real phenomenon in the teaching profession" which can also hinder teachers' participation in more PD. On the other hand, the College Principal considers the private life of teachers as one of the key factors which hinders their participation in ongoing PD. He also suggested that teachers need some time to reflect since "they are alienated, they don't give it thought". The Director of Lifelong Learning also mentioned two factors which might hinder teachers' participation in ongoing PD, the first one being "the life of a teacher is difficult" and the second reason was that some teachers may find it difficult to cope with family responsibilities and teaching at the same time. In fact, Bezzina & Portelli (2005) also state that teachers, especially females, dedicate most of their time to family responsibilities.

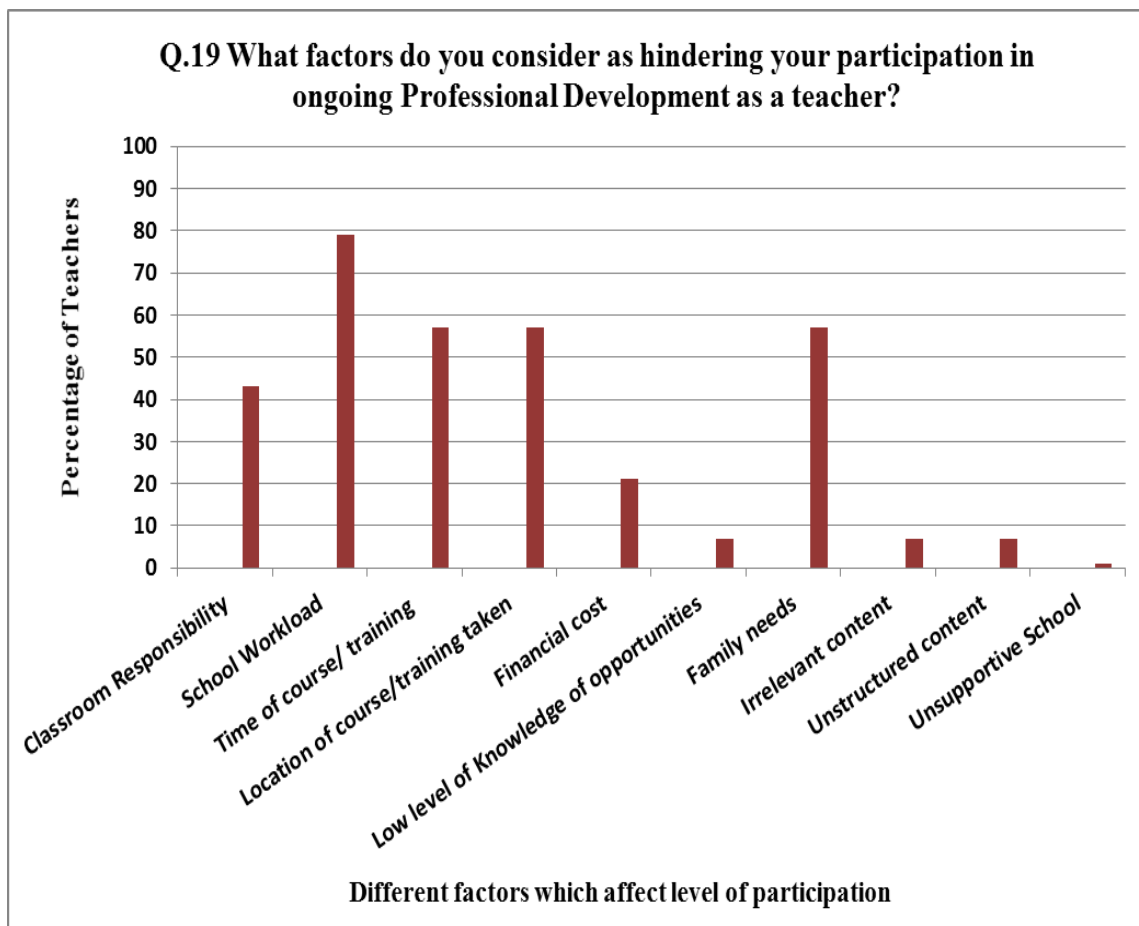


Figure 11. Different factors which hinder teachers' participation in ongoing PD.

4.15 What factors encourage teachers' participation in a particular course or training?

The most influential factors which encourage teachers' participation in a particular course or training are 'need for knowledge' and 'improvement in teaching profession', with 86% of teachers. 'Need to cater for different students' was the second most chosen by 79% of teachers. 'Relevant learning', 'advance in technology' and 'personal interest' were chosen by 57% of teachers. 'Enhancing learning' was also chosen by many teachers, with 43% of teachers. The fact that courses or training offered to teachers is free of charge, it motivates teachers to participate. This is evident in the questionnaire since 29% of teachers chose 'free of charge' as one of the factors that encourages them to involve themselves in a particular course or training. Although 'increase in salary' was not chosen by the majority of teachers, it is still influential to 14% of teachers who chose

it as one of the important factors which increases their level of participation. Having a 'supportive school' was considered important by 7% of teachers. Only one factor was not chosen by teachers which is 'sufficient financially'.

From the interview carried out with the Director of Lifelong Learning, he pointed out that teachers may be attracted to the fact that some courses such as MGSS are given on a part-time basis and are not planned during school-time. He added that most teachers apply for mobility in their career where he mentioned the course in administration and management where probably teachers apply for job mobility. He also insisted that teachers apply for courses to be better skilled in taking care of children. The Director of Lifelong Learning stated that there is an incentive when teachers have another degree such as Masters or Diploma, this is because they are paid more. On the other hand, the College Principal mentioned the fact that "teachers become motivated [to participate in more PD] mainly through self-motivation and positive peer-pressure" especially from the senior management team and colleagues. Therefore, other stakeholders have a significant role in sustaining a high level of PD within schools.

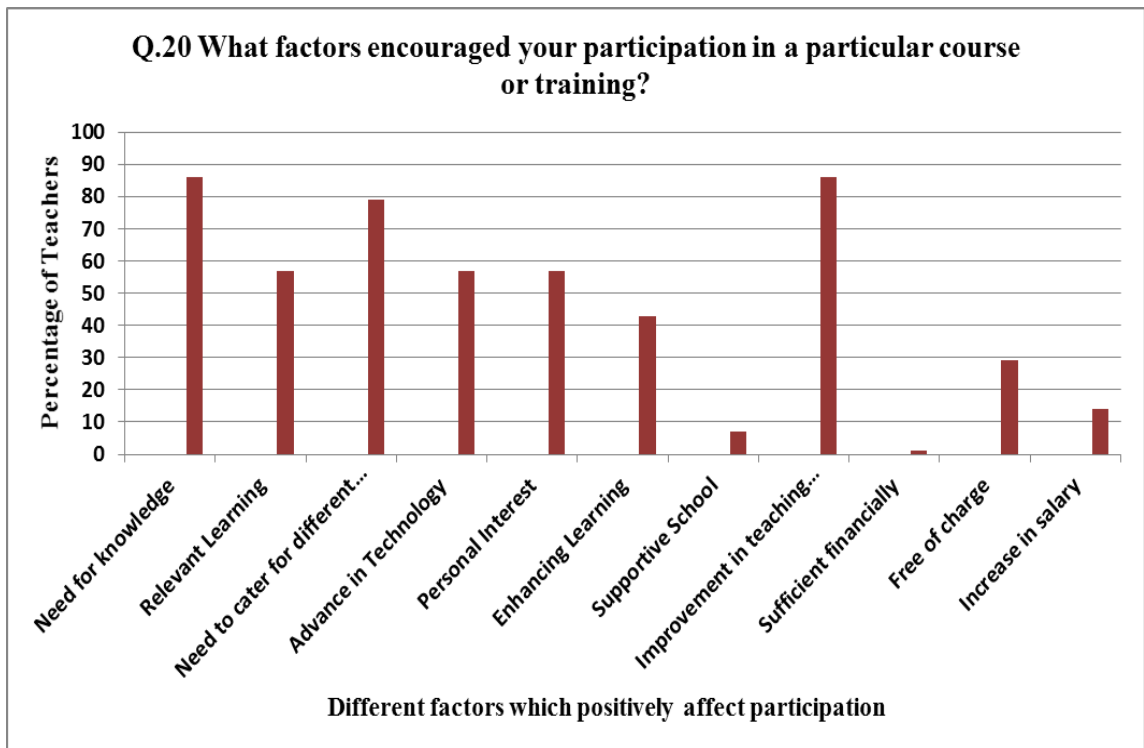


Figure 12. Different factors which encourage teachers' participation in ongoing PD.

4.16 Conclusion

Results gathered from the questionnaires, interviews and documents were analysed and interpreted to better understand the situation of ongoing PD in Malta. Teachers' attitudes towards INSET were also examined. The perception of ongoing PD was closely investigated to depict the present situation, that is, whether teachers are interested in more PD than they were given. In the following chapter, I will conclude the study by referring to the main findings and by giving practical recommendations.

CHAPTER 5:

CONCLUSION

Conclusion

5.1 Introduction

In the following chapter, I will conclude by highlighting the important findings of this research and suggesting important ideas which could be implemented by different stakeholders especially teachers.

5.2 Main Findings

From this study I can conclude that the majority of teachers surveyed (Appendix 1) are satisfied with INSET provision and they find it helpful in their teaching career. However, teachers and other educators suggested that INSET should be delivered throughout the year and not given as a block of three days. It resulted that teachers rely too much on INSET and decide not to take part in more PD. Although teachers highly value PD, there is still a lack of interest in continuing learning and taking up courses. Indeed, there should be more incentives to encourage teachers participate in more PD than they are offered. INSET courses should also provide teachers ample time to discuss and share their ideas with other colleagues, especially from experienced teachers where other teachers could learn from their practices. In fact, “developing a sense of community among the teachers in the course” is deemed to be an important component (Clark & Borko, 2004, p.225).

Teachers should be more encouraged to participate in PD courses to improve the quality of their teaching and personal growth. "Since student outcomes depend greatly on teacher quality, governments, local politicians and school managers need to foster teachers' continuous professional development in order to cope effectively with ongoing changes and improve the quality of education" (European Union, 2010, p.32). "Improving public education involves, in significant measure, the improvement of the quality of teaching and teachers' professional development" (Roeser, Skinner, Beers & Jennings, 2012, p.171). Therefore, PD should be placed in the centre of teaching and not perceived by teachers as an added burden. Ongoing PD is designed to increase teachers' levels of expertise and awareness. In conclusion, "the professional development of

teachers is a lifelong process which begins with the initial preparation that teachers receive and continues until retirement" (Villegas-Reimers, 2000, p.8).

In this research, all teachers surveyed value PD, this was also found in another research by Lieberman & Pointer Mace (2008) where they found that "teachers value opportunities to learn from and with one another" (as cited in Hunzicker, 2010, p.6). However, this study shows that the majority of teachers are not interested in furthering their PD due to many reasons including 'school workload' which was the most determinant of all. This was also found out in the study carried out by the OECD (2009). My research findings contradicts the previous research conducted by Abela & Camilleri (2004) where they found out that "the majority of [teachers] . . . [are] willing to be life-long learners" (p.81). Research shows that teachers do not continue their PD due to burnout which "has a mediating influence on engagement" (Hakanen, Bakker, and Schaufeli, 2006, as cited in Orr & Orphanos, 2007, p.4). Therefore, it is evident that teachers find it difficult to cope with ongoing PD and school workload at the same time.

5.3 Recommendations

5.3.1 Teachers

Teachers should take every learning opportunity available to improve both their teaching skills and children's learning. They should view ongoing PD as a basic need and not as an added burden since it helps them reflect on their teaching practices adopted in the classroom. They should inform themselves better on the different opportunities which are available with regards to ongoing PD such as MGSS, STEPS, Scholarships, Commonwealth, Council of Europe, higher degrees and others. Surprisingly enough, all teachers surveyed stated that they never heard of MGSS. Teachers should seek to involve themselves in different PD courses and in-school training.

5.3.2 Heads of School

As part of the school team, Heads of School hold a high responsibility to empower their teaching staff to take up more courses and PD training. This attitude can only be present within teachers by implementing new measures in school to strengthen and promote ongoing PD. Through this approach, a positive school environment is created where both teachers and students can benefit from. Sweetland & Hoy (2000) found out that "the extent of teacher empowerment was the strongest predictor of achievement gains" (as cited in Orr & Orphanos, 2007, p.5).

Furthermore, Heads of School should train the community of teachers "by locating opportunities for professional development within a teacher's regular work day, reform types of professional development may be more likely than traditional forms to make connections with classroom teaching, and they may be easier to sustain over time" (Garet et al., 2001, p.921).

5.3.3 The Directorate and INSET Organisers

INSET should consist of more hands-on activities. Furthermore, teachers should be consulted further in the decision of topics which are tackled so that effective learning takes place. In this way, teachers will feel empowered and are more likely to be involved during the three days of INSET. INSET could be better organized during the scholastic year rather than taking place as a block of three days in July or September. This will be more helpful to teachers as it seen as ongoing which gives ample time to teachers to apply what they have learnt in their own classroom. Although "summer learning experiences can be rewarding to those who participate, they pose problems as well" because they communicate a message to teachers that training is a "summer activity" which is performed during their free time and not during the scholastic year which is an ongoing process (Grossman, Wineburg & Woolworth, 2001, p.11). As a result, teachers will not respond positively to PD since their professional growth is associated with summer training. Therefore, the Directorate should better promote scholarships and other higher courses through seminars which involve more one-to-one interaction with teachers, which can be organised in different schools.

5.3.4 Government and Policy Makers

The Government should try to adopt new incentives to encourage teachers to engage in more professional training (European Union, 2010). This can be done by creating different levels of teacher status, that is, when an amount of training is taken by teachers, they move up one level and achieve a higher status which eventually affects their salary. Policy makers should also give more importance to ongoing PD (European Union, 2010) where they emphasize in-school training. Although the Government is investing a lot of money in Education especially in INSET, teachers are still feel the need of more in-school training organised as it is localized and more informal. Quick, Holtzman & Chaney (2009) believe that “professional development within the context of the school ... promotes active learning and builds coherence more than traditional learning venues” (as cited in Hunzicker, 2010, p.4). Therefore, there should be more consultation with teachers so that their needs are met in an effective way. In fact, Grossman, Wineburg & Woolworth (2001) state that “the biggest drawback to the summer [training] ... to teacher learning rests on the assumption that it is possible to take individuals out of their workplaces, transform them in other settings, and then return them to an unchanged workplace to battle the status quo” (p.11).

From the survey carried out by Pearson and Moomaw (2005), it was found out that when teachers' level of job stress decreased, teachers' level of professionalism and empowerment increased; and a greater job satisfaction is achieved (as cited in Orr & Orphanos, 2007). Therefore, school workload is a strong determinant factor in teachers' PD, thus, it has to be worked upon.

