

Bachelor of Education Degree

Course Subjects

Practical

- Teaching Practice

Competencies

- Gaeilge
- English
- Mathematics

Curriculum and Methodology

- Modhanna Múinte na Gaeilge
- English Methods
- Mathematics Methods
- Social, Environmental and Scientific Education (SESE)
- Professional Development

Subjects Delivered over the Three Years of the B.Ed. Programme

- Early Childhood Education
- Inclusive Education
- Visual Arts Education
- Drama Education
- Music Education
- Physical Education
- Social, Personal and Health Education (SPHE)
- Religious Education
- Information and Communications Technology in Primary Teacher Education

Practical

Teaching Practice

Teaching Practice is designed to give students an opportunity to develop their practical skills of observation and teaching. Junior Freshman (JF) students have one period of Teaching Practice and Senior Freshman (SF) and Junior Sophister (JS) students have two periods of Teaching Practice every year.

Placements

Teaching placements are made five times over the duration of the BEd. degree programme. It is recommended that each placement should be with a fully probated teacher. Each teaching practice placement extends over four weeks, combining initial pupil observation, assisting the classroom teacher, preparation, and classroom teaching.

Teaching Requirements

JF students are required to teach a minimum of four lessons a day. The remainder of the school day is devoted to teaching practice activities under the guidance of the class teacher. SF and JS students are required to teach for the entire school day.

Supervision

Each student will receive formal supervision over the five teaching practices. Supplementary visits may be made at the discretion of the supervisor/College.

In Hilary term:

(i) the Trinity College B.Ed. Course Co-ordinator will visit a number of students on teaching practice for the purpose of monitoring standards

(ii) the Department of Education and Science inspectors will visit a selected number of JS students.

Location of Teaching Practice Placements and Allocated Classes

Teaching practice placements vary - from home locality, to Dublin-based placements.

Placement in JF: Junior Infants to Second Class.

Placement in SF and JS: Junior Infants to Sixth Class - as deemed suitable by

individual Colleges, depending on the needs and profile of individual students.

All placements are subject to College approval

Professional Standards of Behaviour

School experience is regarded as central to the B.Ed. programme. When engaged in teaching practice students are required to prepare satisfactorily, attend punctually and to behave in accordance with the accepted conventions of the school and the requirements of their College of Education. Students will be expected to show sensitivity and understanding in their relationships with pupils, teachers and parents.

Since the primary duty of the Primary School Teacher is seen as the formation of Pupils' characters and the inculcation of moral values, student teachers are expected, in their own behaviour, conduct and character, to exhibit the capacity to undertake their work successfully and In accordance with the ethos of the schools in which they will be placed and with the principles of the Primary School Curriculum and the Rules for National Schools.

Eligibility for Teaching Practice

Students who have not achieved more than 70% attendance in any curriculum area in Michaelmas term will be given a written warning of their possible withdrawal from Teaching Practice placement. Students who, having received such a warning, still continue to have unsatisfactory attendance at lectures/tutorials/workshops in any curriculum area in Hilary term may not be allowed to take part in Teaching Practice unless the Academic Council (or equivalent body) of the associated College of Education decides otherwise. A review of the situation would take place in light of medical certification and/or satisfactory explanation. .

Attendance/Punctuality

Students are required to attend fully each teaching practice session, including observation days, and the school experience programme which includes experience in special education settings. Permission to be absent will be granted only in very exceptional circumstances in accordance with College/University regulations. On teaching practice, students must be punctual at all times, and be present in school at all times from the reception time in the morning until the end of the school day. Students who are unable to fully attend during all of a teaching practice placement (for whatever reason) will, at the discretion of the College, be requested to make up the shortfall at the end of a given Teaching Practice period or in a subsequent Teaching Practice.

Teaching Practice Preparation and Performance

In a situation where the College deems a student's preparation for, and/or conduct on, school placement to be unsatisfactory, the student will be:

- (i) withheld from taking up placement until preparation is deemed adequate,
- or**
- (ii) withdrawn from the placement.

In a situation where the College deems a student's classroom performance or their conduct to be unsatisfactory or untenable, the student may be withdrawn from teaching practice placement. This teaching practice may be deemed a fail.

There is a right of appeal pursuant to the internal appeals procedure (see section 8.4).

The appeals procedure shall apply to any student who has been withdrawn from the course.

Weighting

Teaching Practice is a pass/fail subject.

Classroom Performance and Teaching File must both be passed independently together.

Formulae apply as follows:

JF $80\% * (\text{Classroom Performance } 50\% + \text{Teaching File } 50\%) + \text{Professional Development } 20\%$

SF $80\% * (\text{Classroom Performance } 70\% + \text{Teaching File } 30\%) + \text{Professional Development } 20\%$

JS Classroom Performance 70% + Teaching File 30%

In Junior Sophister, Professional Development is assessed under BLOCK [A] (Foundation Studies). Each supervisor completes and returns an assessment form which gives marks/grades for both Teaching Preparation and Classroom Performance, and written comment on both these areas, as well as in the area of professional development.

