



Course name:	Teacher Training Supplementary Programme	
Organizer:	Lifelong Learning Office - University of Saint Joseph	
Type:	Certificate Programme	
Award:	Students that complete this course will receive a Certificate from USJ's Lifelong Learning Office	
Accreditation:	Students that complete this course can submit the certificate to DSEJ and request recognition for the qualification of pedagogical training in infant or primary education, as well as for teaching in inclusive school settings.	
Target:	Secondary teachers wishing to complete a supplementary specialization in primary or infant education and primary teachers wishing to complete a supplementary specialization in infant education; Teachers teaching students with Special Education Needs in inclusive settings.	
Pre-requisites:	Post-Graduate Diploma in Education	
Study Plan:	<p><i>1. Psychology of Child Development</i></p> <p><u>Objectives:</u> This module will cover the most relevant psychological theories of child development and its relevance to teaching and learning as well as different strategies to support and enhance the children's social, emotional, psychological and cognitive skills. Applications of developmental, social and cognitive psychology within education are considered. Students will learn how to identify pupils with learning difficulties and how to work with others to allow all pupils to achieve their full educational potential.</p> <p><u>Main topics:</u></p> <ol style="list-style-type: none"> 1. Basic concepts of development 2. Behaviourism: B. F. Skinner 3. Cognitive development: Jean Piaget and Lev Vygotsky 4. Social and moral development: Erik Erikson and Lawrence Kohlberg 5. Cognitive and social cognitive theories: Albert Bandura 6. The Atkinson-Shiffrin model of human memory 7. Gardner's Multiple Intelligences and Kolb's learning styles model 8. Motivation 9. Learning strategies to respond effectively to pupil diversity, self-initiative and creativity 10. Learning difficulties: how to identify and handle them to allow pupils to achieve their full potential 	45h

	11. Effective strategies to enhance motor, social, emotional, psychological and cognitive development of infants and children	
	<p><i>2. Teaching and Learning Methods (Primary Education)</i></p> <p><u>Objectives:</u></p> <p>This module will begin by exploring the needs and characteristics of primary pupils, in particular how to create a secure and stimulating learning environment for young learners. Then the key theoretical perspectives in childhood teaching will be discussed and how to develop age appropriate learning objectives and outcomes. In addition, the development of teaching material and methods suitable for the engagement of young learners will be described as well as the application of suitable assessment methods which can effectively cover the full range of primary pupils' learning abilities. Finally, the role of parents and family in supporting the learning of primary pupils will be discussed as well as relationships with the wider community.</p> <p><u>Main topics:</u></p> <ol style="list-style-type: none"> 1. Fundamentals of effective teaching and learning 2. Lesson planning and preparation 3. Teaching and learning methods in primary classrooms 4. Working in groups 5. Organizing activities to help children remember and understand 6. Teaching children to think, solve problems and be creative 7. Blended learning in the primary classroom 8. Assessment for learning 9. Classroom assessment techniques 	45h
	<p><i>3. Teaching and Learning Methods (Infant Education)</i></p> <p><u>Objectives:</u></p> <p>This module will begin by exploring the needs and characteristics of kindergarten pupils, in particular how to create a secure and stimulating learning environment for early years learners. Then the key theoretical perspectives in childhood teaching will be discussed and how to develop age appropriate learning objectives and outcomes. In addition, the development of teaching material and methods suitable for the engagement of early years learners will be described as well as the application of suitable assessment methods which can effectively cover the full range of kindergarten pupils' learning abilities. Finally, the role</p>	

	<p>of parents and family in supporting the learning of kindergarten pupils will be discussed as well as relationships with the wider community.</p> <p><u>Main topics:</u></p> <ol style="list-style-type: none"> 1. Fundamentals of effective teaching and learning 2. Designing curriculum for Infant Education: language and communication; physical, personal, social and emotional development; literacy, numeracy, understanding the world and expressive arts. 3. Lesson planning and preparation 4. Teaching and learning methods in infant classrooms 5. Physical play and development 6. Play and developmental pedagogy 7. Play as a social and cultural activity 8. Creative activities to young children 9. Assessment for learning 	
	<p>4. Inclusive Education</p> <p><u>Objectives:</u></p> <p>This module will focus on the analysis of atypical development and associated behavior throughout childhood, focusing in specific problems faced by teachers in an inclusive classroom and how to respond to them. Basic concepts in regards to atypical development and associated behavior will be reviewed, including representational abilities, such as language, drawing and numeracy, as well as autism, depression and eating disorders, among others.</p> <p>Topics covered include models of Early Intervention of students with disability conditions. Specific strategies to promote the integration and inclusion of children with special needs into regular classroom settings are presented and discussed.</p> <p><u>Main topics*:</u></p> <ol style="list-style-type: none"> 1. Concepts and development of Inclusive Education 2. Special education law, policy and practice in Macau 3. Understanding and teaching students with Pervasive Developmental Disorder (including Autism / Asperger Syndrome) 4. Understanding and teaching students with Giftedness 5. Understanding and teaching students with sensory impairments 6. Understanding and teaching students with Attention Deficit / Hyperactivity Disorder and Emotional and Behavioural Difficulties 7. Understanding and teaching students with physical disabilities and limited intelligence 8. Understanding and teaching students with specific learning disabilities 	45h

	9. Teaching strategies and behaviour management 10. Curriculum adaptation and IEP for SEN students 11. Working with Parents and Professionals *Each topic shall be of a duration of at least three hours and thirty minutes, however, the time allotted for particular topics will be extended depending on the instructors decision after consulting with students.	
	5. Teaching Practice <u>Objectives:</u> In this placement module students will experience learning and teaching as a practical skill and social activity, guided by an experienced class teacher, as well as with the support of a University tutor. Students begin to work with small groups of pupils on activities that have been decided upon collaboration, and will gradually become involved in the various functions of a class teacher leading to their full involvement in the whole range of class activities.	90h
Instructors:	TBC	
Medium of Instruction:	English or Chinese	
Date & time:	March to July 2015	
Venue:	Seminary of Saint Joseph Address : 5 Largo de Sto. Agostinho, Macau, China (Entrance next to Sir Robert Ho Tung Library) 地址：中國澳門崗頂前地五號（何東圖書館旁入）	
Minimum number of participants	24	
Maximum number of participants	40	
Fees:	15,000 MOP	
Inquiries:	USJ's Admission's Office 8796 4455 / admissions@usj.edu.mo	
Registration period:	From now until 10-02-2015 (Mondays to Fridays, 09:00am – 19:00pm)	
Registration process:	Application through USJ's website: www.usj.edu.mo .	