5.4 Suggestions for further research

It should be noted that more research should take place since PD is a vast topic and includes different strands which cannot be tackled simultaneously. Since my study primarily focused on the general view of PD in Malta and teachers' attitudes, another study could solely focus on the INSET provision in Malta by concentrating on its structure and topics delivered. More research could be carried out specifically on

teachers' attitudes towards INSET since it is the most common PD method used in Malta. Therefore, more studies should be done to closely examine INSET courses. Other studies could be carried out on the effectiveness of pre-service and in-service training by specifically concentrating on their correlation. Other interesting studies can be conducted on the "effects of different professional development on improvements in teaching or on student outcomes" (Garet et al., 2001, p.917). Therefore, the PD of teachers in Malta should be studied in more depth since research in this area is still lacking.

5.5 Conclusion

This research depicts the present situation of ongoing PD in Malta. This dissertation should be used by the Education Division and INSET organisers as a means of improving teachers' PD courses especially by regularly consulting teachers. As a result, better PD opportunities will be created for teachers to encourage their level of participation since "professional development has become a necessary expectation in today's schools" (Hunzicker, 2010, p.3). Teachers should also use this research to help them reflect on their personal growth and PD and to identify the benefits of ongoing training. In this way, teachers become professionally skilled which will ultimately bring about more learning in the classroom.

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APPENDICES

APPENDIX 1

Questionnaire

A. General Information

1) What is your Gender?

Male

Female

2) What is your age?

22-30 years

31-40 years

41- 50 years

50 years +

3) Where did you obtain your teaching training? _____

Please tick from the following:

B.Ed. (Hons)

PGCE

Teachers' College

MA

Other/s (please specify):

4) What is your grade?

Supply Teacher

Teacher

5) How long have you been teaching?

1-5 years

6-10 years

11-15 years

16-20 years

20 years +

B. Professional Development

6) Do you think that Professional Development is important in your teaching profession?

Yes

No

Why?

7) Are you interested in doing one of the following?

M.A.

Phd

Diploma

If not, why not?

8) Have you ever heard of these Professional Development opportunities / courses before? Please tick where appropriate.

Council of Europe Training for Teachers

MGSS

STEPS

Commonwealth

Comenius

Any other opportunity you heard about?

9) Do you consider furthering your studies through scholarships/courses being offered?

Yes

No

If yes, which courses/scholarships would you like to choose?

10) *Did you attend INSET training in the last 12 months?*

11) *Do you find INSET helpful / relevant in your Professional Development?*

Yes

No

Please give reasons:

12) *Do you think that INSET training is planned effectively?*

Please, tick from the following:

- a) *time*
- b) *schedule*
- c) *content*
- d) *teachers/ Education Officers*
- e) *relevance in topics*
- f) *participation*
- g) *hands-on' activities*
- h) *school support*
- i) *opportunity to share ideas*

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

What changes would you make if any?

13) *Did you attend other courses / training apart from INSET in the last 2 years?*

Yes

No

Please Specify: _____

14) How many hours of professional development did you attend altogether in the last 2 years?

Hours

15) How many of these hours were compulsory to attend as a requisite of teaching?

Hours

16) Where you asked to attend professional development during school hours?

Yes

No

If yes, please specify:

17) In the last 2 years, were you interested in more professional development than you were offered?

Yes

No

18) If 'No', tick the main reasons which hindered your participation in more professional development in the last 2 years.

a) I did not have all the pre-requisites, e.g. qualifications, experience.

b) I did not find any support from school personnel/family.

c) Professional development was planned during school hours.

d) I didn't have time because of family responsibilities.

e) The professional development offered was not suitable.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Other (please specify):

19) *What factors do you consider as hindering your participation in ongoing professional development as a teacher?*

- a) *Classroom Responsibility*
- b) *School Workload*
- c) *Time of course/training*
- d) *Location of course/training taken*
- e) *Financial cost*
- f) *Low level of Knowledge of opportunities*
- g) *Family needs*
- h) *Irrelevant content*
- i) *Unstructured Content*
- j) *Unsupportive School*

20) *What factors encouraged your participation in a particular course or training?*

- a) *Need for knowledge*
- b) *Relevant Learning*
- c) *Need to cater for different students*
- d) *Advance in Technology*
- e) *Personal Interest*
- f) *Enhancing Learning*
- g) *Supportive School*
- h) *Improvement in teaching profession*
- i) *Sufficient financially*
- j) *Free of charge*
- k) *Increase in salary*

Thank you for taking the time to complete this questionnaire.

APPENDIX 2

Questionnaire

A. General Information

1) What is your Gender?

Male

Female

2) What is your age?

22-30 years

31-40 years

41- 50 years

50 years +

3) Where did you obtain your teaching training? University

Please tick from the following:

B.Ed. (Hons)

PGCE

Teachers' College

MA

Other/s (please specify):

4) What is your grade?

Supply Teacher

Teacher

5) How long have you been teaching?

1-5 years

6-10 years

11-15 years

16-20 years

20 years +

B. Professional Development

6) Do you think that Professional Development is important in your teaching profession?

Yes No

Why?
Children change continuously, new things - technologies are being introduced. Teachers should be updated.

7) Are you interested in doing one of the following?

M.A. Phd Diploma

If not, why not?

NO - Im happy teaching.

8) Have you ever heard of these Professional Development opportunities / courses before? Please tick where appropriate.

Council of Europe Training for Teachers
MGSS
STEPS
Commonwealth
Comenius

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

Any other opportunity you heard about?

No

9) Do you consider furthering your studies through scholarships/courses being offered?

Yes No

If yes, which courses/scholarships would you like to choose?

10) Did you attend INSET training in the last 12 months?

~~Yes~~ NO

11) Do you find INSET helpful / relevant in your Professional Development?

Yes

No

Please give reasons:

Always the same chalk + talk.

12) Do you think that INSET training is planned effectively?

Please, tick from the following:

- a) time
- b) schedule
- c) content
- d) teachers/ Education Officers
- e) relevance in topics
- f) participation
- g) hands-on' activities
- h) school support
- i) opportunity to share ideas

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

What changes would you make if any?

more hands on + make organise them in our own school.

13) Did you attend other courses / training apart from INSET in the last 2 years?

Yes

No

Please Specify: _____

14) How many hours of professional development did you attend altogether in the last 2 years?

Hours I don't remember

15) How many of these hours were compulsory to attend as a requisite of teaching?

Hours All

16) Where you asked to attend professional development during school hours?

Yes

No

<input checked="" type="checkbox"/>
<input type="checkbox"/>

If yes, please specify:

Organised by the school.

17) In the last 2 years, were you interested in more professional development than you were offered?

Yes

No

18) If 'No', tick the main reasons which hindered your participation in more professional development in the last 2 years.

a) I did not have all the pre-requisites, e.g. qualifications, experience.

b) I did not find any support from school personnel/family.

c) Professional development was planned during school hours.

d) I didn't have time because of family responsibilities.

e) The professional development offered was not suitable.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Other (please specify):

19) What factors do you consider as hindering your participation in ongoing professional development as a teacher?

- a) Classroom Responsibility
- b) School Workload
- c) Time of course/training
- d) Location of course/training taken
- e) Financial cost
- f) Low level of Knowledge of opportunities
- g) Family needs
- h) Irrelevant content
- i) Unstructured Content
- j) Unsupportive School

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

20) What factors encouraged your participation in a particular course or training?

- a) Need for knowledge
- b) Relevant Learning
- c) Need to cater for different students
- d) Advance in Technology
- e) Personal Interest
- f) Enhancing Learning
- g) Supportive School
- h) Improvement in teaching profession
- i) Sufficient financially
- j) Free of charge
- k) Increase in salary

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>

*Thank you for taking the time
to complete this questionnaire.*

Questionnaire

A. General Information

1) What is your Gender?

Male

Female

2) What is your age?

22-30 years

31-40 years

41- 50 years

50 years +

3) Where did you obtain your teaching training? University of Malta

Please tick from the following:

B.Ed. (Hons)

PGCE

Teachers' College

MA

Other/s (please specify):

4) What is your grade?

Supply Teacher

Teacher

5) How long have you been teaching?

1-5 years

6-10 years

11-15 years

16-20 years

20 years +

B. Professional Development

6) Do you think that Professional Development is important in your teaching profession?

Yes No

Why?

We have a changing profession. Times change so teaching needs to change. That is why we need to develop ourselves professionally continuously.

7) Are you interested in doing one of the following?

M.A. M.Ed. Phd Diploma

If not, why not?

8) Have you ever heard of these Professional Development opportunities / courses before? Please tick where appropriate.

Council of Europe Training for Teachers
MGSS
STEPS
Commonwealth
Comenius

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

Any other opportunity you heard about?

9) Do you consider furthering your studies through scholarships/courses being offered?

Yes No

If yes, which courses/scholarships would you like to choose?

10) Did you attend INSET training in the last 12 months?

Yes. - Induction course.

11) Do you find INSET helpful / relevant in your Professional Development?

Yes

No

Please give reasons:

I only had the Induction course and the Frontier. I think that the Frontier will help me teach more effectively in order to engage my students more by using technology.

12) Do you think that INSET training is planned effectively?

Please, tick from the following:

- a) time
- b) schedule
- c) content
- d) teachers/ Education Officers
- e) relevance in topics
- f) participation
- g) hands-on' activities
- h) school support
- i) opportunity to share ideas

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

What changes would you make if any?

More info on the practicalities of teaching are needed rather than the procedures of the directorate.

13) Did you attend other courses / training apart from INSET in the last 2 years?

Yes

No

Please Specify: _____

14) How many hours of professional development did you attend altogether in the last 2 years?

Hours (I'm only during my first year)

15) How many of these hours were compulsory to attend as a requisite of teaching?

Hours

16) Where you asked to attend professional development during school hours?

Yes

No

If yes, please specify:

17) In the last 2 years, were you interested in more professional development than you were offered?

Yes

No

→ I plan to

18) If 'No', tick the main reasons which hindered your participation in more professional development in the last 2 years.

a) I did not have all the pre-requisites, e.g. qualifications, experience.

b) I did not find any support from school personnel/family.

c) Professional development was planned during school hours.

d) I didn't have time because of family responsibilities.

e) The professional development offered was not suitable.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Other (please specify):

19) What factors do you consider as hindering your participation in ongoing professional development as a teacher?

- a) Classroom Responsibility
- b) School Workload
- c) Time of course/training
- d) Location of course/training taken
- e) Financial cost
- f) Low level of Knowledge of opportunities
- g) Family needs
- h) Irrelevant content
- i) Unstructured Content
- j) Unsupportive School

✓

20) What factors encouraged your participation in a particular course or training?

- a) Need for knowledge
- b) Relevant Learning
- c) Need to cater for different students
- d) Advance in Technology
- e) Personal Interest
- f) Enhancing Learning
- g) Supportive School
- h) Improvement in teaching profession
- i) Sufficient financially
- j) Free of charge
- k) Increase in salary

✓
✓
✓
✓
✓
✓
✓
✓

*Thank you for taking the time
to complete this questionnaire.*

Questionnaire

A. General Information

1) What is your Gender?

Male Female

2) What is your age?

22-30 years 31-40 years

41-50 years 50 years +

3) Where did you obtain your teaching training? University of Malta (1999-2003)

Please tick from the following:

B.Ed. (Hons) PGCE

Teachers' College MA

Other/s (please specify):

4) What is your grade?

Supply Teacher Teacher

5) How long have you been teaching?

1-5 years 6-10 years 11-15 years

16-20 years 20 years +

B. Professional Development

6) Do you think that Professional Development is important in your teaching profession?

Yes No

Why?

It keeps you up to date with all the ongoing changes in our education system.

7) Are you interested in doing one of the following?

M.A. Phd Diploma

If not, why not?

No, very time consuming.

8) Have you ever heard of these Professional Development opportunities / courses before? Please tick where appropriate.

Council of Europe Training for Teachers	<input type="checkbox"/>
MGSS	<input type="checkbox"/>
STEPS	<input type="checkbox"/>
Commonwealth	<input type="checkbox"/>
Comenius	<input checked="" type="checkbox"/>

Any other opportunity you heard about?

/

9) Do you consider furthering your studies through scholarships/courses being offered?

Yes No

If yes, which courses/scholarships would you like to choose?

10) Did you attend INSET training in the last 12 months?

Yes. Assessment for Learning.

11) Do you find INSET helpful / relevant in your Professional Development?

Yes

No

Please give reasons:

Good tips on how to use formative types of assessment; questioning techniques, etc.

12) Do you think that INSET training is planned effectively?

Please, tick from the following:

- a) time
- b) schedule
- c) content
- d) teachers/ Education Officers
- e) relevance in topics
- f) participation
- g) hands-on' activities
- h) school support
- i) opportunity to share ideas

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

What changes would you make if any?

13) Did you attend other courses / training apart from INSET in the last 2 years?

Yes

No

Please Specify: _____

14) How many hours of professional development did you attend altogether in the last 2 years?

Hours

15) How many of these hours were compulsory to attend as a requisite of teaching?

Hours

16) Where you asked to attend professional development during school hours?

Yes

No

<input type="checkbox"/>
<input checked="" type="checkbox"/>

If yes, please specify:

17) In the last 2 years, were you interested in more professional development than you were offered?

Yes

No

18) If 'No', tick the main reasons which hindered your participation in more professional development in the last 2 years.

a) I did not have all the pre-requisites, e.g. qualifications, experience.

b) I did not find any support from school personnel/family.

c) Professional development was planned during school hours.

d) I didn't have time because of family responsibilities.

e) The professional development offered was not suitable.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Other (please specify):

19) *What factors do you consider as hindering your participation in ongoing professional development as a teacher?*

- a) *Classroom Responsibility*
- b) *School Workload*
- c) *Time of course/training*
- d) *Location of course/training taken*
- e) *Financial cost*
- f) *Low level of Knowledge of opportunities*
- g) *Family needs*
- h) *Irrelevant content*
- i) *Unstructured Content*
- j) *Unsupportive School*

✓
✓
✓
✓

20) *What factors encouraged your participation in a particular course or training?*

- a) *Need for knowledge*
- b) *Relevant Learning*
- c) *Need to cater for different students*
- d) *Advance in Technology*
- e) *Personal Interest*
- f) *Enhancing Learning*
- g) *Supportive School*
- h) *Improvement in teaching profession*
- i) *Sufficient financially*
- j) *Free of charge*
- k) *Increase in salary*

✓
✓
✓
✓
✓
✓

Thank you for taking the time to complete this questionnaire.

Questionnaire

A. General Information

1) What is your Gender ?

Male

Female

2) What is your age?

22-30 years

31-40 years

41- 50 years

50 years +

3) Where did you obtain your teaching training? Univ

Please tick from the following:

B.Ed. (Hons)

PGCE

Teachers' College

MA

Other/s (please specify):

4) What is your grade?

Supply Teacher

Teacher

5) How long have you been teaching?

1-5 years

6-10 years

11-15 years

16-20 years

20 years +

B. Professional Development

6) Do you think that Professional Development is important in your teaching profession?

Yes No

Why?

Keeps us up to date

7) Are you interested in doing one of the following?

M.A. Phd Diploma

If not, why not?

Little spare time

8) Have you ever heard of these Professional Development opportunities / courses before? Please tick where appropriate.

Council of Europe Training for Teachers

MGSS

STEPS

Commonwealth

Comenius

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

Any other opportunity you heard about?

