



Breaking Boundaries:

Listening to our reflective practitioners

1st Symposium Programme
St Ignatius College



Venue: Malta Maritime Museum
4th July 2023

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Programme

08:00	Registration
08:30	College Anthem
08:35	Welcome Address – Mr Randolph Peresso
08:40	The Rationale of this Symposium – by the Head of College Network Dr Doreen Said Pace
08:50	Address by the most distinguished guest
09:00	Keynote speech – Educators as reflective practitioners Dr Michelle Attard Tonna, Faculty of Education, University of Malta
09:20	Musical piece
09:25	Presentation 1 Political Activism in Childhood by Ms Audrey Bezzina – Assistant Head Qormi San Bastjan Primary School
09:45	Presentation 2 Inquiry Based-learning through STEAM education – a cross-curricular approach in the primary years by Ms Francesca Bugeja – Primary Teacher at Siġġiewi Primary School
10:00	Q&A on presentations 1 and 2
10:15	Coffee Break
10:35	Presentation 3 Climate Change Education: Analysis of European Pedagogy empowering students to act by Mr Duncan Ciappara – Teacher of Integrated Science at St Ignatius College Handaq Middle School.
10:50	Presentation 4 Educational Leader's Stress: An in-depth analysis of the Maltese contextp by Ms Elaine Tabone Betts – Primary Teacher at Ħal Luqa Primary School
11:05	Q&A on presentations 3 and 4
11:15	Musical piece
11:20	The Human Capital Research Project - Prof Alexei Dingli and Prof Rose Marie Azzopardi, University of Malta
12:45	Concluding Remarks

A light lunch and refreshments will be served.

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The Authors



Audrey Bezzina is a doctoral student who first graduated with a Bachelor's degree in Education, specialising in English, in 1999. She taught at Marsa Primary School and, consequently, at Lija Primary School. Next, she read for her Master's Degree in Education, specialising in Culturally Responsive Education between 2013 and 2016, with the University of Malta. She then read for a Post-Graduate Diploma in Assessment for Learning with the Institute for Education. She is currently an Assistant Head at St Ignatius College, Qormi St Sebastian Primary School and in the second year of her Doctoral research on children's rights to political activism with the University of Malta.

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Francesca Bugeja is a teacher at St Ignatius College, Siġġewi Primary School, currently teaching Year 4. She has been teaching for the past nine years, graduating in 2014 with a Bachelor of Education (Honours) in Primary Education from the University of Malta. Recently, she has completed a Master's degree in Education (Science Education) with the University of Malta.

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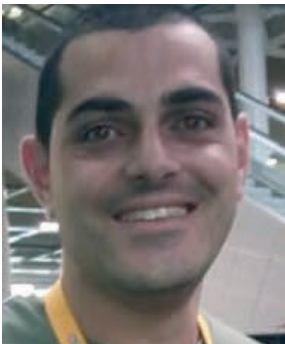
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Duncan Ciappara graduated from the University of Malta with a B.Sc. (Hons) in Mathematics and Physics, followed by a PGCE in Science. After a few years, he pursued an MSc. in Professional Science from the Open University (UK), focusing on Earth Science and Science Education. Duncan has spent the last ten years teaching science and physics. He also appeared on several radio shows, primarily to discuss climate change issues. Duncan took part in several science-related initiatives, including the first Go4Industry teacher internship programme and a visit to CERN, the world's largest and most comprehensive particle physics laboratory in Genève, Switzerland.

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Joseph Roderick Facciol holds a Masters in Contemporary Western Philosophy. He is also an educator, an e-sports player, a coach, a teacher of game design, and a game enthusiast. Currently, he works in a state primary school as a Nurture Class Learning support educator.

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Elaine Tabone Betts graduated with a Bachelor of Education (Honours) Primary Education at the University of Malta in 2010. Since then, she has taught various year groups at St Ignatius College Luqa Primary School. Additionally, she is also a member of the School Council and part of the Annual Celebration Day production team. She also holds a Post-Graduate Certificate in Assessment for Learning and holds a Master's Degree in Applied Educational Leadership awarded by the Institute for Education, Malta.

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Scientific Committee

Dr Doreen Said Pace – Head of College Network

Dr James Calleja – Lecturer, Faculty of Education, University of Malta

Dr Maria Montebello – Head of School, St Ignatius College Ħandaq Middle School

Mr Randolph Peresso – Assistant Head, St Ignatius College Siggiewi Primary School

Ms Audrey Bezzina – Assistant Head, St Ignatius College Qormi St Sebastian Primary School

Organizing Committee

Dr Doreen Said Pace – Head of College Network

Mr Alexander Pizzuto – Head of School, St Ignatius College Ħandaq Secondary School

Ms Iren Mizzi – Assistant Head, St Ignatius College Siggiewi Primary School

Mr Emanuel Zammit – St Ignatius College Support Officer

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Compiled and edited by Dr Doreen Said Pace

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Logo design – Ms Alexandra Abela – St Ignatius College Siggiewi Primary School

The Abstracts

Presentation 1 Political Activism in Childhood

Audrey Bezzina

Abstract

The past decade has shown an increase in children becoming politically agentic worldwide, yet they are generally perceived as weak and vulnerable (Wyness, M., 2012). The political realm is usually associated with adults, and children are kept out of this sphere to protect their innocence (Arendt, H., 1958a). Although childhood is linked to an idyllic phase in life (Postman, N., 1982), this is usually far from reality as many children face challenges of living in war zones, coping with displacement, juggling between different households, and keeping up with educational expectations to name a few (Alanen, L., 2016). Children are seen as adults in the making, and even though they have citizenship in their country of origin, their representational rights are limited to tokenistic opportunities (Wall, J. & Dar, A., 2011). How can the educational system create authentic spaces for children to become politically active in matters which concern them?