Competencies

Gaeilge

Bliain 1

Siollabas

Staidéar ar dhá ghné den nualitríocht (m.sh. dráma, gearrscéalta, filíocht nó úrscéal gearr, litríocht do pháistí is do dhaoine óga)

Cúrsa teanga a thacóidh le riachtanais chumarsáide agus fhoghlama na mac léinn chéadbhlíana

Ag deireadh na chéad bhliana ba chóir

- go mbeadh deiseanna curtha ar fáil do na mic léinn éisteacht leis an nGaeilge á labhairt acu féin, ag na léachtóirí, ag cainteoirí dúchais agus an Ghaeilge sin a thuiscint
- go bhfaigheadh na mic léinn taithí ar labhairt na Gaeilge i suímh éagsúla : sa seomra ranga, obair bheirte, obair ghrúpa, cur i láthair i suíomh ranga agus go neamhfhoirmiúil, chun cabhrú leo cur lena líofacht chainte, lena saibhreas cainte agus lena gcruinneas cainte
- go léireodh na mic léinn i bhfoirm tascanna cuí cén chaoi a bhfuil a leibhéil chruinnis scríofa agus cumas cruthaitheachta ag forbairt i rith na bliana
- go léireodh na mic léinn muinín agus cumas in úsáid na Gaeilge a thabharfadh tacaíocht dóibh I gcomhthéacsanna múinteoireachta
- go léireodh na mic léinn tuiscint a bheith aimsithe acu ar shaothair litríochta as Gaeilge, ar chultúr na Gaeilge agus ar na meáin Ghaeilge agus go gcuirfeadh siad a gcuid tuairimí féin in iúl faoi i nGaeilge chruinn

Bliain 2

Siollabas

- Cúrsa ar scéalaíocht na Gaeilge a fheidhmeoidh mar bhunchloch do na mic léinn agus iad ag soláthar ábhar teagaisc do dhaltáí bunscoile

- Dhá liosta léitheoireachta : ceann ar leibhéal an mhic léinn dara bliain, agus ceann eile a bheadh oiriúnach mar ábhar léitheoireachta do pháistí
- Cúrsa teanga a thacóidh le riachtanais chumarsáide agus fhoghlama na mac léinn dara bliain

Ag deireadh chúrsa an dara bliain ba chóir

- go n-ullmhóidh na mic léinn ábhar teagaisc i nGaeilge agus an t-ábhar sin a thriail agus a thástáil i suímh scoile nuair is féidir sin
- go gcuirfí ar a gcumas breis deiseanna a fháil chun éisteacht leis an nGaeilge á labhairt acu féin, ag na léachtóirí agus ag cainteoirí dúchais chun a leibhéal tuisceana a dhaingniú agus a fhorbairt
- go nglacfadh na mic léinn páirt níos gníomhaí sna hócáidí cumarsáide sin a chuirfí ar fáil dóibh, sa chaoi go gcuirfidís lena líofacht chainte, lena saibhreas cainte agus lena gcruinneas cainte
- go léireodh na mic léinn i bhfoirm tascanna cuí cén chaoi a bhfuil a leibhéal chruinnis scríofa agus cumas cruthaitheachta ag forbairt I rith na bliana
- go léireodh na mic léinn muinín agus cumas in úsáid na Gaeilge a thabharfadh tacaíocht dóibh i gcomhthéacsanna múinteoireachta
- go léireodh na mic léinn tuiscint a bheith aimsithe acu ar shaothair litríochta as Gaeilge agus ar a dteagmháil leis an nGaeilge sna meáin agus go gcuirfeadh siad a gcuid tuairimí féin in iúl faoi i nGaeilge chruinn

Bliain 3

Siollabas

Módúl amháin litríochta - gné amháin den litríocht nach ndearnadh sa chéad bhliain; sraith léachtaí agus ceardlann; séisiún amháin cur i láthair ó bhéal i ngrúpaí ar ghné éigin den saothar nuair is féidir

Cúrsa teanga, idir chomhrá agus ghramadach; béim ar aistí gearra (sleachta leanúnacha) agus ar aistriúcháin don obair bhaile mar ullmhúchán don aiste sa pháipéar teanga ag deireadh na bliana