9) Do you consider furthering your studies through scholarships/courses being offered?

Yes No

If yes, which courses/scholarships would you like to choose?

10) Did you attend INSET training in the last 12 months?

No

11) Do you find INSET helpful / relevant in your Professional Development?

Yes

No

Please give reasons:

Not always, some are relevant, some are given by lecturers who have a no idea what happens in class

12) Do you think that INSET training is planned effectively?

Please, tick from the following:

- a) time
- b) schedule
- c) content
- d) teachers/ Education Officers
- e) relevance in topics
- f) participation
- g) hands-on' activities
- h) school support
- i) opportunity to share ideas

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

What changes would you make if any?

Held at one's school, to concern more about school problems / changes

13) Did you attend other courses / training apart from INSET in the last 2 years?

Yes

No

Please Specify: ECDL

14) How many hours of professional development did you attend altogether in the last 2 years?

Hours

15) How many of these hours were compulsory to attend as a requisite of teaching?

Hours

16) Where you asked to attend professional development during school hours?

Yes

No

If yes, please specify:

17) In the last 2 years, were you interested in more professional development than you were offered?

Yes

No

18) If 'No', tick the main reasons which hindered your participation in more professional development in the last 2 years.

a) I did not have all the pre-requisites, e.g. qualifications, experience.

b) I did not find any support from school personnel/family.

c) Professional development was planned during school hours.

d) I didn't have time because of family responsibilities.

e) The professional development offered was not suitable.

Other (please specify):

19) What factors do you consider as hindering your participation in ongoing professional development as a teacher?

- a) Classroom Responsibility
- b) School Workload
- c) Time of course/training
- d) Location of course/training taken
- e) Financial cost
- f) Low level of Knowledge of opportunities
- g) Family needs
- h) Irrelevant content
- i) Unstructured Content
- j) Unsupportive School

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

20) What factors encouraged your participation in a particular course or training?

- a) Need for knowledge
- b) Relevant Learning
- c) Need to cater for different students
- d) Advance in Technology
- e) Personal Interest
- f) Enhancing Learning
- g) Supportive School
- h) Improvement in teaching profession
- i) Sufficient financially
- j) Free of charge
- k) Increase in salary

<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

*Thank you for taking the time
to complete this questionnaire.*

Questionnaire

A. General Information

1) What is your Gender?

Male

Female

2) What is your age?

22-30 years

31-40 years

41- 50 years

50 years +

3) Where did you obtain your teaching training? _____

Please tick from the following:

B.Ed. (Hons)

PGCE

Teachers' College

MA

Other/s (please specify):

_____ (Supply Teacher) In set Courses
Induction Course

4) What is your grade?

Supply Teacher Teacher

5) How long have you been teaching?

1-5 years

6-10 years

11-15 years

16-20 years

20 years +

B. Professional Development

6) Do you think that Professional Development is important in your teaching profession?

Yes No

Why?

• Share ideas
• Improve teaching

7) Are you interested in doing one of the following?

M.A. Phd Diploma

If not, why not?

By the time I finish, I will be pensioned off.

8) Have you ever heard of these Professional Development opportunities / courses before? Please tick where appropriate.

Council of Europe Training for Teachers	<input type="checkbox"/>
MGSS	<input type="checkbox"/>
STEPS	<input type="checkbox"/>
Commonwealth	<input type="checkbox"/>
Comenius	<input checked="" type="checkbox"/>

Any other opportunity you heard about?

9) Do you consider furthering your studies through scholarships/courses being offered?

Yes No

If yes, which courses/scholarships would you like to choose?

10) Did you attend INSET training in the last 12 months?

Yes

11) Do you find INSET helpful / relevant in your Professional Development?

Yes

No

Please give reasons:

Saying is one thing, carrying it out in the classroom is another.

12) Do you think that INSET training is planned effectively?

Please, tick from the following:

- | | |
|---------------------------------|-------------------------------------|
| a) time | <input checked="" type="checkbox"/> |
| b) schedule | <input type="checkbox"/> |
| c) content | <input type="checkbox"/> |
| d) teachers/ Education Officers | <input type="checkbox"/> |
| e) relevance in topics | <input checked="" type="checkbox"/> |
| f) participation | <input type="checkbox"/> |
| g) hands-on' activities | <input type="checkbox"/> |
| h) school support | <input type="checkbox"/> |
| i) opportunity to share ideas | <input checked="" type="checkbox"/> |

What changes would you make if any?

13) Did you attend other courses / training apart from INSET in the last 2 years?

Yes

No

Please Specify: _____

14) How many hours of professional development did you attend altogether in the last 2 years?

Hours

15) How many of these hours were compulsory to attend as a requisite of teaching?

Hours

16) Where you asked to attend professional development during school hours?

Yes

No

<input checked="" type="checkbox"/>
<input type="checkbox"/>

If yes, please specify:

Some were during school hours, others were after school hours.

17) In the last 2 years, were you interested in more professional development than you were offered?

Yes

No

18) If 'No', tick the main reasons which hindered your participation in more professional development in the last 2 years.

a) I did not have all the pre-requisites, e.g. qualifications, experience.

b) I did not find any support from school personnel/family.

c) Professional development was planned during school hours.

d) I didn't have time because of family responsibilities.

e) The professional development offered was not suitable.

<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

Other (please specify):

19) What factors do you consider as hindering your participation in ongoing professional development as a teacher?

- a) Classroom Responsibility
- b) School Workload
- c) Time of course/training
- d) Location of course/training taken
- e) Financial cost
- f) Low level of Knowledge of opportunities
- g) Family needs
- h) Irrelevant content
- i) Unstructured Content
- j) Unsupportive School

✓
✓
✓
✓

20) What factors encouraged your participation in a particular course or training?

- a) Need for knowledge
- b) Relevant Learning
- c) Need to cater for different students
- d) Advance in Technology
- e) Personal Interest
- f) Enhancing Learning
- g) Supportive School
- h) Improvement in teaching profession
- i) Sufficient financially
- j) Free of charge
- k) Increase in salary

✓
✓
✓
✓
✓
✓

*Thank you for taking the time
to complete this questionnaire.*

Questionnaire

A. General Information

1) What is your Gender ?

Male

Female

2) What is your age?

22-30 years

31-40 years

41- 50 years

50 years +

3) Where did you obtain your teaching training? University of Malta.

Please tick from the following:

B.Ed. (Hons)

PGCE

Teachers' College

MA

Other/s (please specify):

4) What is your grade?

Supply Teacher

Teacher

5) How long have you been teaching?

1-5 years

6-10 years

11-15 years

16-20 years

20 years +

B. Professional Development

6) Do you think that Professional Development is important in your teaching profession?

Yes No

Why?

It helps me to improve my teaching skills & abilities

7) Are you interested in doing one of the following?

M.A. Phd Diploma

If not, why not?

Not interested for the time being.

8) Have you ever heard of these Professional Development opportunities / courses before? Please tick where appropriate.

Council of Europe Training for Teachers
MGSS
STEPS
Commonwealth
Comenius

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

Any other opportunity you heard about?

/

9) Do you consider furthering your studies through scholarships/courses being offered?

Yes No

If yes, which courses/scholarships would you like to choose?

10) Did you attend INSET training in the last 12 months?

NO

11) Do you find INSET helpful / relevant in your Professional Development?

Yes

No

Please give reasons:

It helps you to integrate with other teachers
from different schools.

12) Do you think that INSET training is planned effectively?

Please, tick from the following:

- a) time
- b) schedule
- c) content
- d) teachers/ Education Officers
- e) relevance in topics
- f) participation
- g) hands-on' activities
- h) school support
- i) opportunity to share ideas

<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

What changes would you make if any?

13) Did you attend other courses / training apart from INSET in the last 2 years?

Yes

No

Please Specify: P. D. S.

14) How many hours of professional development did you attend altogether in the last 2 years?

Hours

15) How many of these hours were compulsory to attend as a requisite of teaching?

Hours

16) Where you asked to attend professional development during school hours?

Yes

No

<input type="checkbox"/>
<input checked="" type="checkbox"/>

If yes, please specify:

17) In the last 2 years, were you interested in more professional development than you were offered?

Yes

No

18) If 'No', tick the main reasons which hindered your participation in more professional development in the last 2 years.

a) I did not have all the pre-requisites, e.g. qualifications, experience.

b) I did not find any support from school personnel/family.

c) Professional development was planned during school hours.

d) I didn't have time because of family responsibilities.

e) The professional development offered was not suitable.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

Other (please specify):

19) What factors do you consider as hindering your participation in ongoing professional development as a teacher?

- a) Classroom Responsibility
- b) School Workload
- c) Time of course/training
- d) Location of course/training taken
- e) Financial cost
- f) Low level of Knowledge of opportunities
- g) Family needs
- h) Irrelevant content
- i) Unstructured Content
- j) Unsupportive School

✓
✓
✓

20) What factors encouraged your participation in a particular course or training?

- a) Need for knowledge
- b) Relevant Learning
- c) Need to cater for different students
- d) Advance in Technology
- e) Personal Interest
- f) Enhancing Learning
- g) Supportive School
- h) Improvement in teaching profession
- i) Sufficient financially
- j) Free of charge
- k) Increase in salary

✓
✓
✓
✓

*Thank you for taking the time
to complete this questionnaire.*

APPENDIX 3

Interview – Teacher

1. How do you see Professional Development?

It is important but it has to be more spread out during the year and not as a one full day so it will be more effective because in a years' time things change. One at a go is better. The teacher cannot stay on task for three consecutive days.

2. Did you attend other training/courses apart from INSET?

I attended the Malta Writing Program when I had a student for six weeks during teaching practice. Therefore, during those six weeks of teaching practice, this happened to be before Christmas in December 2010/11 scholastic year.

3. How long did the course take?

I attended in November/ December and they were not six weeks bulk, I only attended five sessions.

4. How many hours did you attend?

All day, which means that I did not come to school but I went straight there and this involved going to a different school. For example going to a school Primary year 5 and we all meet there.

5. How does this program work?

We were a group of teachers who also had a student as me. We used to meet with those who direct the Malta Writing Program and we see a lesson of a teacher who already did the program of the Malta Writing Program before and not like us because I did a short course. There are those who do more intensive courses, therefore, these teachers used to do longer courses which they refer to as.....I do not know exactly the name of the course, it is done in March which takes six weeks consecutively and not just five days and they do a lesson and they use the writing skills which they learnt and then we meet and we discuss what we liked and not liked and we talk about it.

6. Do you participate during this program?

Yes of course, for example in the particular lesson we mostly observe the teacher but then we talk and discuss what we saw. After we discuss, we prepare our own questions and the teacher who delivered the lesson comes and we ask him questions about it (lesson) and gives us feedback about how he felt, what went wrong and what went right.

7. What did involve exactly?

Now, what it involved exactly... it used to be in Primary and also in Secondary School, therefore, I went to Primary, Secondary and even Church Schools where we observe. I also went to School A which is a Muslim School, even there I went to observe. Therefore, not only State Schools but I observed different levels, do you understand?

8. Do they come and observe you when you teach your students using the skills you learned during this program?

Us with students no.

9. Did you apply what you learned with your students? If yes, how?

Then, afterwards, we are talking about November/December then afterwards I started again with my students in January which means school and during that time I had the opportunity to practice what I saw and what I learned. Also the teachers, who were teaching me during the program, come and observe and assess me and give me feedback on the lesson. Therefore, you need to send them the lesson plan with the skills you learnt and what you are doing because this is not just a lesson. You have an idea from them and use it during the year and not just a lesson which means how you are going as a feedback etc.

10. Did it help you grow personally?

Yes, a lot and also to children but last year I did not have the time to practice it because then when I went back in class I had to see where the student teacher left and continue, make the revision for Half Yearly and then gas down for the Annual, therefore, I did not practice it but then I practiced it a lot this year, when this scholastic year started I practiced a lot what I saw for example the day book, journaling, which means every morning or let us say three times per week because for a year five class it would be a little tough, but they spent those ten minutes writing without assessing them, they read whoever who wants to, free writing without correcting it.

The most thing which I had personally was the most thing which I was weak in which was the composition, the writing, it helped me mostly in the creative writing. It helped both children and me especially this year where I took topics which I felt I was good at and connected them with Social Studies topics. Why? - Because you already have for example the topic of Social Studies where we are talking about the pollution of air and pollution of weather and then I did the composition "I am an oil tanker". Therefore, they already know the vocabulary, so they know the information, which is ready and then they only need to invent a story on their life. If we are talking about fishing, earthquakes, then you did it, they could do me the free writing on an earthquake, for example we had on deserts, I done it in class "Lost in the desert" which means it helped me also in the lesson plan in the sense of how I am going to start off, open it, how to give them points, how they earn the points, how they come up with their own.

11. Can you give me an example of a lesson where you used what you learned during the Malta Writing Program?

Practically, I used a lot of sounds effects which helped me a lot, I used to start off with a sound, for example I remember I done "A journey by bus" and I did the sounds where they had to guess them. Then they start to move away from the sound and then they close their eyes and imagine where I ask them a lot of questions about their senses for example, let's focus on the sense of smell, if you are on a bus what can you smell? What can you hear? You will be impressed by the myriad of ideas that they come up with which personally I did not even think about for example the noise of the coins, the bell ringing, the feet, therefore, not only the noises but the smell which they come up with a lot of ideas. Apart from those, there are also the question techniques where I ask them the 'What' and they build on it; what can you see, where are you going, why are you going, then they fill in boxes with those things, we also do expressions, therefore, this work is done together in the first session.

12. Would you do it again?

Therefore, the Malta Writing Program mostly helped me in the creative writing and I liked it and I wish to be more focused and intensive but when you are a teacher with your own class it is difficult because as a class teacher, the head of school cannot spare you to attend courses, it is difficult to leave the class for a whole block of six weeks, who is going to replace you? Therefore, you have to see how these things have to be taken. But what I had was only five sessions but from the five sessions I really acquired personally and it helped both myself and the children.

13. How many hours per day and overall did you spent during the course?

From half past eight till half past two, you have ...six five's are thirty, which means thirty hours.

14. Where there other teachers from this school who attended this course too with yourself?

No, I was the only one who went on that day.

15. Did the head of school tell you about this course or through other means?

No, actually they sent an email and the head of school told me that I was going to have the student (teacher) , she told me to apply, they had more observations, not only five, they had for example fifteen but you choose five days from the fifteen which you can attend.

16. So you had the opportunity to choose from the options with regards to time?

Exactly, I could only attend only one session if I wanted, there were also those who attended for six hours only. I tried to go for the five sessions which I had. So you choose which sessions you want, not like INSET.

17. What do you think about INSET?

If INSET is imposed on you and you don't choose I feel it is extra. If they are subjects which are related, I personally feel that they never were imposed on me, at least, during the years which I spent teaching because they always were related and useful with what was new in the system. If it is oracy, in the beginning of my teaching was the Way Ahead, if it was Maths it was about it, if they introduced the assessment of Science it was about it, there are a lot of new things and every INSET which I had was about something which I was going to go through. It isn't useful when the class of a particular year changes but in my case they did not change my year group because if I had training on a year 5 class it wouldn't be useful for another year group. All the INSET I had was useful. We are going to do the FRONTER next year.