Key Words: Education, Political Activism, Primary Schools, Hannah Arendt, Natality.





Presentation 2 Implementing inquiry-based learning through STREAM activities in a cross-curricular approach: Benefits on student’s learning motivation in Maltese primary years setting.

Francesca Bugeja

Abstract

Inquiry-based learning is a pedagogy that is being given great importance in the educational system across Europe. STREAM (Science, Technology, Reading and Writing, Engineering, Arts and Mathematics) activities are being promoted in classrooms as students are encouraged to acquire 21st century skills needed for their future professions. Moreover, the idea of teaching in a cross-curricular approach is rapidly evolving and Maltese educators are receiving training on how such pedagogy can be merged in our educational system. This paper focuses on the benefits of implementing such pedagogies on year 1 and year 4 student’s level of learning motivation. A case-study was conducted in one primary government school with year 1 and year 4 classes in which the researcher created a science project for both years which promoted IBL and STREAM activities in a cross-curricular approach. Research findings indicate that both students in year 1 and year 4 were actively engaged in their learning experience and their motivational level increased when presented with this pedagogy. Both students and teachers shared this feedback after implementing the project in their classes.

Key Words: Inquiry-based learning, STREAM, Cross-Curricular, Primary Science and Technology, Learning motivation.





Presentation 3 Climate Change Education: Analysis of European Pedagogy That Empowers Students to Act

Duncan Ciappara

Abstract

Earth's climate has significantly changed several times due to natural and human caused factors. Anthropogenic emissions of greenhouse gases are now altering the Earth's climate. Even though the seriousness of the situation appears to be widely understood, people's reactions have been slow and doubtful. As a result, the support of classroom pedagogy and climate science curricula should assist students in acquiring the necessary skills to become actively involved in the issue of climate change. However, a gap appears to exist between the knowledge gained through teaching methods and the action required to mitigate the negative effects on the climate. These findings emerge from Ciappara's (2016) systematic literature review, which shows that some students in various European countries are moderately non-reactive to educational awareness, which could be attributed to physical barriers or a lack of community involvement. The objective of this research is to draw on this study and look at how the teaching methods in the Maltese science curriculum (2018) provided students with the abilities to mitigate climate change. It was found that students' misconceptions about climate change, act as setbacks to their willingness to act in environmentally friendly ways. Therefore, it is critical that a science curriculum incorporates a multidisciplinary approach that includes both the private and public spheres.

Key Words: climate change, science curriculum, teaching methods, willingness to act, environmental education





Presentation 4 - Stress encountered by Maltese educational leaders

Elaine Tabone Betts

Abstract

This study revolves around how Maltese Educational Leaders define stress and what they consider professional stressors. From the qualitative interviews conducted with Heads of College Networks, Heads of Schools, Assistant Heads of Schools, and Heads of Departments, it resulted that these professionals feel distress when they have no control over the situations they are in. On the other hand, when motivated to work harder, they experience positive stress, also known as eustress. Another thing that emerged from the interviews was that the stressors these professionals faced can be attributed to a number of sources both internal and external to the school. Internal sources include members of staff, learners, and parents and guardians, while external sources include Unions, the curriculum, the Educational Department, and the COVID-19 pandemic. It is clear from the research conducted that Educational Leaders require more support in their work to help minimise the stress they face.

Key Words: Stress, distress, eustress, educational leadership, school-community-family relationships

This article builds on the original article which can be accessed here
Full reference - Betts, E. T. (2022). Educational Leaders' Stress: An In-Depth Analysis of the Maltese Context. *Malta Journal of Education (MJE) Education Research* 2022, 3(2), 188-207.





Proceedings only - The Effect of a Table-top Role-playing on Primary Students' Creativity and Motivation

Joseph Roderick Facciol

Abstract

The use of games in education has the potential to enhance student motivation and creativity (Diefenthaler et al., 2017). This is especially true in table-top role-playing games (TTRPGs), where both the game designer and the players create content (Guzdial et al., 2020). This dissertation's objectives were to further local TTRPG research in the field of education by investigating how a TTRPG influences students' creativity and motivation both inside and outside the game. The TTRPG used for this study: 'A Journey Beyond' was designed by the researcher for this dissertation. To achieve these objectives, the following research questions were asked:

- How does playing a TTRPG affect the students' motivation in and outside of the game?
- How does playing a TTRPG affect the students' creativity in and outside of the game?

Key Words: Games, Motivation, Creativity, Primary, Education.







A Symposium by
St. Ignatius College
4th July 2023

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Certificate of Attendance

is being awarded to

for attending the half day

Research Symposium by St Ignatius College

entitled
**Breaking Boundaries:
Listening to our Reflective Practitioners**

4th July, 2023

The Malta Maritime Museum, Birgu.



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