Ag deireadh chúrsa an tríú bliain ba chóir

- Go léireodh na mic léinn gur féidir leo an Ghaeilge a labhairt mar ghnáth-theanga chumarsáide le linn na ranganna in atmaisféar tacúil
- Go mbeadh líofacht chainte, cruinneas cainte, saibhreas cainte breise aimsithe ag mic léinn
- Go léireodh na mic léinn gur féidir leo réimse leathan d'ábhar léitheoireachta ón litríocht agus ó na meáin a léamh agus a phlé
- Go léireodh na mic léinn gur féidir leo scríobh go saoráideach, go cumasach agus go cruinn ar réimse leathan d'ábhair
- Go léireodh na mic léinn go bhfuil ar a gcumas cumarsáid a dhéanamh trí mheán na Gaeilge, idir labhairt, scríobh, léamh agus éisteacht
- Go léireodh na mic léinn gur féidir leo an cumas cumarsáide sin a chur chun tairbhe a gcuid múinteoireachta
- Go léireodh na mic léinn tuiscint a bheith aimsithe acu ar shaothair litríochta as Gaeilge agus go gcuirfidís a gcuid tuairimí féin in iúl faoi i nGaeilge chruinn.

English Language and Literature

Students of English Language and Literature at the Church of Ireland College of Education study four courses during the three years of their BEd degree programme: Language, Children's Literature, Irish Literature, and World Literature.

There are workshops available for students who are encountering difficulties with adapting to the conventions of academic writing at third level.

Course

Language

Programme

Bachelor of Education

Level

Junior Freshman

Aims

This course aims to introduce students to the grammar and mechanics of the English language; encourage students into enriching experiences with language so that they become more adept and thoughtful users of it; excite students with aesthetic experiences to emphasise the richness of meanings to be encountered in literature's creative play with the language of poetry and the language of prose.

Expected Learning Outcomes

At the end of the course students will be able to use language accurately and appropriately in a wide range of language skills; approach language aware of its ability to reveal meanings, invite thought, and facilitate effective communication; critically analyse poetry and prose, with regard to both form and content.

Assessment

College Examination

Modules

ENG104: 'Be not the slave of Words'

ENG105: 'Always be a poet, even in prose'

ENG106: 'Poetry is what gets lost in translation'

Lectures

ENG104: 7

ENG105: 7

ENG106: 7

Syllabus: ENG104

Concise Oxford English Dictionary (Revised Eleventh Edition) – Judy Pearsall (ed)

Eats, Shoots & Leaves – Lynne Truss

Literary Theory: An Introduction [extracts from] – Terry Eagleton

Oxford A-Z of Grammar and Punctuation – John Seely

Oxford Guide to Plain English – Martin Cutts

Sin and Syntax: How to Craft Wickedly Effective Prose – Constance Hale

Studying Poetry – Stephen Matterson and Darryl Jones

Syllabus: ENG105

Arthur and George [extract from] – Julian Barnes

McCarthy's Bar [extract from] – Pete McCarty

On Chesil Beach [extract from] – Ian McEwan

PS, I Love You [extract from] – Cecelia Ahern

Teacher Man [extract from] – Frank McCourt

The Accidental [extract from] – Ali Smith

The Book of Lost Things [extract from] – John Connolly

The Book Thief [extract from] – Markus Zusak

The Pope's Children [extract from] – David McWilliams

The Tenderness of Wolves [extract from] – Stef Penney

The Testament of Gideon Mack [extract from] – James Robertson

We Need to Talk About Kevin [extract from] – Lionel Shriver

Syllabus: ENG106

'As Kingfishers Catch Fire, Dragonflies Draw Flame' – Gerard Manley Hopkins

'Black Rook in Rainy Weather' – Sylvia Plath

'Book II', *Paradise Lost* [extract from] – John Milton

'Design' – Robert Frost

‘Do not go gentle into that good night’ – Dylan Thomas
‘from Twelve Songs IX [Funeral Blues]’ – W H Auden
‘Hedges Freaked with Snow’ – Robert Graves
‘Miracles’ – Walt Whitman
‘Ode to a Nightingale’ – John Keats
‘Sometime During Eternity’ – Lawrence Ferlinghetti
‘The Convergence of the Twain’ – Thomas Hardy
‘The Red Wheelbarrow’ – William Carlos Williams
‘The Touch of the Master’s Hand’ – Myra Brooks Welch
‘What Lips My Lips Have Kissed’ – Edna St Vincent Millay

Course

World Literature

Programme

Bachelor of Education

Level

Junior Freshman

General Aims

This course aims to invite students to explore some of seminal texts of world literature from the sixteenth to the twentieth century; enable students to critically compare and contrast works of fiction and drama in relation to given themes; encourage students to become more adept and thoughtful users of language; facilitate students in sharing their experiences of reading with each other.

Expected Learning Outcomes

At the end of the course students will be able to adopt a variety of critical stances to question canonical assumptions associated with some of the seminal texts of world literature from the sixteenth to the twentieth century; approach literary texts with an understanding of the possibilities created by comparing and contrasting works of fiction and drama in relation to their thematic concerns; analyse, compare and/or contrast works of drama and fiction in a scholarly manner, using language accurately and appropriately; deliver a 5-minute presentation on a work of literature.