18. Have you ever done a voluntary course?

Once I did a voluntary course on child abuse and I chose it personally. We were about two teachers where we decided to do it and it was interesting. When we attended this course at University it was interesting so we wanted to see how things changed.

Interview – Head of School

Background Information

1. What is professional development?

What I understand about Professional Development is that we as professionals we never stop learning, not we graduate from University and we stop there. Nowadays, things are changing a lot and there is always...or else things will become stagnant. We must keep on updating ourselves with the changes that there are especially in our profession.

2. Do you think it is important in the teachers' career? Why?

It is very important as I said before or else we keep on teaching like 30 years ago. Nowadays, exigencies changed a lot. The reality of children changed, therefore, we have to change too.

3. Can you describe what constitutes a good teacher?

A good teacher is a teacher who knows and gets the most out of children the things they know and builds on it, who motivates the children, creates a drive to learn "toḥloqilhom ghatx ghat-tagħlim". And not gives them and fills them with knowledge "bḥal barmil" but to give them a chance to grow.

4. How do you make sure that teachers are actively developing their profession?

Officially, we have three occasions where we have Professional Development (PD) sessions and we think about what we can do.

5. When is it planned?

We have one in the first term, another one in the second term and in the third term. We have 2 hours after school hours and we get a professional to school and he talks to them about something in particular and we do workshops. Those two hours we use them in a very good way and we don't leave them wasted. The last time someone came was not from the Education but he was a priest, he is a tutor of Religion, a PhD lecturer where he was very good, exceptionally good. We need to grow in every aspect and not grow in the teaching of Mathematics or in Literacy or assessment for example. At the moment everyone is obsessed with literacy and Assessment. We need to grow in every aspect.

6. Do you think that ongoing training is important? Why?

It is important because we become stagnant, teachers also have INSET's but sometimes they are not planned well. They can be planned better where teachers are included more.

7. Do you encourage teachers to continue their studies and become more professionally developed? How?

Yes, but sometimes you lose them because they advance in their career but it's better to have knowledgeable teachers rather than teachers who know nothing. If someone shows interest, I give them the literature deem diploma. I always encourage them. I never discourage them.

8. What factors might hinder the teachers' participation in ongoing professional development?

I think that family responsibilities and it could be that they don't have time to study, it could also be financially as it may be very costly. We do not do anything for the wage. It is more for personal growth even if you don't know the subject well. I think that they say, if I do this I have this opening and to know better how to teach children. I think they do MA more for a personal growth.

9. What aspects help teachers become motivated in participating in a course/training?

If it is a course which is not long enough and they see its aim in the class to teach better and it is not a waste of time, they will be motivated and I think they will participate. In the long-run what they are studying is helpful, they continue MA with an aim for an opening, to apply it for something else except teaching.

INSET Training

10. Do teachers request for any particular training offered (apart from INSET)?

Sometimes I pass the booklet and they choose what they want.

11. Do INSET courses cater for teachers' needs? In what ways?

Sometimes yes and sometimes no, it depends how they are being planned. Sometimes they tell me 'Miss we wasted our time'. Last year teachers were very tired. It was planned once every week for a period of six weeks and they were planned after school hours and they felt it was hard for them to handle. They were not planned well.

12. Are INSET courses planned effectively with regards to time, content taught, and other issues? What would you change?

Teachers knew about the INSET training only a few months before they were planned so they had to change or cancel their appointments.

What would you change in INSET courses?

I think it would be better if they would be a smaller number of teachers where they would be chosen by college but I think they need more staff to do it in this way. If there is a good quantity of teachers it becomes too impersonal and if it is done as a workshop, they can exchange ideas in a small quantity. It makes a difference if they are 30 teachers or 100 teachers. I think this is the first one and all teachers tell me that they prefer courses in July rather than in September because in July they continue straight after finishing school as they don't feel like attending before starting school in September. There is a lot to study, you have to study in depth about what changes to make, everyone who takes INSET, there is not that satisfaction, I don't know why. It is not my line but I think there is room for improvement.

13. Have you, as Head of School, applied for Voluntary courses to meet teachers' needs or where you asked for Compulsory courses?

Yes, many teachers apply for voluntary courses. I hand them the booklet with the courses there are and then they apply for the courses. When they apply for a voluntary course is because they did not attend a compulsory course. This year teachers did not apply for any voluntary courses because there is the Fronter going on because we did not do it yet. Since they did not send for them to do the Fronter, they did not apply for any compulsory courses. We already did the course of the interactive whiteboard.

14. Do you think that INSET courses are enough or do you demand more Compulsory training to be offered by local organisations?

Learning is never enough. I am going to talk about another country, Italy. Teachers in Italy have many voluntary courses but every voluntary course serves as an incentive for example one day course serves as a one week service. It serves for their pension not only moneywise. It is good to have an incentive. I like this a lot, and many apply because if the more you accumulate the better, for example if you accumulate 20, it serves as six months work, you can leave earlier, this is an incentive. We are all humans, we all need an incentive for motivation. There is always a need.

Other Training

15. What training/courses did the school participate in during the last 2 years with regards to teachers' professional development?

Sometimes I send teachers for the Malta Writing Program. It is a professional development, when I have student teachers because it takes weeks. They teach teachers how to write and how they can encourage students to write and how to build a composition, their writing; journaling, draft. It is organized by the Foundation for Educational Studies (FES). They contact me and teachers can choose to attend this course but I cannot relieve the teacher from the class for five weeks if s/he does not have a student teacher. So I take the opportunity to send the teacher who has a student in class to this program to learn. Year after year you start building, at least I will have for example; ten teachers trained in this field. Who did it cannot do it again, I try to replace the class teacher with student teachers to send them to the Malta Writing program when it is possible. If student teachers happen to be specialized in early years and early years class teachers attended already the Malta Writing Program, I accommodate the student teacher and I won't send them again for the program. We also had some programs going on in the school such as 'Ekoskola' and 'Dinja Waħda' which are geared for children and also teachers.

At the moment, we have assessment for learning going on in school which is voluntary. I contacted the EO with Ms A where she is specializing in assessment for learning. They

came and they are working with all the teachers of year 4, it is ongoing because every week they come to school, they talk with the teachers and do a demo lesson and he sees their demo lesson and talk again with the teachers. I chose year 4 because we have the SEP where the teachers have the checklist from the division with 30 to 40 items. I thought it would be better to work with year 4 teachers because we emphasize a lot on children who are going to year 4 since it is a different benchmark.

16. Are you planning to take part in other training courses which are organized for teachers?

We are going to do a course in October about oracy where two or three teachers are coming to our school from the education sector. Once every week we are planning to have a team where they work with all the teachers. We will be doing the compulsory course of Fronter. I already planned the next professional development session where we will be doing one on oracy, literacy and another one on assessment for learning which are done after school which take 2 hours.

17. Did teachers take the initiative to participate in a particular course/ training/ scholarship? Can you describe some episodes?

I don't have any. I had two teachers who had the Masters but it's been four years now, one of them went abroad. These past 2 years, no one was interested in doing the Masters or scholarships. There is one teacher doing the diploma of administration.

18. What specific steps would you take to promote and encourage ongoing professional development of your staff?

I think that we have to get them conscience that there is a need, we always update ourselves with the changes. I encourage them in the sense that they are still young to stop learning.

19. Do you think that teachers are proficient /knowledgeable about different Teacher training /courses available?

Yes, I think they do know and especially the young ones.

20. As a school what is your opinion on INSET training?

To be honest, many teachers come and tell me that they wasted their time. They have to be better planned. They have to be better planned for the exigencies of the school and not for the exigencies of the EO because she knows how to do something so she always repeats herself about what she knows. They need to know what exigencies there are in the school. They need to be closer to the school, closer to the teachers' needs and also content. We need to update ourselves because sometimes teachers tell me that it was repetition from previous INSET courses.

Interview –Principal of College

Teachers' Professional Development

1. What is Professional Development of Teachers from your point of view?

Professional development is when you have a teacher and after University continues to study, take an interest in another area instead of focusing on one area and keeps up to date with current issues. As a teacher you have to be an all rounder, you continue to study and do research to better yourself.

2. Do you think ongoing Teachers' Professional training is important? Why?

Definitely. It is very important to keep abreast with time and seek professional development training. It is very important because you stagnate. Some teachers only attend compulsory courses and do not attend other courses.

3. Do you think that there are enough opportunities for teachers to further their Professional Development?

There are many opportunities on a local level including Leonardo in-service training which can be fully funded.

4. Do you encourage teachers to further their studies? How?

Very much. I take every opportunity to encourage teachers to continue their studies. I encourage them to keep abreast and I sign to everyone to attend.

5. At the time being, is the school participating in any training given particularly to teachers?

Yes, the school always take in-service courses. I encourage individual teachers through the Heads of School. Meetings are held once every month for the nine schools which we refer to as the council of Heads. I encourage also Heads of School to take up courses mainly in leadership and management so they will be role models themselves every now and then.

6. What plans do you have for the coming scholastic year with regards to teacher training?

For the coming scholastic year I am planning teacher training in the use of Fronter, therefore, they will get more training than they received. Assistant Heads will assist more teachers individually.

7. What factors might hinder the teachers' participation in ongoing professional development? (workload, pressure etc..)

Their private life, many teachers are married but still, they should find the time. At least, they should do one course in one year. What hinders them is that they do not stop to think. They are alienated, they don't give it thought.

8. What aspects help teachers become motivated in participating in a course/training?

Teachers become motivated mainly through self-motivation and peer-pressure. If there is positive peer-pressure they will be motivated such as encouragement from senior management team.

INSET Training

9. Do you think that INSET training is well planned with regards to content, time, topic? What would you change if any?

INSET training is well planned but depending when it comes since it's too much of a rush. Although it's too little time, going for INSET for three days during Summer cannot be so pleasant, they can try it during the year. I prefer it being ongoing rather than a fixed time.

10. Do you think that there should be more training given to teachers?

There is never enough training for teachers, they are refusing training. Training should always be given on a regular basis where teachers can choose the areas. No one will ever be fully trained.

11. Did the school participate in any voluntary training to cater for particular school needs such as autism, dyslexia etc..?

Yes, we did voluntary training two years ago on dyslexia since we felt the need. After that time, it was offered to us again on voluntary basis.

Scholarships

12. Do you think that scholarships such as STEPS and MGSS are a helpful aid to teachers? Why?

100%, if it's not 300%. The more you study, the more you improve yourself, it keeps your feet grounded. The more you learn, the better you are. How motivated you are, will be communicated to your children.

Interview –Assistant Director of Quality and Standards in Education

1. How do you define ‘Ongoing Professional Development’?

First of all we are talking about a profession, it is an accepted fact that any profession implies a period of preparation before entering and especially in the information society we’re living in, very punctual updating have to be carried out. So it is inconceivable that professionals in their field are not updated and upgraded on a very regular basis that is why we call it ongoing, as opposed to initial teacher training.

2. Do you think that ongoing Professional Development is important in a teacher’s career? Why?

If we are assuming that we want our profession to be top notch, then definitely yes. There are things in teaching which do not change but there are things which change and especially those things which change which we need to train.

E.g. it has always been important to ask questions in the classroom, it has always been important to set children tasks in the classroom.

What may be changing is the nature of the task so instead of for e.g. insisting on one word answers or insisting on synthetically correct longer answers or instead of insisting on a lot of ticking off, we try to balance between objective type and more open-ended answers. But also what is changing more and more is the methodology, is the instrument that we’re using. Whereas, a few years ago, we weren’t really talking about differentiation and mixed ability groups. We are now talking about these issues in earnest. It is not just a question of saying ok we accept this, we have to give the teacher the tool to work with. Again with IT (Information Technology) strategies coming in, even IT specialists need to upgrade. The day you buy an IT tool, it is already practically obsolete. So if we are going to teach using new instruments, this automatically generates the need for training, and there are other things that we need to consider as well.

INSET

3. Do you think that teachers are satisfied with the INSET training given at the moment? Why do you think so?

First of all, they may be satisfied or dissatisfied with different things. I do not think that there is a well ingrained culture for training in the teaching profession. Mainly it is not the fault of the concept of training but in the manner of delivery. Most teachers, educational administrators would not agree with the way training is given because the slots allocated are usually badly placed, the end of the year (July) is not

the best time of the year and maybe September teachers are looking forward to digging in, to starting their work and not necessarily to think about training.

Again, we now have the possibility of training teachers after school hours and there may be question marks about this as well. Well, you have to do training at some time. Usually, teachers have had their full day and they see this as an added burden. So it is not that teachers do not like training, yes there are good trainers and bad trainers, there are good training programs and bad training programs, but the training is perhaps contaminated by its context. I think that if you ask the majority of teachers in principal they may not like training not because they do not appreciate training but because it comes as what they perceive as an added burden. You've done your day and you want to go home and rest and teaching is a very intensive activity. Whereas, in an office job you can shut off for five minutes, in a classroom you cannot shut off for five minutes. So we must keep track of the fact that a teacher in a classroom is fully responsible at all times and that it is extremely difficult to tackle the human relations issues as well as the pedagogical issues simultaneously and that this is an issue of expertise. We must also take into account that there is a considerable, and here I'm not talking statistics, there must be statistics but that burn-out is a real phenomenon in the teaching profession. So, you don't have to have a teacher who is completely burnt-out before it becomes a problem, may be partially burnt-out is also a problem.

4. Are teachers expected to participate during the INSET training? How?

Well, that depends on how the program is structured. Let me speak about my own experience in teacher training. Very often, the reaction I get to my training is, "yes it was interesting but we would have liked more time to discuss". Well, the problem is the amount of time that you are given, if you want to tackle a subject, it's a two-sided issue. You want to give a good amount of content but at the same time teachers may want to react. I think that, very often, we do not necessarily establish the balance very well because we have too little time to teach in. The solution would be to establish the balance, but then that's 'tra dire e' fare'.

5. Apart from INSET training, what other training has to be done by teachers at the moment? (Fronter) When is it done (time)?

No, there is no compulsory obligation, well of course there are the contractual/contract obligations for the Professional Development (PD) sessions where teachers are required to do twelve hours of training INSET and then they have three professional development sessions of two hours each per year, one session per term (6 hours in total).

- 6. Do you think that these courses/training cater for teachers' needs or do you think that it is still lacking?**

It is never enough.

- 7. How many hours are teachers expected to do when having INSET training?**

Twelve hours.

- 8. Do you think it is enough? Why?**

It is never enough.

- 9. What is the usual procedure that you adopt when you need to advise Heads of School for the adequate training of teachers?**

In the case of INSET, what we do is, if the training is centralized, that is organized by ourselves, we notify the head of school that Teachers X,Y,Z are requested to attend for training and they have to return it back to us signed that they know that they have been called. On the other hand, if it's a voluntary course, all we do is we make the voluntary course booklet available and the teachers apply. In the case of professional development, it is the Head of School who notifies the teachers for the date but normally the head of school will have to consult with us or with the College Principal about the PD session. The day of the one full-day session is decided by the Head of School.

