



UNIVERSIDAD  
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# TeachersMOD

Future Elementary School Teachers  
Modernization in Kurdistan

## D5.2 Pedagogical Centres' Action Plan

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# Summary

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## 1. Introduction

Based on the needs stated by the Kurdish Pedagogical Centres in the five universities participating in the teachersMOD project, and after the training developed in Vila Real (Portugal) in September, the University of Granada and University of Duhok, leaders of WP5, have jointly worked to design an Action Plan to be agreed among all the Pedagogical Centres. The fact that the Pedagogical Training Programme is approved by the Ministry of Higher Education and Scientific Research and is the same for all the Pedagogical Centres in the Kurdish Universities, makes it difficult to make decisions inside the project itself. Therefore, this Plan will be discussed and presented at the Networking event for future development as soon as all participants have agreed to proceed.

The aim of this plan is to equip KRI partner universities with an improved training programme for their teachers catering for the aspect they thought they needed more knowledge or training on: Special Educational Needs. To improve teaching and learning practices and to provide an opportunity for critical reflection on the programme's curriculum.

To ensure continuity and coherence of the WP5 training and the implementation of project actions within the Pedagogical Centres, the inter-university working group has to be constituted by the participants in the training activities (WP5) led by University of Duhok.

## 2. Action Plan

The actions suggested to improve the Pedagogical Training for Teacher Professional Development Syllabus are different in nature. The first kind of changes will only entail paying attention to the information provided in the study guide to standardise contents in the different modules:

- Decide on and create a module template (sections, font type, stylesheet).
- Revise and rewrite the Study Guide taking into account the template.

The second kind of changes demands reorganising content in the different modules by adding new themes or going beyond and reorganising the programme structure by adding some modules.

### 2.1. Maintaining the current structure

By adding important themes into the different modules, it is possible to maintain the current Pedagogical Training Programme organisation in six different modules.

- Adding specific training on Universal Design for Learning (UDL) in module 3 (Innovative Pedagogical Methods). By implementing this approach, the teaching will be student-centred and any difference will be catered for.





Figure 1: Current Modules in the Pedagogical Training Programme



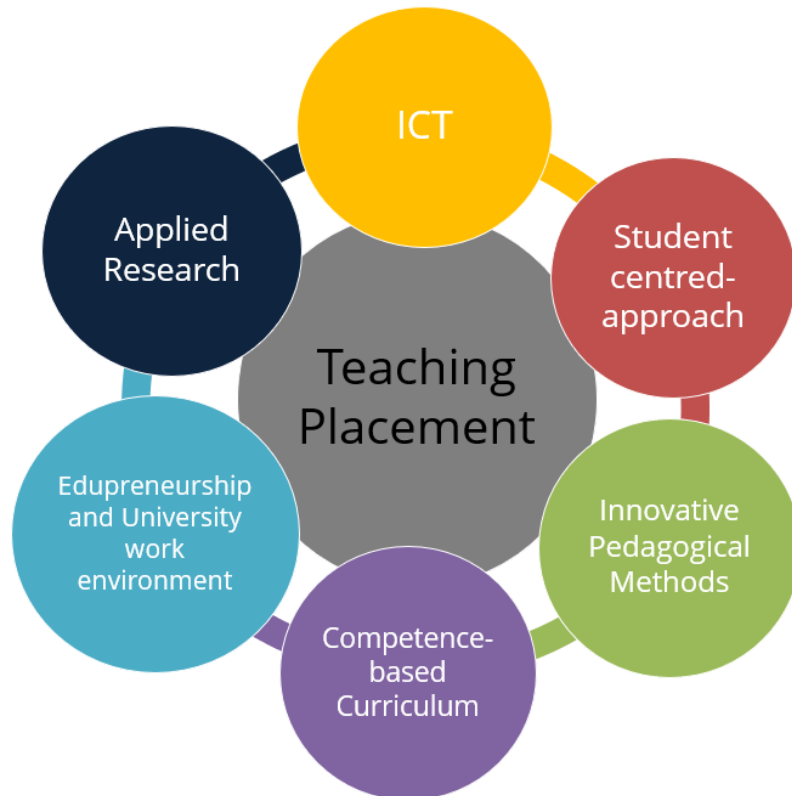
Figure 2: Modules in the Pedagogical Training Programme including UDL to cater for SEN



## 2.2. Changing the current structure

If the structure of the programme can be altered and new modules can be added:

- Add a teaching placement period. It would provide trainees with the opportunity of testing themselves by getting some hands-on experience.



*Figure 3: 7-Module Pedagogical Training Programme (including a teaching placement)*

- Add a module devoted to SEN. Trainees would get a more thorough training on how to deal with differences among students in the same class.
- Add a module for assessment. It would be enriching for participants to include a specific module on evaluation where all the knowledge acquired in the other modules can be revisited and applied to assessment, especially competence-based evaluation and the use of technology.



*Figure 4: 9-Module Pedagogical Training Programme*

### 3. Final Remarks

For the implementation of the actions, the Pedagogical Centres will have to decide which ones are suitable for them, taking into account the Ministry guidelines and requirements, introduce the changes in the Pedagogical Training for Teacher Professional Development syllabus, and then, make sure that those changes have been implemented accordingly. The Pedagogical Centre of each university will ensure the effective implementation as well as the sustainability of the project's actions.