Assessment

Essays

University Examinations

Presentation

Modules

ENG101: 'Some rise by sin, and some by virtue fall'

ENG102: 'Expectation is the root of all heartache'

ENG103: 'Not enough people to make a minority'

Lectures

ENG101: 7

ENG102: 7

ENG103: 7

Syllabus: ENG101

Animal Farm – George Orwell

A Streetcar Named Desire – Tennessee Williams

Frankenstein – Mary Shelley

Othello – William Shakespeare

The Crucible – Arthur Miller

The Yellow Wallpaper – Charlotte Perkins Gilman

Syllabus: ENG102

Amadeus – Peter Shaffer

Rosencrantz and Guildenstern Are Dead – Tom Stoppard

The Bluest Eye – Toni Morrison

The Catcher in the Rye – J D Salinger

The Duchess of Malfi – John Webster

Wuthering Heights – Emily Brontë

Syllabus: ENG103

American Psycho – Bret Easton Ellis

Interview with the Vampire – Anne Rice

The Wasp Factory – Iain Banks

The Woman in Black – Susan Hill

I am Legend – Richard Matheson

Trainspotting – Irvine Welsh

Course

Irish Literature

Programme

Bachelor of Education

Level

Senior Freshman

General Aims

This course aims to enable students to explore the relationship between story and/or storytelling and culture, with particular reference to the myths, legends, folklore, and/or literature of Ireland; afford students the opportunity to study, in detail, Irish literature; encourage students to become more adept and thoughtful users of language.

Expected Learning Outcomes

At the end of the course students will be able to identify the importance of story and/or storytelling in shaping the beliefs, customs, practices, social behaviour and/or intellectual activities of a particular people through an examination of a range of texts; respond critically to a selection of literary texts by analyzing the presentation and development of their thematic concerns; analyse, compare and/or contrast works of drama, fiction, and poetry in a scholarly manner, using language accurately and appropriately.

Assessment

Essays

College Examination

Modules

ENG201: 'Experience is the one thing you can't get for nothing'

ENG202: 'The truth is rarely pure and never simple'

ENG203: 'The true mystery of the world is the visible, not the invisible'

Lectures

ENG201: 7

ENG202: 7

ENG203: 7

Syllabus: ENG201

A Portrait of the Artist as a Young Man – James Joyce

Eden – Eugene O'Brien

My Left Foot – Christy Brown

Pentecost – Stuart Parker

The Playboy of the Western World – John Millington Synge

The Woman Who Walked into Doors – Roddy Doyle

Syllabus: ENG202

Faith Healer – Brian Friel

The Butcher Boy – Patrick McCabe

The Dark – John McGahern

The Newton Letter – John Banville

The Weir – Conor McPherson

Waiting for Godot – Samuel Beckett

Syllabus: ENG203

'Canal Bank Walk' – Patrick Kavanagh

'Cap and Bells' – W B Yeats

‘Ceasefire’ – Michael Longley

‘Death of an Irishwoman’ – Michael Hartnett

‘Famine Road’ – Eavan Boland

‘While all the others were away at mass’ [from *Clearances*] – Seamus Heaney

‘Mirror in February’ – Thomas Kinsella

‘Song in a Lower Voice’ – Brian Lynch

‘The Writing Room’ – Francis Harvey

‘Things That are Lost’ – Kerry Hardie

‘Two Women in Kosovo’ – Enda Wyley

‘What Doesn’t Kill Us’ – Leanne O’Sullivan

Course

Children’s Literature

Programme

Bachelor of Education

Level

Junior Sophister

General Aims

This course aims to introduce students to the predominant themes and conventions associated with children’s literature through a selection of verbal and visual texts, including film; present students with a range of interpretative or critical approaches to children’s literature that can be used to inform their readings of texts; encourage students to become more adept and thoughtful users of language.

Expected Learning Outcomes

At the end of the course students will be able to read, critically, a selection of verbal and visual texts, including film, that have been categorised within the construct of children’s literature; express an awareness of the range of texts available for children and the difficulties that can arise in attempting to situate certain texts within the context of children’s literature; analyse, compare and/or contrast works in a scholarly manner, using language accurately and appropriately.

Assessment

Research Essay

Modules

ENG301: 'What's the use of a book without pictures?'