Interview – Director of Lifelong Learning

1. What is Professional Development from your point of view?

I think Professional Development is when every member of the staff cannot stop learning. Sometimes when you stop learning, you start thinking that problems are attracted to you only, the fact that these people are meeting up and listening to each other, they realize that the problems are not locally-based but also internationally. Therefore, even how they solve problems by retelling.

In fact, I believe that in professional development there should be a lot of space where members talk because I believe that every participant carries his/her own luggage which is full of experience from his own school and personal identity. There may be different levels, there are those who are experienced “kif nghidu li waqatilhom zokorthom” and others who are new in their profession. Those who have more experience can retell how they are tackling better their problems.

2. Are beginning teachers more interested in continuing their studies than those who are experienced?

It depends how you look at teaching. I believe that teaching is a profession because it is has to be within you. This applies to all types of profession, if you go for a doctor because of the good wage then don't go for it. If you are going for the profession of teaching for the holidays, then don't go for it. If you truly believe that you are capable to teach and you are ready to teach even if you are given the most challenging problems, then you are still able to teach and you still see the positive out of it. But if you are going to teach and you are all the time concerned about the time to leave, then the day is not going to pass very quickly. Then it depends on your true internal approach to teach and as a personal growth.

3. Do you think it is important? Why?

Professional Development is important because nowadays, even if you are a new graduate, new things are being created all the time. I believe that the teacher should not feel disempowered because he/she might have children who may sometimes be more knowledgeable than the teacher in certain areas.

Today, knowledge is being transferred very quickly from different sources for eg. internet. We need to discuss this seriously, we are not addressing this subject seriously. One of the things we are not addressing is that 3 year olds when coming to school for the first time may know far more than teachers and kindergarten teachers do. I am not insulting teachers because we must not forget that children from 0 to 3, children may have spent a lot of time in front of the television as a babysitter and they are all the time seeing all those things. This is because of the culture of their home and those who give a lot of importance to education. It might be that this child has 3 years, and the teacher

might think that he/she is going to impress him/her by telling him/her that the Eiffel tower is situated in France and by thinking that s/he is seeing the picture for the first time, it might be that the child is fed up of seeing it from every angle and knows it inside out. This should not serve as a threat but as a challenge because children nowadays also get their own luggage to school and we need to help them how they can continue searching. I think one of the most important things we need to know is one of the eight competences; 'Learning to learn'. We do not always give importance to this competency. It is good to use what they know already and the teacher has to take the role of 'how to teach you so that you learn' rather than 'teach you and fill you up with knowledge "*bhal flixkun*". I think the role of the teacher needs to shift itself to that of 'how I can teach you so that you learn', it should already change but these are culture changes. In my opinion, we need to move to a system of 'how I can teach you so that you learn', in other words, if you wish to learn about countries, I will show you the options available because I cannot teach you everything. At the end of the day, I cannot teach you everything, not because I'm a bad teacher but there is a lot of knowledge to learn, even if you do 200 years in this world because you won't manage to learn all that knowledge. So you have to know how to search knowledge and how to identify reliable knowledge than non-reliable. We need to give importance also to this fact. The idea of the teacher as being transfer of knowledge only has to stop completely, to be fair I'm not saying that teachers are teaching transfer of knowledge only but we need to do more emphasis that the role of teachers has to be that of 'learning to learn'.

4. Do you think teachers are aware of the courses available such as MGSS, STEPS and others?

This is where we failed as a department, we have money available for teachers to continue studying and developing. We do not offer scholarships on education leadership or on early childhood education. We believe in the principle that the person finds the course that it can help him/her and we see that s/he is determined to learn, we offer him/her the money. The misfortune is that in the field of education, it is the least where teachers are not applying. Across the board, Primary and Secondary teachers are the least who applied. In fact, it might be that we are not using all the money we are offered. But the most thing that hurts me is that they keep on applying for the same courses; Early Childhood Education and Education Leadership. Wait a minute, I 'm not saying that these are not important but what I'm saying is that I don't think that only these two courses are important in specialization of education, there are far more courses such as the specialization in the curriculum. This is the field where we need more specialization in it, I doubt it if we have two applicants. The specialization of how to manage such behaviours is also important, although in the last days we had more who applied because about eight teachers applied for the scholarship in SPLD because they were encouraged by the person in charge.

5. Do you think teachers are aware of these scholarships?

We did posters and we distributed them in all schools, I talked to the College Principals of every Institute (State, Independent and Church Schools) to promote these scholarships. Apart from the advertisement made in the media, advertisement in newspapers, we also encourage the MUT. We come to University to talk to the final year students during meetings, we publish it in the University newsletter. I believe that we must not only concentrate on University students because if we truly believe that it is life-long learning, then even those who have 50 years have to know about these scholarships. We try to use all the media, we go a lot on television programs and radio stations. We have a big difficulty to find applicants.

6. How many teachers applied for a scholarship during the last 2 years?

The most teachers that applied are under 30's. Teachers between 40 and 55 years of age are the least who apply for scholarships because they think they know everything and it could also be that they are more tied to their family, house and children. During this age, they think they have achieved a level of maturation where they start thinking that they reached enough. However, more adults are applying from 2008 up till 2011. After 55 years of age they start applying again. They start realizing that it is not enough. We started moving a bit more in the past years. In the past four years about 115 teachers applied for a scholarship out of 5,000 teachers. It could be that there are about 20 more teachers who were put under different category such as ICT or/and Science and Technology.

7. How many funds are donated by the European Union with respect to scholarships?

For Steps it has been voted 10 million for the period 2007 up to 2013 which is established by the EU. Steps was launched in 2009. When I came here in 2008 there was no Scholarship Unit, we had to literally build it from scratch. The Government took the first decision, it was a strategic decision to introduce his own scholarships in 2006 because before 2006 there were adoc scholarships which were given only to few applicants which is not systematically given every year.

In 2008, we introduced STEPS, Malta Art Scholarships, Malta Sports Scholarships, Science Awards. We are preparing to introduce post doctoral, international job placements where you go somewhere else in a foreign country and you experience the job in a big company for a period of time. So these are open for all, so everyone can apply for it and not only those who are in the education field such as teachers.

8. When was MGSS established?

In 2006 it started off as post grad, and the year after a decision was taken that it could be taken as an undergrad such as vet, pilot. If there is a degree, you can apply.

9. What is the difference between MGSS and STEPS?

MGSS is a scheme where it is more for personal development and it is Government funded. STEPS is EU funded, EU does not give money because we are nice but there was a tremendous study/exercise in this country to identify our position in four main areas;

- a.) Capacity-Building in the Education System,
- b.) Addressing skills mismatches; which means in your industry which is developing but you don't have enough expertise, what is the field you want to develop or it could be that workers are not skilled enough. E.g of industry: pharmaceuticals, aviation, agriculture.
- c.) Research and Innovation in Science and Technology"
- d.) Information and Communication Technology (ICT)

From those 10 million funded by the EU, 1.5 million was offered for the field of Education, 4.2 million was offered for Science and Technology and the rest for Research and Innovation in Science and Technology and for ICT.

10. What are the factors which you think may hinder teachers' lack of interest in applying for scholarships (exhaustion, time, and workload)?

The life of a teacher is difficult, I have been 21 years teaching in the Secondary field and I also was Head of School in the Primary Sector, it is not easy both in the Primary and Secondary field. As a Head of School I used to encourage teachers to continue studying. It is very rewarding, they see you outside school and they talk to you. I also understand that some may have a family and it is more difficult to cope with both of them. We removed the concept of full-time, at the beginning MGSS was school-time, our courses are all part-time scholarships and Art courses have to be full-time.

11. What are the factors which encourage teachers to apply for these scholarships?

I think that most of them apply for their mobility in their career, and also to be more skilled in taking care of children. There is the incentive as they are paid more because of other degrees and it stays with you for e.g. Masters or Diploma. You have an opening in your career, all those who do the course of administration and management, probably they become Assistant Head as they are in the bottle neck, managerial positions, where they have a better salary.

12. Do you think enough teachers are making use of these scholarships or few teachers are applying?

I wish more would apply. I imagined that there was a bigger response these past four years 2009-2011. I pretended that there was a bigger response from teachers for Phd. In

the past four years about 115 teachers applied for a scholarship out of 5,000 teachers. It could be that there are twenty more teachers that fall under the category of ICT or/and *Science and Technology*.

13. What can be done to encourage teachers apply for these scholarships?

It could be that we should work more or we might do a seminar in schools or involve more one to one contact with them.

14. Which scholarship/s are the most chosen by teachers?

Early childhood education and Educational Management Administration & Leadership are the most chosen scholarships by teachers as it offered many opportunities. This preoccupies me a lot because a University came in Malta and it was offering courses in Malta and they were very aggressive in their mode of publicity and not how they speak and probably many teachers were becoming more interested in these fields such as Early Childhood Education. Sometimes I start to notice that courses are being chosen amongst two or three friends; "*Imxu imorru naghmluh*" and they end up three friends doing the same course. I think this is not the right approach. We should be more innovative.

APPENDIX 4



DIRECTORATE FOR LIFELONG LEARNING

**MINISTRY OF EDUCATION and EMPLOYMENT
MALTA**

ANNUAL REPORT 2011

Directorate for Lifelong Learning

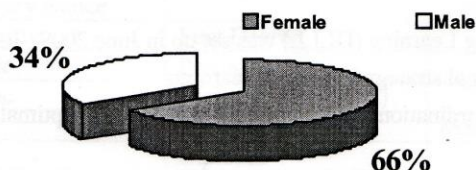
The Directorate for Lifelong Learning (DLLL) was set up in June 2009. Its mission is:

- to design a national strategy in lifelong learning;
- bring about coordination in this sector by making optimal use of diverse lifelong learning opportunities;
- lift the barriers for participation in adult learning so that the overall participation is increased;
- adopt the Action Plan on Adult Education as set out by the European Commission;
- address the imbalances in participation in order to achieve a more equitable state of affairs;
- to nurture creativity and promote the visual and performing arts;
- provide undergraduate and postgraduate scholarships to create more opportunities for further specialisation at higher levels of education, therefore increasing the availability and employment of high-level graduates in the priority sectors of the knowledge-based economy in Malta.

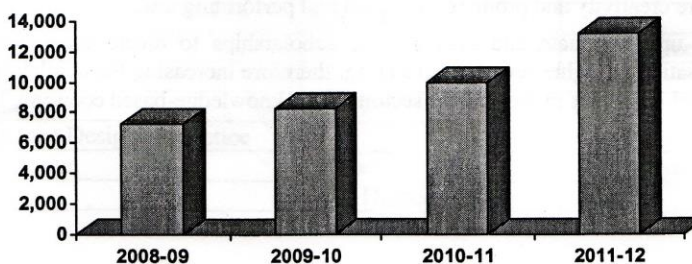
THE ADULT LEARNING UNIT

The Adult Learning Unit is responsible for Evening Classes, Adult Basic Literacy, Numeracy and ICT Courses, Courses for Non-Maltese Nationals, Courses in Collaboration with NGOs and Local Councils, the Lifelong Learning Centre and the Schools of Visual and Performing Arts.

In October 2011, 13,213 learners registered for courses offered by the Adult Learning Unit, of which 66% are female participants.



Overall, there was an increase of 33% in the number of participants over the previous year.



Evening Classes Centres

As one of the leading providers of Adult Learning in Malta and Gozo, the Adult Learning Unit is offering a number of courses in 10 different Evening Classes Centres. There are 95 different subjects in the Evening Classes Centres in Malta and 24 courses in the Evening Classes Centre in Gozo. These courses vary in levels, type and depth and in the comprehensive number of learners attending evening and adult classes amounting to 258 adult classes.

Evening Classes are also referred to as second chance opportunities for adult learners. Lessons are normally of duration of 3 contact hours per week, normally after 1700hrs. For the 2011-2012 courses, the number of adult learners who registered for the Evening Classes courses was 4,224. This figure does not include the Literacy & Numeracy courses, the Maltese/English as a foreign language courses as well as other courses leading to the 1st level on the Malta Qualifications Framework which are being hosted in a number of Local Councils. These statistics are provided separately in this report.

Table below provides statistics on the age and gender of attendees in the evening Classes Centres.

Table 1: Evening Classes Courses 2011-12						
Age Group	11-20yrs	21-30yrs	31-40yrs	41-50yrs	51-60yrs	60+yrs
Male	194	241	256	180	178	287
Female	247	532	486	373	552	698
Total	441	773	742	553	730	985

Co-ordinators

An Evening Classes Co-ordinator is assigned to each or more than one evening classes Centre mainly to ensure the smooth running of the courses. A detailed job description on the role of the Evening Classes Co-ordinator was formulated this year with the objective to amplify the roles and responsibilities. As from 2011-12 the co-ordinators' role included that of ensuring the quality of learning by giving on-going professional development to the adult educators under his/her care and to perform regular support class visits while helping adult educators develop the adult learners' lifelong learning portfolio. As from 2011, the co-ordinators attend monthly meetings in order to review, link and bridge the work ethics and ethos of the Directorate for Lifelong Learning. Nineteen (19) educators out of the fifty-one (51) who applied to take the role of an Evening Classes Centre Co-ordinator were selected and are linked to the several services offered by the Adult Learning Unit.

Adult Educators

2011 was a record year for the number of individuals who applied under one or more of the 14 public calls to serve as adult educators. Seven hundred and seventy eight (778) individuals applied to give their services as Adult Educators with the Adult Learning Unit and three hundred and sixty four (364) were selected to render their services during 2011-12. Due to the oversubscription in a number of Evening Courses, the Directorate for Lifelong Learning issued further calls for adult educators for certain specific subjects.

Marketing of the Evening Adult Learning Courses

A prospectus was published for the current academic year 2011-2012 and included a brief course description and reference to the levels of the Malta Qualifications Framework in most subjects. The 2011-12 prospectus included for the first time the time-tables of all the Evening Classes Centres, as well as the time-tables of the morning classes (Lifelong Learning Centre) and the schools of Drama, Art and Music. The prospectus also included for the first time all courses offered in Gozo. The contents of the printed prospectus were available online www.eveningcourses.gov.mt

Promotion of the evening courses took place through newspaper adverts and posters together with leader boards on 2 on-line local news media portals. This year, the launch of the Adult Learning Courses took place in Valletta, during a Press Conference presided by Hon. Minister Dolores Cristina.

Validation of learning on the European Qualifications Framework – MQF and VET

The Adult Learning Unit continued its work to produce a number of course description offered at the Evening Classes Centres in line with the requirements of the European Qualifications Framework and the Malta Qualifications Framework. For this purpose, detailed course descriptions of 145 different courses were sent to the Malta Qualifications Council (MQC) for their approval. The course descriptions included the reference to the Key Competencies for Lifelong Learning, the rationale and details on the expected learning outcomes including knowledge and understanding, skills and competencies. These course descriptions refer also to the number of credits, explanation on how the learning outcomes are to be assessed, requirements for the specific course and finally a list of recommended material/books/literature.