ENG302: 'Once upon a time lasts forever'

ENG303: 'There and back again'

Lectures

ENG301: 7

ENG302: 7

ENG303: 7

Syllabus: ENG301

Alice in Sunderland: An Entertainment – Bryan Talbot

Black and White – David Macaulay

How to Catch a Star – Oliver Jeffers

Something beginning with P – Seamus Cashman (ed)

That Pesky Rat – Lauren Child

The Selfish Giant – P Craig Russell (illus)

The Snowman – Raymond Briggs

The Three Little Wolves and the Big Bad Pig – Eugene Trivizas and Helen Oxenbury (illus)

The Wolves in the Wall – Neil Gaiman and Dave McKean (illus)

Watchmen – Alan Moore

Wolves – Emily Gravitt

Zoo – Anthony Browne

Syllabus: ENG302

Annan Water – Kate Thompson

The Curious Incident of the Dog in the Night-Time – Mark Haddon

The Road of Bones – Anne Fine

Alice's Adventures in Wonderland – Lewis Carroll

Watership Down – Richard Adams

Fairy Tales – The Brothers Grimm

Syllabus: ENG303

Charlie and the Chocolate Factory – Roald Dahl

Harry Potter and the Order of the Phoenix – J K Rowling

His Dark Materials – Philip Pullman

The Chronicles of Narnia – C S Lewis

The Lord of the Rings – J R R Tolkien

The Wonderful Wizard of Oz – L Frank Baum

Mathematics

Taught over the three years of the B.Ed programme, this course aims to:

- give student teachers an understanding of the nature of Mathematics insofar as this influences views about teaching and the Primary Mathematics Curriculum
- equip student teachers with the basic concepts, structures, procedures and techniques of Mathematics to the level necessary for instruction at each grade-level in the DES/NCCA Primary School Mathematics Curriculum
- enable the student teacher to communicate effectively the basic concepts, structures, procedures, and techniques of Mathematics in the primary school
- inspire and foster in the student teacher:
 - an appreciation of the power and elegance of Mathematics
 - an understanding of the role of intuition in mathematical creativity
 - an enthusiasm for teaching the subject

Syllabus

Students will explore mathematical concepts, structures, techniques and procedures relevant to the DES/NCCA Primary School Mathematics Curriculum and to their own personal and professional development in Mathematics. Emphasising fluency in fundamental Mathematics, this will be done through a combination of explanation, problem-solving, investigation, reflection, and discussion. The Core Course will concentrate on developing students' knowledge and mastery of Mathematics relevant to the Primary School Curriculum. In the Options Course topics will be selected from the following themes:

- Mathematical enrichment and awareness
- Professional considerations in Mathematics
- ICT and Mathematics

Expected Learning Outcomes

At the end of the course pupils should be able to:

- Understand and appreciate basic concepts, procedures, structures and techniques of Mathematics
- Implement appropriate mathematical procedures and strategies
- Analyse and solve mathematical problems
- Apply Mathematics in a variety of contexts
- Reflect critically on and discuss central issues in Mathematics and in the learning of Mathematics

Assessment

Examination to assess the Core Course (students' mastery of Mathematics in the Primary School Curriculum) and the Options Course (students' general mathematical development).

Curriculum and Methodology

Modhanna Múinte na Gaeilge

Modhanna Múinte 1

Siollabas

Ag deireadh an chúrsa beidh tuiscint agus taithí faighte ag na mic léinn ar na nithe seo leanas i gcomhthéacs mhúineadh na Gaeilge sna ranganna Naíonán go Rang a Dó:

- Aidhmeanna agus cuspóirí an Churaclaim
- Filíocht, rannta agus amhráin
- Cluichí teanga
- Drámaíocht, mím agus rólghlacadh
- Obair ghrúpa agus obair bheirte
- Scéalaíocht agus leabhair mhóra
- Pleanáil do chleachtadh múinteoireachta
- Ábhair teagaisc agus áiseanna múinteoireachta
- Na scileanna éisteachta agus labhartha
- Téamaí sa Churaclam Gaeilge
- Réamhléitheoireacht.

Ag deireadh an chúrsa

Ba chóir go mbeadh na mic léinn:

- Ag cur chun cinn na Gaeilge mar ghnáth-theanga chumarsáide sna ranganna Naíonán go rang a Dó
- In ann freastal ar riachtanais teanga na bpáistí sna ranganna sin agus go mbeadh tuiscint acu ar mhodhanna múinte éagsúla

- Muiníneach as a gcumas teanga féin agus go mbeadh tuiscint acu ar an siollabas atá leagtha síos do na ranganna sin i gCuraclam na Gaeilge
- In ann tabhairt faoi mhúineadh na Gaeilge mar theanga bheo.

Modhanna Múinte 2

Siollabas

- Taithí ag múineadh na Gaeilge go dtí seo
- Cluichí Teanga do na meánranganna m.sh. aimsigh na difríochtaí
- Téamaí sa churaclam Gaeilge
- Feidhmeanna Teanga do na meánranganna
- Straitéisí chun grúpobair a eagrú sa seomra ranga
- Múineadh na léitheoireachta, na scríbhneoireachta, na scéalaíochta & na filíochta
- Comhtháthú na Gaeilge le hábhair eile
- An Drámaíocht
- Seifteanna chun labhairt na Gaeilge a chur chun cinn.