As from 2011, the 17 crafts courses related to Fashion, Textiles and Design were designed to reach Level 1 on the Vocational and Educational Training (VET). These included: Bavarian Monastery, Beaded Techniques, Card Making, Cottage Crafts, Creative Knitting, Crochet, Curtain Making, Embroidery, Ganutell, Gold Embroidery, Lace making, Ladies & Gents Garments, Macramé, Monastery Works, Parchment, Patchwork and Ribbon Works.

Adult Basic Literacy & Numeracy and basic IT skills

It is the aim of the Directorate for Lifelong Learning to decentralise courses leading to MQF Level 1 into the community. These courses include the Adult Basic Literacy (Maltese and English) and Numeracy Skills (Mathematics) course.

The basic literacy courses, (Maltese and English) as well as Numeracy skills (Maths) are aimed at adults who fell back in the compulsory schooling and ended up with no qualification in any of these basic subjects. These courses aim to reach Level 1 on the Malta Qualifications Framework.

Moreover, the DLLL considers basic computer literacy as another skill to be offered to adult learners, so much so that a number of courses called 'Computer Awareness' reaching the Level 1 (basic) on the Malta Qualifications Framework are also on offer. However due to logistical reasons (computer labs and other equipment), the Computer Awareness courses are offered at some of the Evening Classes Centres. On the other hand, both the Literacy & Numeracy courses and the Computer Awareness courses are also on offer during the morning classes at the Lifelong Learning Centre (Msida).

The figures below indicate the Literacy & Numeracy courses offered at community level (Local Councils) and at Evening Classes Centres (including the LLLC, Msida):

- 153 adult learners registered for Maltese MQF Level 1 classes hosted at Local Council, while 517 registered for Maltese MQF Level 1 at Evening Classes Centres.
- 283 adult learners registered for English MQF Level 1 classes hosted at Local Council, while 584 registered for English MQF Level 1 at Evening Classes Centres.
- 33 registered for Maths MQF Level 1 classes hosted at Local Council, while 467 registered for Maths MQF Level 1 at Evening Classes Centres.
- 208 adult learners registered for the Computer Awareness Courses.

Hence, the total number of adult learners registered to attend for the Numeracy, Literacy and Basic IT courses amount to 2,245 adult learners.

The Malta Qualifications Council deems this General Education Award (15 credits) in either Maltese, English, Maths and Computer Awareness to be at Level 1 of the Malta Qualifications Framework and of the European Qualifications Framework for Lifelong Learning. This award gives access to the certificate holder to progress to the next level of education and training. The certificate holder can progress to a General Education Award at MQF Level 2 which is equivalent to SEC Grade 6-7.

An award giving ceremony presided by the Hon Minister of Education and Hon Parl. Sec. for Public Dialogue and Local Councils was held at Pembroke on the 14th December 2011. Adult learners were awarded formally with the qualification on the European Qualification Framework. (MQF Level 1), in a number of subjects. During this event a Mayor, an adult educator and 3 adult learners shared their experiences with the audience.

Networking and collaboration with Local Government

During 2011, the DLLL and the Department for Local Government (DLG) continued collaborating together on the scheme called 'Lifelong Learning' which was launched in 2010. Besides the Adult Literacy (Maltese & English) and Numeracy (Maths) courses hosted by local councils, the DLLL offered other courses amongst which: Energy Saving Initiatives and Home, Spanish, Italian, French, German and Maltese as a Foreign Language.

Thirty eight (38) local councils entered this scheme however services were delivered according to the number of registered adult residents. In those localities where the number of learners was relatively low, the DLLL encouraged the residents to take up the course of their choice in a nearby locality.

Table 2 shows the subjects offered in 24 local councils which were hosting such courses. It is important to highlight that there are 19 classes for English, 13 classes for Maltese and 3 classes for Maths. 1,063 adult residents registered for one or more of the courses offered at Local Councils under this Lifelong Learning Scheme.

Subject/s offered	Level	Locality of Local Councils where course is being offered
Malti	MQF Level 1	B'Kara, Bormla, Fgura, Gzira, Kalkara, Naxxar, Pieta', Qormi, Rabat, Siggiewi, Tarxien, Zabbar, Zejtun
English		B'Kara, Bormla, Dingli, Fgura, Gudja, Gzira, Hamrun, Kalkara, Nadur, Naxxar, Paola, Pembroke, Qormi, Siggiewi, Zabbar, Zejtun, Zurrieq
Mathematics	MQF Level 1	Fgura, Rabat,
French	MQF Level 1	B'Kara, Sliema, Tarxien
German	MQF Level 1	Gudja, Iklin, Sliema
Spanish	MQF Level 1	Dingli, Fgura, Iklin, St. Paul's Bay, Siggiewi, Sliema
Italian	MQF Level 1	B'Kara, Gudja, Naxxar, Siggiewi, Sliema, Tarxien
Energy Saving Initiatives at Home	Certificate of Attendance	Balzan, Gudja

Courses for Non-Maltese Nationals

Non-Maltese adults residing in Malta continued to show interest in learning English and/or Maltese as a Foreign Language.

Table 3 shows the Subjects leading to MQF Level 1, the venues in various localities in Malta and Gozo, the number of classes at each venue and the overall number of adult learners who attend regularly as on December 2011.

Subject at MQF Level 1	Venue	No. of Adult Learners	
		Males	Females
Maltese as a Foreign Language	LLLC Msida	4	19
Maltese as a Foreign Language	Blata-l-Bajda Evening Classes Centre	5	24
Maltese as a Foreign Language	Imriehel Evening Classes Centre	7	9
Maltese as a Foreign Language	Mosta Evening Classes Centre	6	6
Maltese as a Foreign Language	M'Scala Local Council	5	8
Maltese as a Foreign Language	Mellieha Local Council	6	11
Maltese as a Foreign Language	Sliema Local Council	2	8
Maltese as a Foreign Language	St Paul's Bay Local Council	3	4
Maltese as a Foreign Language	Tarxien Local Council	3	5
Maltese as a Foreign Language	Victoria Evening Classes Centre	3	7
English as a Foreign Language	LLLC Msida	6	15
English as a Foreign Language	Blata-l-Bajda Evening Classes Centre	13	27
English as a Foreign Language	Imriehel Evening Classes Centre	5	2
English as a Foreign Language	Mosta Evening Classes Centre	2	7
English as a Foreign Language	Victoria Evening Classes Centre	2	1

Table 3 shows that 72 males and 153 females are attending the English as a Foreign Language (EFL) or Maltese as a Foreign Language (MFL) courses.

A co-ordinator was assigned to develop the EFL and MFL programme. In fact a scheme of work and a standardised syllabus was developed towards the end of the 4th Quarter of 2011 as well as a standardised lifelong learning portfolio for all adult learners including assessment tools – thus qualifying these courses to be level rated by the Malta Qualifications Council.

Courses in Collaboration with other government entities and NGOs

A number of protocol/agreements between a number of entities and the DLLL were established. During 2011, the DLLL offered a service to 9 different organisations.

Table 4: Courses with other Government Entities and NGOs		
NGO/Entity	Subjects	Number of Learners
FSWS		
• Dar iz-Zernieq, Floriana	Basic Maltese & English	7
• Agenzija Support		
Day Centre, Fleur de Lys	Lifeskills	4
Day Centre, Hal Far	Lifeskills	4
Day Centre, Mtarfa	Lifeskills	4
CARITAS	Maltese MQF 1	6
Dar Sant'Anna,	English MQF 1	6
	Computer Awareness MQF 1	10
FITA		
MCAST, Paola	Computer Awareness MQF 1	7
Mriehel	ECDL Core	5
Mriehel	ECDL Core	8
Mriehel	ECDL Core	4
National Council of Women	Computer Awareness MQF 1	8
	ECDL Core (Class 1)	8
	ECDL Core (Class 2)	8
	ECDL Core (Class 3)	8
	English MQF 1 (Class 1)	14
	English MQF 1 (Class 2)	11
	Maltese MQF 1	9
	Maths MQF 1 (class 1)	8
	Maths MQF 1 (class 2)	12
FES (Youth.Link)	Youths referred and sponsored by FES are attending various subjects offered by DLLL	61
Downs Syndrome Association	Basic ICT skills	9
Paolo Freire Institute	Maltese MQF 1	9
	English MQF 1	13

AFM		
Mriehel Centre	Basic Maths	55
Mriehel Centre	Maths MQF 1	78
Naxxar Centre	Maths MQF 1	104
Kirkop Centre	Maths MQF 1	163
Victoria Centre	Maths MQF 1	36
Mriehel Centre	Basic Maltese	51
Mriehel Centre	Maltese MQF 1	75
Naxxar Centre	Maltese MQF 1	104
Kirkop Centre	Maltese MQF 1	163
Victoria Centre	Maltese MQF 1	33
Mriehel Centre	Basic English	52
Mriehel Centre	English MQF 1	73
Naxxar Centre	English MQF 1	108
Kirkop Centre	English MQF 1	164
Victoria Centre	English MQF 1	39

Teaching of ECDL

During 2011 the Adult Learning Unit ran courses in ECDL Core, Advanced and Web Editing. These courses were attended by hundreds of students many of whom sat for ECDL tests in our ECDL Approved Test Centre. The Centre organised test sessions on three various occasions during the year, namely April, June and December. Learners normally sit for different modules ranging from one to seven tests.

The following are tests statistics:

Session	No of Candidates	No. of Tests	Passes	Failures	No of tests not attended for	% Pass
April	238	519	435	62	22	83.82
June	104	129	116	7	6	89.92
December	162	404	334	43	27	82.67

The Unit also catered for adult learners with different abilities, ranging from visually impaired to wheelchair users. These adult learners are referred to from the Foundation for Information Technology Accessibility (FITA). These tests were conducted on a one to one basis during the year. These learners apply for special needs accommodation such as, extra time, reader, special equipment, separate testing room and such other facilities. These facilities were granted by ECDL Malta. The centre was equipped with special software and other facilities to cater for such candidates. The results obtained by these persons were 100% passes as these learners are usually very well prepared. This process was organised throughout the year, whenever these learners feel ready to take the tests.

For ECDL Advanced, four independent tests were held, covering Database, Presentation, Spreadsheets and Word Processing. During 2011 several courses were held and at the end of each course tests were organised with the following statistics:

Session	Candidates /Tests	Database	Present.	Spreadsheet	Word processing	Pass	Fail	Abs.
February	33	0	8	21	4	27	6	0
April	63	38	25	0	0	56	7	0
June	70	7	26	21	16	57	7	0
December	79	14	13	24	28	65	11	3

The above also includes a number of learners attending the courses offered at the Lifelong Learning Centre, Msida and subsequently sitting for tests. 10 adult learners sat for the ECDL Web Editing test, 6 of whom obtained a pass.

Professional Staff Development and Training

In order to identify the strengths and weaknesses of the teaching personnel within the DLLL, during 2011 a number of in-service training and staff development sessions were conducted.

The training for adult educators focused on the:

- National Qualification Framework (NQF) and its impact on the adult learning sector;
- Developing course descriptions and learning outcomes for new subjects (MQF and VET);
- Assessment of learning outcomes and how to provide evidence that the learning outcomes are achieved by adult learners;
- Sharing of good practice

As from 2011, Continuous Professional Development for co-ordinators is taking place on a monthly basis. The focus is on the adaptation of the new roles as Centre/Subject Co-ordinators and different assessments to ensure quality in adult learning.

LEARNING CENTRES

The Lifelong Learning Centre

For the adult morning courses starting in October 2011, 933 adult learners registered to attend learning sessions at the Lifelong Learning Centre (LLC) Msida.

Age Groups	12-16 yrs	17-24 yrs	25-40 yrs	41-50 yrs	51-65 yrs	65+ yrs
Male	2	16	22	14	67	65
Female	5	26	151	124	311	130
Total	7	42	173	138	378	195

During the Scholastic Year 2011-2012, 38 courses were offered at the Lifelong Learning Centre which aim to reach a particular level on the European Qualifications Framework:

- Computer Awareness MQF Level 1, ECDL Core MQF Levels 2-3, English MQF Levels 1, 2 & 3, English as a Foreign Language MQF Level 1, French MQF Level 1 & 2, German MQF Levels 1, 2 & 4, Health & Safety MQF Level 1, Health, Well-Being & Successful Ageing MQF Level 1, History & Appreciation of Art MQF Level 1, Italian MQF Levels 1, 2 & 3, Maltese MQF Levels 1, 2 & 3, Maltese as a Foreign Language MQF Level 1, Mathematics MQF Levels 1 & 2, Philosophy MQF Levels 1 & 4, and Spanish MQF Level 1, 2 & 3.
- Bavarian Monastery VET Level 1, Creative Knitting VET Level 1, Embroidery VET Level 1, Ganutell VET Level 1, Lace Making VET Level 1, and Monastery Work VET Level 1.
- Flower Arranging Certificate of Attendance, Keep Fit Certificate of Attendance, Yoga Certificate of Attendance, and Photoshop Certificate of Attendance.

English as a Foreign Language MQF Level 1, Maltese as a Foreign Language Level 1, Philosophy MQF Level 4, all the Craft VET Level courses as well as Yoga and Keep Fit courses were offered for the first time for academic year 2011-2012.

On Wednesday 2nd March 2011 a Resource Room for Adult Learners was officially inaugurated within the Lifelong Learning Centre by the Hon. Minister of Education, Employment and the Family, Dolores Cristina. A set of books was donated for the Resource Room by the Minister on the occasion. Throughout the last months various Adult Educators teaching at the Lifelong Learning Centre and Evening Classes Centres have made use of such resources. The resources were distributed among adult learners by the adult educators who borrowed and returned them regularly on a rotation system.

The School Hall was refurbished with the aim of serving also as a Conference Room. Different entities, organisations as well as personnel from the Directorate for Lifelong Learning have utilised it for staff training purposes, meetings and conferences.

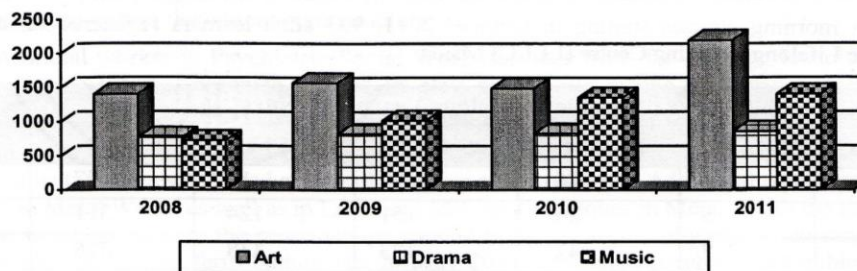
The milestones in terms of Adult Education within the Lifelong Learning Centre towards the last quarter of 2011 included:

- offering courses at MQF and VET levels, thus presenting adult learners with the opportunity of progressing from one level to another in their lifelong learning journey; and
- working on a plan to introduce a set-up and framework with regards to Lifelong Guidance.

The Schools of Visual and Performing Arts

The Directorate for Lifelong Learning is responsible for the School of Art in Valletta, the Mikelang Borg Drama Centre in Blata l-Bajda and the Johann Strauss School of Music in Valletta. There are three schools in Gozo: Wistin Camilleri School of Art and Crafts in Ghajnsielem, School of Music in Sannat and the Drama Centre in Nadur.