Ag deireadh an chúrsa

Ba chóir go mbeadh na micléinn:

1. Ag cur chun cinn na Gaeilge mar ghnáth-theanga chumarsáide sna meánranganna agus sna hardranganna
 2. In ann freastal ar riachtanaisí teanga na bpáistí sna meánranganna agus sna hardranganna agus go mbeadh tuiscint acu ar mhodhanna múinte éagsúla
 3. Muiníneach as a gcumas teanga féin agus go mbeadh tuiscint acu ar an siollabas atá leagtha síos do na meánranganna agus do na hardranganna i gCuraclam na Gaeilge
 4. In ann tabhairt faoi mhúineadh na Gaeilge mar theanga bheo agus go dtabharfaidís an Ghaeilge as an saol mór isteach sa seomra ranga m.sh. cláracha raidió agus teilifíse, teoracha bóthair agus teoracha eile m.sh. sa sladmhargadh
1. Ag cur úsáid na Gaeilge a chur chun cinn go neamhfhoirmiúil
 2. In ann tabhairt faoi mhúineadh rannta, cluichí teanga, amhráin agus foghraíocht na Gaeilge ar bhealaí a bheidh taitneamhach do na páistí sna meánranganna
 3. In ann forbairt a dhéanamh ar scileanna labhartha agus éisteachta na bpáistí
 4. In ann áiseanna teagaisc a tháirgeadh agus a úsáid chun na páistí a spreagadh chun cainte
 5. In ann an drámaíocht a úsáid chun cur le cumas cumarsáide na bpáistí sa Ghaeilge
 6. Ag tabhairt faoi cheacht eile m.sh. ealaín nó cuid de cheacht a mhúineadh trí Ghaeilge
 7. In ann an léitheoireacht agus an scríbhneoireacht a mhúineadh ar bhealach taitneamhach.

English Methods

Students of English Methods at the Church of Ireland College of Education study three courses during the three years of their B.Ed. degree programme: English in the Infant and Junior Primary Classes, English in the Middle and Senior Primary Classes, and Reading.

Course

English in the Middle to Senior Primary Classes

Programme

Bachelor of Education

Level

Senior Freshman

Aims

This course aims to familiarise students with the model of English recommended in the Primary School Curriculum of 1999, with reference to third, fourth, fifth, and sixth classes; introduce students to current theory, strategies, and methodologies concerning the teaching of English in the primary school, with reference to third, fourth, fifth, and sixth classes.

Expected Learning Outcomes

At the end of the course students will be able to use the model of English recommended in the Primary School Curriculum of 1999 to engage in educationally sound and imaginative teaching, with regard to third, fourth, fifth, and sixth classes; reflect on a range of current theory, strategies, and methodologies when planning and assessing the teaching of English in the primary school, with regard to third, fourth, fifth, and sixth classes.

Assessment

Scheme of Work

Modules

ENG204: Planning and the Revised Primary School Curriculum

ENG205: Oral Language Strategies

ENG206: Reading Strategies

ENG207: Reading Comprehension Strategies

ENG208: Writing Forms and Writing Frameworks

ENG209: The Writing Process and Writing Workshops

ENG210: Creative Writing and the Teacher

Lectures

ENG204: 3

ENG205: 3

ENG206: 3

ENG207: 3

ENG208: 3

ENG209: 3

ENG210: 3

Syllabus

Reading material provided by lecturer

Course

Reading

Programme

Bachelor of Education

Level

Junior Freshman

Aims

This course aims to encourage students to examine the role of reading (literature) in the primary school classroom; familiarise students with contemporary theories of reading; introduce students to methods for assessing reading; emphasis the importance of vocabulary instruction during reading to students; enable students to become visually literate.

Expected Learning Outcomes

At the end of the course students will be able to reflect critically on the need for quality reading material (literature) in the primary school classroom; apply knowledge of contemporary theories of reading to classroom practice; use various approaches when assessing reading; engage in direct vocabulary instruction; be visually literate.

Assessment

None

Modules

ENG304: Story and Storytelling

ENG305: Reading Poetry

ENG306: Reading Fiction

ENG307: Theories of Reading

ENG308: The Assessment of Reading

ENG309: Direct Vocabulary Instruction through Reading

ENG310: Visual Literacy

Lectures

ENG304: 3

ENG305: 3

ENG306: 3

ENG307: 3

ENG308: 3

ENG309: 3

ENG310: 3

Syllabus

Reading material provided by lecturer

Mathematics Methods

Taught over the first two years of the B.Ed. programme, this course aims to equip future teachers with the mathematical and pedagogical knowledge and techniques needed to teach mathematics successfully and confidently from Junior Infants to Sixth Class.