In October 2011, 4,463 were registered and attending any of the six schools of visual and performing arts. This shows an increase of 54% on the attendance in 2008 in the same schools.



Apart from the vast range of courses in expressive and creative subjects, these schools organise various cultural initiatives and take part in several national events.

On the setting up of the Directorate, initiative was taken to network these schools and work on projects collaboratively. Two meetings for the officers in charge of these schools were held during 2011. All schools are working to bring their courses in line with the European Qualifications Framework.

School of Art, Valletta, Malta

As from October 2011, the School of Art this year is offering 18 courses and 667 individuals are registered. The creative process in Fine Arts is the prerogative of the courses offered. For the first time, courses are offered throughout the whole week, as on Wednesday the school of art is offering three new courses in Junior Art for students from 7-11 years of age; Creative Techniques in life Drawing & Painting; and a Free Art course, besides the Gold & Silver Smithing and History and Appreciation of Art Courses.

Learners are also provided with the opportunity of studying and working from the life model, under the tutorship and supervision of their respective tutors. All art courses aim to reach a particular level on the Malta Qualifications Framework.

Table 8: School of Art, Malta, 2011-2012

Age Group	10-16yrs	17-24yrs	25-40yrs	41-50yrs	51-65yrs	65+yrs
Male	29	33	53	50	116	63
Female	28	55	54	53	95	38
Total	57	88	107	103	211	101

The School of Art is very active all year round. During the summer months, an Art Enrichment Activity is open. Learners from the age of seven are allowed to participate. 87 persons took part. To commemorate the 20th Anniversary of the fall of the Berlin Wall, on the initiative of the Adenau German-Maltese Association, 40 German and Maltese students from the school, put up an Exhibition of their work at the German Maltese Circle in Valletta. Students also participated in a national stamp design competition by MaltaPost, commemorating the International Year of Forests. Nicole Sciberras's stamp design was awarded first prize. The stamp also participated in the Best EUROPA stamp contest amongst all official EUROPA stamps.

Participation in the 'Notte Bianca' is a fixed appointment on the school calendar. An exhibition of works of art by the School's learners was inaugurated by the Hons. Minister Dolores Cristina at the Ministry of Education, Employment and The Family at Palazzo Ferreria.

The School of Art was also very active in other national events, such as the ETC Employment Enrichment Fair, the Careers and Conventions Fair, World Children's Day at the Palace, and Europe Day at Ta' Qali National Park.

On the initiative of the Malta Cultural Institute, learners from the school of Art participated hands-on during the National Marian Concert held at the Balluta Carmelite Church in St. Julians.

During the Easter recess, as part of the History & Appreciation of Art programme, a number of adult learners, under the tutorship of Mr. Chris Attard, went on a study tour to Florence, where they visited important Art Galleries like the Uffizzi, Pitti, l'Accademia, Santa Maria Novella, Santo Spirito, San Marco, Santa Croce, Il Carmine, Santa Maria del Fiore, il Battistero, Museo del Opera del Duomo, and an important exhibition to Pablo Picasso & Salvatore Dali.

The Graduation and Prize Giving ceremony was held on Friday 3rd June 2011. Special prizes for outstanding achievement, progress and participation were awarded.

The 'Open Day' was held on Sunday 4th July. The public was able to visit the studios where various evening courses are held. Four well attended public lectures were organised during 2011, topics being: 'San Carlo Borromeo- His Iconography and Cult in Malta'; 'Hospitalier Armour Representations in Art and The Grotesque Manerist Decorations at the Palace Armoury'; 'Intaglio – Artistic Printmaking' and 'Maltese Sculpture in the 20th Century-With emphasis on Maltese Scholarship Holders in Sculpture since 1925'.

To commemorate the European Year for Voluntary Work, the School Council at the Malta School of Art took the initiative to organize an art exhibition entitled 'Heritage in Stone' with the support of the Housing Authority. The aim of this Exhibition was to stimulate and motivate art students to enhance their creative competences and give them the opportunity to exhibit work collectively. Two exhibitions were held; one at the Ministry for Gozo in Victoria, and the other at the Carmelite Priory at Mdina. These exhibitions were inaugurated by Hons. Giovanna Debono, Minister for Gozo, and the Hons. Dolores Cristina, Minister of Education, Employment and the Family, respectively.

Throughout the year the school opened its doors and offered its facilities to post-secondary students from the Junior College, Giovanni Curmi Higher Sec, and St. Aloysius' College, so that they complete their Aesthetic and Technology Projects related to the Systems of Knowledge. Students from University of Malta and the National Restoration Unit at Bighi conducted research work at the School's archives. Students specialising in art as part of their B.Ed. (Hons.) course attended hands-on sessions at the School of Art.

The School of Art continued to invest in its specialised library service. The school's Library now has well over 1000 lending Art books. The School of Art also loaned paintings, sculptures and etchings to be exhibited in national exhibitions.

Wistin Camilleri School of Art and Crafts, Ghajnsielem, Gozo

The Centre has been growing steadily in the recent years, with the 2011 population reaching 1,530 participants in one or more of the 59 art and/or craft-related courses offered.

Age Group	Under 10yrs	11-20yrs	21-30yrs	31-40yrs	41-50yrs	51-60yrs	60+
Male	56	151	67	42	40	44	94
Female	75	116	95	121	164	199	266
Total	131	267	162	163	204	243	360

The Centre allows its premises and equipment to be used for the running of courses provided by corporations and other government entities, including:

- a project by Heritage Malta which are giving lectures at EQF Level 1 in respect of ESF Project 1.31 Wood CPR: Education and Training in Wood Conservation-Restoration;
- a project which the Centre is developing with Agius De Soldanis Girls Junior Lyceum, whereby students attend for sessions in Design and Craft techniques;

- Students who are assisted by the Learning Support Zone programme at the Ninu Cremona Boys Secondary School attend this Centre for a tailor-made and flexible programme of sessions in crafts. This programme is aimed to meet the needs of students, while being supported to remain engaged within the educational structure;
- A Social worker in Psychiatric Social Work Services from Ta' I-Ibragg Hospital in collaboration with the Centre, organise classes in clay and papier-mâché for service users at ta' I-Ibragg Hospital Community as part of a rehabilitation programme.

The Centre is in a continuous process to improve the quality of learning. New courses, such as Artistic Print Making, Lathe techniques in Wood and Book Binding are introduced. Additional equipment was acquired for the course in Metal Works as well as in Lathe and Milling Techniques in Metal. Both the milling machine and lathe, give an added value to the process implemented in the execution of metal works ranging from welding process to plasma cutting, ferro battuto etc. In May 2011 the Centre purchased a torchio machinery which enables incisions.

With the introduction of the new course in Book Making, new equipment was required such as the hot foil printing machine. The Art Room was further upgraded to meet the needs of the learners.

The Centre participates in various exhibitions so as the learners have more opportunities where to show their talent. The Centre participated in the following events:

- Following an invitation by the Ministry for Resources and Rural Affairs, the Centre participated in the Grune Woche Berlin 2011. During the fair the Centre exhibited works in Silver Filigree and Pottery.
- Participated in the Gozo Regional Carnival 2011 with a creative float.
- Participated in the "Seher il-Punent" edition 2011 organised by the Gharb Local Council where the Gozo School of Arts and Crafts exhibited the delicate techniques of laying gold leaves during a hands-on session in Gilding.
- Took part in Sugar Crafts exhibition held in April.
- A group of 40 students participated in the activities which marked Europe Day. The event was attended by the European Commissioner Hon. John Dalli, the Minister for Gozo and the Assistant Parliamentary in same Ministry.
- The Centre's Annual Exhibition was organised in May and was held at the Ministry's Exhibition Hall. It was officially inaugurated by Hon. Giovanna Debono.
- In May, adult educators were invited to participate in the "Eku mill-Munxar" edition. The Centre exhibited glass works. A demonstration session was organised on stained glass.
- In Notte Gozitana 2011, the centre's participation focused on the different techniques offered.
- Participated in the Malta Trade Fair with demonstrations in pottery, silver filigree, papier-mâché, and wood crafts.
- During July, the Centre participated in an international fair in Penich, Portugal. The Centre participated with works in lace and filigree;
- In November, the Centre took part in the first 'Tipiku' celebration of traditional crafts and gastronomy organised by the Directorate for Tourism within the Ministry for Gozo. The Centre participated as well in the Youth Art Expo.
- The Centre organised a Christmas Exhibition. The exhibition was inaugurated by the Minister for Gozo.

Mikelang Borg Drama Centre, Blata l-Bajda, Malta

In 2011, the Malta Drama Centre registered a record intake of 541 learners.

Age Group	0-10yrs	11-20yrs	21-30yrs	31-40yrs	41-50yrs	51-60yrs	61+yrs
Male	54	30	4	2	3	2	1
Female	203	131	41	35	20	14	1
Total	257	161	45	37	23	16	2

There was a complement of 26 adult educators and the courses on offer included: Acting & Drama, Arabic Classical Dance, Classical Ballet, Community Theatre, Costume Design, Drama for Personality Development, Flamenco, Flamenco Choreography, Freestyle Dance, History and Appreciation of the Theatre, Musical Theatre, Stage Makeup, Voice Technique for Acting & Drama and Zumba Dance.

Senior students also entered successfully the London Academy (LAMDA) Performing Arts Higher Certificate and Performing Arts Diploma. There were 127 students who sat for LAMDA examinations at Grades 3 – 8, with a 100% success rate.

These are the results obtained by students attending Mikelang Borg Drama Centre during 2010 / 2011:

	LAMDA	RAD	TC (UK)	FLAMENCO
Distinction	78%	4%	100%	100%
Merit	19%	92%		
Pass	3%	4%		

The Malta Drama Centre is committed to promote and give exposure to the learner acquisition of the knowledge, skills and competencies learned. In this regard, several performances and initiatives took place through out the year 2011:

- Freestyle students took part in several regional public performances and, together with Flamenco and Classical Ballet students took part in educational programmes on Channel 22;
- The Community Theatre group presented a docu-drama related to youth issues in centres located in il-Hamrun, il-Mosta, Hal-Qormi, is-Siggiewi and Burmarrad;
- The Freestyle group took part, together with two guest actors, in the launching of The L-Istrina edition 2010. Their participation was filmed at the President's Palace and screened in over 25 schools;
- An outreach programme was developed during the summer months which was presented at seven residences for the elderly. Based on interactive performances, interviews and choral singing, the programme was partly sponsored by the Parliamentary Secretariat for the Elderly;
- A full-scale concert featuring the respective performing arts offered at the Drama Centre was presented at the University Auditorium in April 2011.
- Several open days for parents were held to attend for actual sessions in Classical Ballet and drama techniques;
- The Drama Centre ventured into Digital 3D Assimilation filming. Forty students were cast in a filmed version of a long poem (Magoy) by Mario Azzopardi, directed by Lino Farrugia. The film was entrusted to the Film Desk at the EU Commission in Valletta to explore possibilities for diffusion.
- In 2011, the Drama Centre was involved in another tripartite project with the Manuel Theatre and the American Embassy. The play selected for this year, "The Rose Tattoo" by Tennessee Williams, directed by Albert Marshall received critical acclaim. The cast featured a mix of veteran guest actors, new graduates of the Drama Centre and a number of adult educators;

- The last outside performance for 2010/11 was held in September in Marsascala, where the Drama (Senior) group, directed by Lino Farrugia presented a parody on key episodes lifted from the History of Malta. Five groups taking Flamenco classes also taking part.

In January 2011, one of the adult educators who coordinates the Community Programme at the Drama Centre, attended a Grundtvig Lifelong Learning Active Laboratory and Empowerment workshop in Krakow, Poland.

In September 2011 the Flamenco adult educator represented the Malta Drama Centre in Seville, Spain and negotiated two exchange programmes with the Manuel Betanzos Dance School of Seville.

Opportunities for graduates of the Malta Drama Centre are opening up, particularly in the field of television drama. An increasing number of certified students are also being recruited by local stage companies, while others are pursuing further theatre studies at upper secondary and tertiary level.

School of Drama, Gozo

During 2011, the Gozo School of Drama organised 3 courses at various levels including: Acting and Drama, Ballroom & Latin American Dance and Classical Ballet. Besides, the school offers a course in Aerobics. 320 learners registered for these courses by October 2011.

Age Group	Under 11	12-16	17-24	25-40	41-50	51-65	65+
Male	17	3	2	0	0	1	1
Female	175	82	14	10	12	2	1
Total	192	85	16	10	12	3	2

During this year, the school successfully prepared students for the London Academy of Music and Drama (LAMDA) Certificate in Solo Acting in various grades. It was also successful in preparing its Ballet students for the Royal Academy of Dance (RAD) graded examinations. School of Drama students were successful in both International examination sessions as shown below:

	LAMDA	RAD
Distinction	62%	9%
Merit	38%	74%
Pass		17%

During 2011, the School of Drama held its End of Year Celebration Concert in May apart from putting up two concerts for the festive season. The learners performed in various activities organised by other organisations.

The Johann Strauss School of Music, Valletta, Malta

The Johann Strauss School of Music offers tuition to 964 learners who registered in October 2011. 300 of these students also attend theory and harmony classes.

The 28 courses of offer are: a two-year introductory course for children aged six and seven, theory and harmony, jazz theory, composition, flute, clarinet, saxophone, oboe, bassoon, French Horn, trumpet, althorn, tuba, trombone, euphonium, violin, viola, violoncello, classical, bass and acoustic guitar, jazz improvisation, percussion, piano, harp, classical and pop voice training. Students also have the opportunity to play in duos, trios, quartets or in a number of ensembles - the junior violin ensemble, the wind band, the clarinet choir, the cello quartet, the flute ensemble.

The Music Outreach Programme which was introduced by the DLLL is now in its second year. This programme caters mainly for instrumental tuition at MQF levels one and two. Theory classes were also introduced this year at the Sta Lucia centre.

Tuition takes place at six different centres namely: St. Benedict College Girls' Secondary, Sta. Lucia; St. Benedict College Boys' Secondary, Kirkop, St. Clare Primary School, Pembroke; St. Nicholas Primary School, Attard; Maria Regina Girls' Secondary, Mosta; St. Ignatius Boys' Secondary, Qormi.

AGES	0 to 10	11 to 14	15 to 24	25 to 39	40 to 59	60+
Females	160	95	132	55	18	9
Males	172	102	132	50	23	20
Total	332	197	260	105	41	29

During 2011, students were given the opportunity to participate in a number of concerts in all its outreach centres. These were open to students and to the general public. There were also a number of out-of-school activities such as 'Il-Festa ta-Citru, European Week, lunchtime concerts and formal events such as the signing of a protocol with the Vincenzo Bellini Conservatory, Italian National Day and the National Book Award Ceremony.

School of Music, Gozo

During 2011, 441 learners registered to one or more of the 11 music-related courses on offer at the Gozo School of Music. Learners attended courses in theory and harmony, pianoforte, violin, modern and bass guitar, flute, clarinet, saxophone, trumpet, drum kit and voice. Students between the age of 5 and 8 started a 2 year *Introduction to Music* course, the focus of which is on aural training and music making in an atmosphere of play and enjoyment.