Syllabus

This methodology course will include detailed study of the DES/NCCA Primary School Curriculum - Mathematics (1999) and the associated DES/NCCA Teacher Guidelines - Mathematics. It will introduce student teachers to constructivism and guided discovery methods, with particular emphasis on practical classroom approaches to the teaching of mathematics in the primary school. Content will include:

- Approaches and methodology for teaching the five Strands of Mathematics (Number, Algebra, Shape and Space, Measures, Data) at primary level
- Cognitive Development in Children
- The teaching of:
 - Early Mathematical Activities
 - Counting and Numeration
 - Addition, Subtraction, Multiplication, Division
 - Place Value
 - Fractions, Decimals, Percentages
 - Algebra
 - Space and Shape
 - Measures
 - Data Representing and Interpreting Data
 - Data: Chance
 - Number facts and Number Theory
- The importance of mathematical language and discussion
- The development of mathematical skills, including problem-solving, in primary school pupils
- Mathematical Investigation
- Linkage and Integration
- Contemporary issues in mathematics education
- Use of calculators and ICTs in teaching/learning mathematics at primary level
- Individual differences among pupils
- Planning in mathematics: teaching schemes and lesson plans
- Selection and preparation of teaching materials.

Expected Learning Outcomes

At the end of the course, students should be able to:

- Articulate the principles underlying the teaching of mathematics as they are outlined in the Primary School Curriculum (1999)
- Compile/create a set of basic manipulative materials/learning aids for the teaching of Mathematics at primary level
- Source, retrieve and analyse information on the teaching of Mathematics at primary level from literature and from websites
- Prepare and deliver a series of mathematics schemes and lessons (for any class level) which will incorporate the Primary School Curriculum principles, content and skills.

Social, Environmental, and Scientific Education (SESE)

Social, Environmental and Scientific Education (SESE) contributes to the development of the child's awareness and appreciation of the natural, human, social, cultural, and historical dimensions of life. SESE is presented under three distinctive yet closely related subject headings: History, Geography, and Science. This course is taught over the three years of the B.Ed programme.

Syllabus

Topics will include:

A. History

- History within SESE; broad aims and objectives of primary school History curriculum
- Developing skills, knowledge, concepts, and attitudes in History
- Developing a sense of time and chronology within and beyond living memory
- Local study: trails, continuity and change in the local environment, local area and historical events
- Life, society, work, and culture in the past: selected themes and topics
- Eras of change and conflict
- Politics, conflict, and society
- Assessment tools for the study of evidence
- Planning in history by the teacher and the school: long- and short-term planning
- Peace Studies
- Women in History
- History teaching for special needs and early childhood
- Local Heritage study: developing a range of evidence
- Preparing lesson plans for history and an integrated study.

B. Geography

- Geography within SESE: broad aims and objectives of primary school Geography curriculum
- Early years Geography
- Exploring the natural environment at a local, national, and global level
- Developing a sense of place and space: using maps, globes, atlas, and geographical skills
- Geographical investigational skills and recording techniques
- Geographical themes
- Human environments: people living and working in the local area and in a contrasting part of Ireland
- Project work: an integrated approach
- People and other lands
- Development Education
- Planning a detailed place study
- Integration Themes
- Curriculum management: planning units of work for primary classes
- Planning for differentiation and multi-class teaching.

C. Science

- Science within SESE: broad aims and objectives of primary school Science curriculum
- Early years Science
- Process skills
- Developing skills in designing and making
- Living Things (classification of Living Things; Ecology)
- Materials and Change (atoms, molecules; effects of air, water, heat, on materials)
- Energy and Forces (light, sound, heat, electricity, magnetism, machines, work and energy).
- Teaching Methodologies
- Project Work
- Science, Technology, and Society
- Environmental Awareness and Care.

Expected Learning Outcomes

To enable the student:

- To become familiar with the aims and objectives of the SESE programme in the revised (1999) Curriculum
- To gain an understanding of the content and methodologies appropriate for all primary school classes
- To develop knowledge, skills, and attitudes relevant to each of the subject areas (History, Geography, Science)
- To engage in a critical appraisal of the SESE curriculum
- To adopt a reflective and evaluative approach to their own teaching
- To make appropriate use of cross-curricular integration.

Professional Development

Summary

This course examines the role of the primary teacher and provides an overview of the Primary School Curriculum (1999). General teaching methods are explored together with various aspects of student preparation for work in the classroom. On completion of this course students will be able to demonstrate a range of teaching skills that include group teaching, cross-curricular skills, integration, monitoring pupil environment, medium to long-term planning, design age-appropriate activities.

Junior Freshman (First) Year

Professional Development in the Junior Freshman year examines the requirements of teaching and introduces students to library and research skills.