Age Group	5-10yrs	11-20yrs	21-30yrs	31-40yrs	41-50yrs	51-60yrs	60+ yrs
Male	140	76	4	3	1	1	6
Female	119	73	4	6	3	2	3
Total	259	149	8	9	4	3	9

Various activities were organized by the Gozo School of Music:

- In March 2011 a Parents' Week was held during which parents could attend their children's lessons and discuss their progress with their respective teachers;
- In April and July, violin students participated in workshops with French music students organized by a French organization *L'Invitation*. At the end of these workshops they took part in the concluding concert;
- During the 2nd term different instrumental recitals were held at the Exhibition Hall in Victoria. An informative session entitled *Introduction to the Instruments* was held for 7 – 8 year olds and their parents during which the various instruments available at the school were presented. Young students learning these instruments then gave a short recital;
- During the month of September, Pianoforte, Violin, Clarinet, Brass and Voice students participated in Master Classes organized by the *Victoria International Arts Festival*. Two Christmas Concerts were also organized. The School String Ensemble, String Quartet and Brass Quintet took part together with a good number of students attending the school.

The School's publication *The Buzz* was distributed regularly each term to all students as well as the general public.

Green Paper on Lifelong Learning Strategy

A Green Paper that proposes a Lifelong Learning Strategy was presented to Minister of Education, Employment and the Family in May. Several meetings with various stakeholders took place. In November, a presentation was made at a special meeting of the Malta Council for Economic and Social Development (MCESD) which was held at Hotel Phoenicia., Floriana. The Minister of Education, Employment and the Family Hon Dolores Cristina, the Parliamentary Secretary for Public Dialogue and Local Councils Hon. Dr. Chris Said and the Principal Permanent Secretary, Dr. Godwin Grima were also present.

Participation in European Fora

During 2011, the Directorate for Lifelong Learning was very active in the European fora. The Director of Lifelong Learning continued to attend the Thematic Working Groups meetings on “Languages for Jobs”. A Policy Document was published in May.

The Service Manager (Lifelong Learning) was active on the Thematic Working Group on ‘Adult Learning’ which ended with a European Conference which announced the ‘Action Plan on Adult Learning’ in Budapest in March.

In October, the Service Manager (Lifelong Learning) was nominated to represent Malta on the Thematic Working Group on ‘Quality in Adult Learning’ and member of the Core Group of such.

The newly appointed Education Officer (Lifelong Learning) is representing Malta on another Thematic Working Group ‘Financing Adult Learning’.

The Service Manager was nominated by the Permanent Secretary of the Ministry of Education and Employment as the National Coordinator for the implementation of the European Agenda for Adult Learning.

SCHOLARSHIPS UNIT

Strategic Educational Pathways Scholarships (STEPS)

The STEPS scheme was launched in January 2009. The scheme offers bursaries to address areas of national priority as identified within the Operational Programme II – “Empowering People for more Jobs and a Better Quality of Life” – for the implementation of Cohesion Policy in Malta for the period 2007-2013. STEPS is co-funded by the European Social Fund (ESF).

STEPS supports an increase in the number of students following post-graduate courses, increasing the availability and employment of high-level graduates in the priority sectors of the knowledge-based economy in Malta.

The main objectives of the scheme are:

- increase of research and development activity in Malta;
- development of academic staff in growing or new fields of study;
- development of more research activity in growing or innovative fields of study;
- an ever more highly skilled workforce; and
- precious impact and social benefit of groundbreaking discoveries.

The Scheme provides scholarships which address four focus areas under the first priority axis of this programme. The four focus areas are:

- Capacity building in the education system;
- Addressing skills mismatches;
- Research and Innovation in Science and Technology
- Information and Communication Technology.

Seven calls have been issued so far since 2009:

- First Call: 29 January – 6 March 2009; ✓
- Second Call: 1 May – 15 June 2009; ✓
- Third Call: 1 November 2009 – 15 January, 2010.
- Fourth Call: 1 May – 15 June 2010
- Fifth Call: 1 November 2010 – 17 January 2011
- Sixth Call: 1 May 2011 – 15 June 2011
- Seventh Call: 1 October 2011 – 30 November 2011

For the First Call, a total of 148 applications were received, of which 73 were deemed as ineligible. The following Table shows the distribution of scholarships per priority area.

	Doctoral	Masters
Capacity Building in Education	2	10
Addressing Skills Mismatches	8	19
Research and Innovation in Science and Technology	5	6
Information and Communications Technology	N/A	7

For the Second Call, a total of 296 applications were received, of which 78 were deemed ineligible. The following Table shows the distribution of scholarships per priority area.

	Doctoral	Masters
Capacity Building in Education	4	17
Addressing Skills Mismatches	1	39
Research and Innovation in Science and Technology	16	31
Information and Communications Technology	N/A	13

For the Third Call, a total of 183 applications were received, of which 69 were deemed ineligible. The following Table shows the distribution of scholarships per priority area.

Table 18: STEPS – Third Call		
	Doctoral	Masters
Capacity Building in Education	0	12
Addressing Sills Mismatches	6	33
Research and Innovation in Science and Technology	8	12
Information and Communications Technology	N/A	6

For the Fourth Call, a total of 245 applications were received, of which 55 were deemed ineligible. The following Table shows the distribution of scholarships per priority area.

Table 19: STEPS – Fourth Call		
	Doctoral	Masters
Capacity Building in Education	6	15
Addressing Sills Mismatches	13	69
Research and Innovation in Science and Technology	4	17
Information and Communications Technology	N/A	15

For the Fifth Call, a total of 159 applications were received, of which 20 were for Doctoral Programme of Studies. 17 withdrew their application. Of the remaining applications 41 were deemed ineligible. Of the 101 applicants interviewed 2 failed to obtain a pass mark. 83 applicants were awarded a scholarship. The following table shows the distribution of scholarships per priority area.

Table 20: STEPS – Fifth Call		
	Doctoral	Masters
Capacity Building in Education	3	13
Addressing Sills Mismatches	1	26
Research and Innovation in Science and Technology	5	17
Information and Communications Technology	N/A	18

For the Sixth Call, a total of 292 applications were received, 27 withdrew their application. 215 applicants were found eligible and 213 of these obtained a pass mark. 150 were awarded a scholarship the following table shows the distribution of scholarships per priority area. As from this Call onwards, no applications were accepted for Doctoral Degrees because scholars need to obtain their final results by end of 2013.

Table 21: STEPS – Sixth Call		
	Doctoral	Masters
Capacity Building in Education	N/A	32
Addressing Sills Mismatches	N/A	68
Research and Innovation in Science and Technology	N/A	39
Information and Communications Technology	N/A	11

For the Seventh Call a total of 143. At the time of compiling this document, the process of eligibility and interviewing was at evaluation stage.

Malta Government Scholarship Schemes (MGSS)

The scheme offers two categories of scholarships:

- Postgraduate
- Undergraduate

The MGSS Postgraduate scheme was introduced in 2006. The following

The Postgraduate scheme was introduced in 2006 and is issued in June. The scheme is aimed to address four key objectives:

- The increase of and development activity in Malta;
- The development of new academics and fields of study and research;
- An ever more highly skilled workforce;
- The precious impact and social benefit of groundbreaking discoveries.

Between 2006 and 2011, the following scholarships were awarded under this scheme.

	2006	2007	2008	2009	2010	2011
Doctoral	13	13	13	32	32	14
Masters	20	33	25	15	23	19

The Undergraduate scheme was introduced in 2007 and is issued in August. The key objectives of this Scholarship scheme are:

- To encourage more student participation at an undergraduate level in Malta and abroad;
- To promote academic excellence in the private tuition sector; and
- To increase student choice of degrees and institutions.

Between 2007 and 2011, the following scholarships were awarded under this scheme.

	2007	2008	2009	2010	2011
Awarded	25	169	122	136	180

Malta Arts Scholarships (MAS)

In 2010, the Ministry of Education, Employment and the Family introduced a new scholarship scheme, entitled Malta Arts Scholarships (MAS).

The scheme is aimed to address these objectives:

- To provide more opportunities to promote specialisation in the arts, including performance, music, dance, design, creative writing, film and the visual arts or any combination thereof;
- To support individuals who are exceptionally talented in any field of the arts so that one is able to pursue a programme of studies leading to a specialised level in the arts.

46 applications were submitted in 2011. The following Table lists the arts and levels of studies in which the scholarships were awarded so far.

Table 24: Arts Scholarships awarded		
	2010	2011
Art	Masters	
Art & Design	Diploma	Diploma
Ballet & Contemporary Dance		First Degree
Computer Games Design	First Degree	
Contemporary Music	Post Masters	
Contemporary Music	Higher Diploma (x2)	
Creative Writing		Masters
Dance	Diploma	
Fashion Design and Technology	First Degree	
Fine Arts	Masters	Masters
Flamenco	Diploma	Diploma
Flute Performance		First Degree
Graphic Design	First Degree	
Musical Theatre		First Degree
Photography		Masters
Performance		Higher Diploma
Performance Design & Practice		First Degree
Textile Design	Masters	First Degree
Voice	First Degree	

Commonwealth Scholarships

The Commonwealth Scholarship Commission in the United Kingdom has again invited Malta to nominate a number of candidates who are interested to pursue 12 – 36 months of either a full time taught or a doctoral post graduate qualification or a 12 months' non-degree study in the UK on a Split-Site basis to aid the completion of a doctoral degree undertaken at a University in the home country.

In October, DLLL issued a call under this Commonwealth Scholarship and Fellowship Plan. 11 applicants applied and Malta nominated 4. They still have to undergo the screening process by the Commonwealth Scholarship Commission and therefore are not automatically entitled for the scholarship.

Mario Azzopardi
Director – Lifelong Learning

APPENDIX 5

IN-SERVICE COURSES
ORGANISED BY THE
DIRECTORATE FOR QUALITY AND STANDARDS IN
EDUCATION

JULY / SEPTEMBER 2012

*Curriculum Management and eLearning Department
Training and Professional Development Unit*

	COMPULSORY COURSES - JULY 2012 - DQSE – CMeLD	
C 01/12	Implementing the New Syllabus	
C 02/12 (a)	Frontier Foundation Training	
C 02/12 (b)	Frontier Foundation Training	
C 03/12	Inquiry-based learning (IBL) in Science Education	
C04/12	Teaching Social Issues Through Drama	
	VOLUNTARY COURSES - JULY 2012 - DQSE – CMeLD	
V 01/12	Child Abuse: Awareness, Intervention & Policy Procedures	
V 02/12	Let's Play, Learn and Communicate !	
V 03/12	The relevance of Occupational Therapy within a Classroom	
V 04/12	Key-word signing for students with learning disabilities	
V 05/12	Epilepsy: A hidden disability... How can educators help ?	
V 06/12	Medical Issues re: The Primary School Child	
V 07/12	Conflict Management and dispute Resolution within an Educational Context	
V 08/12	Supporting the dyslexic learner at secondary level	
V 09/12	Health and Safety - Catch'em Young	
V 10/12	Learning through Story Sacks	
V 11/12	Using Media for Education: Make it Happen !	
V 12/12	Foundation course in 2D Draughting	
V 13/12	Nieklu bil-Għaqal ma' Fonzu: A Cross Curricular Programme for Year 2 and Year 5 Students	
V 14/12	Helping Teachers Deal Effectively with Foreign Students	
V 15/12	Exploring our Heritage	
V 16/12	Environmental Awareness through Argotti Gardens	
V 17/12	Social Studies Resources – Primary Year 3	
V 18/12	Sustainable Waste Management in the Maltese Islands	
V 19/12	Reducing Global Warming by enhancing Energy Efficiency/Saving at Home	
V 20/12	The potential of a rewarding career in tourism	
V 21/12	Learning Through Crafts	
V 22/12	Teacher – Mentor training course	
V 23/12	Basic First Aid	
V 24/12	The President's Award Scheme Malta	
V 25/12	Educational Resources on Water across the Curriculum	
V 26/12	Working with Children with Autism Spectrum Disorders	

	VOLUNTARY COURSES JULY 2012 - DQSE - CMeLD in conjunction with THE SECRETARIAT FOR CATHOLIC EDUCATION AND CULTURE	
VK 01/12	The Teaching of Literature at SEC Level	
	SCHOOL BASED COURSES – JULY 2012	
S 01/12	Interactive First Aid	
S 02/12	Writing Process Methodology	
	COMPULSORY COURSES - SEPTEMBER 2012 - DQSE - CMeLD	
C 01/12 (a) S	Fronter Foundation Training	
C 01/12 (b) S	Fronter Foundation Training	
C 02/12 S	<i>Théorie et Pratique du Nouveau Programme de français : vers une pédagogie différenciée</i>	
C 03/12 S	Inquiry-based learning (IBL) in Science Education	
C 04/12 S	Methodology Matters	
	VOLUNTARY COURSES - SEPTEMBER 2012 - DQSE - CMeLD	
V 01/12 S	Key-word signing for students with learning disabilities	
V 02/12 S	Let's Play, Learn and Communicate !	
V 03/12 S	Understanding Autism - Practical Strategies and Resources	
V 04/12 S	There Must Be Another Way	
V 05/12 S	Teaching and Learning is fun	
V 06/12 S	Medical Issues re: The Secondary School Student	
V 07/12 S	Conflict Management and Dispute Resolution within an Educational Context	
V 08/12 S	The relevance of Occupational Therapy within a Classroom	
V 09/12 S	Learning through Story Sacks	
V 10/12 S	Basic First Aid	
V 11/12 S	Helping Teachers Deal Effectively with Foreign Students	
V 12/12 S	The Inclusion of Social Justice in Religious Education	
V 13/12 S	Exploring our Heritage	
V 14/12 S	Reducing Global Warming by enhancing Energy Efficiency / Saving at Home	
V 15/12 S	Learning through Crafts	
V 16/12 S	Sustainable Waste Management in the Maltese Islands	
V 17/12 S	The potential of a rewarding career in tourism	
V 18/12 S	Designing Effective Assessment Practices	
V 19/12 S	An Overview of the Maltese Pre-History Archaeology	
V 20/12 S	Sexuality and adolescents with disability	

	VOLUNTARY COURSES - SEPTEMBER 2012 - DQSE - CMeLD in conjunction with THE SECRETARIAT FOR CATHOLIC EDUCATION AND CULTURE	
VK 01/12 S	Teaching Accounting through Inquiry Based learning	
	SCHOOL BASED COURSES - SEPTEMBER 2012	
S 01/12 S	Writing Process Methodology	
S 02/12 S	Interactive First Aid Course	
	INFORMATION	
	APPLICATION FORM TO ATTEND COURSES ON A VOLUNTARY BASIS	

HELP US IMPROVE OUR STANDARDS!

PLEASE ADDRESS ANY QUERIES OR REMARKS ABOUT THIS CATALOGUE TO:

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WE WILL ALSO WELCOME IDEAS OR REQUESTS ABOUT TRAINING THAT CAN BE OFFERED TO TEACHING STAFF(S).