Syllabus

- Role of the Teacher
- Overview/Principles of the Primary School Curriculum
- Communicating with children (early childhood)

- Motivating Children
- Overview of teaching methodologies
- Questions
- Explanations
- Lesson Planning 1
- Lesson Aims and Objectives
- Creating a stimulating learning environment
- Classroom Management
- Behaviour Management 1
- Multi-grade teaching
- Teaching Practice Folder
- Using blackboard/whiteboard
- Designing Worksheets 1
- Monitoring pupils' work 1
- Self Evaluation
- Observation in the classroom
- Timetabling
- Library Organisation
- Planning/Researching skills
- Resourcing skills.

Expected Learning Outcomes

On completion of this course students should be able to:

- Apply the principles, aims, methodologies of the Primary School Curriculum (1999) to planning practices
- Show understanding, be able to reflect and self-evaluate on the teaching and learning process
- Demonstrate an understanding of the role of the teacher
- Implement positive classroom management practices
- Demonstrate good preparation and planning practices
- Employ appropriate skills in behaviour management in the classroom context
- Demonstrate the ability to use and manage basic resources in the classroom.

Senior Freshman (Second) Year

Syllabus

- Review and Evaluation of Teaching Practice
- Group Teaching
- Multi-grade teaching 2
- Project Methods
- Integration/cross-curricular skills
- Co-operative learning
- Designing Worksheets 2
- Planning of Schemes 2
- Monitoring of Pupils' Work 2
- Role of the Teacher 2
- Lesson Planning 2
- Behaviour Management 2
- Record Keeping 1.

Expected Learning Outcomes

On completion of this course students should be able to:

- Reflect more substantially on the evaluative nature of teaching and the learning process
- Apply and implement group-teaching principles to classroom planning and practice
- Structure curriculum planning in a multi-grade teaching setting
- Incorporate features of integration in planning in the classroom
- Apply the principles of co-operative learning as a key methodology in the classroom
- Design age-appropriate pupil work activities
- Discuss schools of thought which pertain to behaviour management and its application to teaching.

Junior Sophister (Third) Year

This integrated course has three modules in the Junior Sophister year: Preparation for Induction, Educational Management, and Current Educational Ideas.

Syllabus and Expected Learning Outcomes

Topics will include:

- Whole School Planning
- School Records and Teacher Records
- DES Inspectorate and the Probationary Year
- The role of the teacher as a Partner
- The Parish, the Community, and the School
- Parents as partners in education (NPC)
- Guidelines for professional report writing
- Rules and Regulations
- The roles of the Principal, Board of Management, Patron.
- The Education Act (1998)
- The Irish National Teachers' Organisation (INTO)
- The particular role of Religious Education in primary schools
- Job Application and Interviews
- Current Educational issues

Subjects Delivered over the Three Years of the B.Ed. Programme

Early Childhood Education

- Principles of Early Childhood Education
- Applied Child Development
- Understanding young children's behaviour
- Emergent reading and writing
- Play:

- Methodology;
- Classroom play environment;
- Theories of play
- Classroom management
- Project (Topic) work in early childhood education
- Integrated work
- Assessment

Expected Learning Outcomes

At the end of the course students should be able to:

- Show an understanding of the developmental stages of early childhood
- Show an understanding of the importance of play in early childhood
- Show an understanding of how young children learn and how best to teach them
- Plan and implement a series of developmentally appropriate experiences for an early childhood class
- Create an engaging environment, and plan/implement appropriate learning experiences for young children

Inclusive Education

In an increasingly complex global and multi-cultural society, children need an education that will enable them understand and participate actively in the world in which they live. The overall aim of this course (delivered over the three years of the B.Ed programme) is help students integrate a global and intercultural dimension (based on the promotion of justice and human rights) into their teaching. This course comprises the following three components:

- Intercultural component: The World in the Classroom - Development and Intercultural Education
- Disadvantaged component: Disadvantage Education
- Special Education Component: Special Education

Syllabus (Intercultural component)

- Introduction, theory, and definitions of development and intercultural education (DE/ICE); key concepts, rationale for DE/ICE; links with the primary curriculum; images and perceptions
- Exploring methodologies (brainstorming, ranking, use of photographs, enquiry approach, etc.); using a thematic approach. (Themes may include: development/homes/human rights/trade).
- Teaching about localities - a global perspective
- Resources for DE/ICE - experiencing and appraising packs and teaching materials
- The Global School - wider issues for schools and classrooms

Expected Learning Outcomes

On completion of the course students should have developed the capacity to:

- Promote skills and values conducive to active and ethical citizenship and promotion of human rights, in pupils
- Help pupils explore links between their lives/experiences and those of different parts of the world
- Promote awareness and respect in pupils for their own culture/values, along with an understanding and respect for the diversity of beliefs, values, ethnic origins, and cultures of society and the wider world
- Use an active learning and pupil-centred approach which accommodates a variety of methodologies and teaching strategies, including collaborative learning and teaching
- Overall, students should have a better understanding of development and intercultural education and the opportunities for integrating these into the primary school curriculum; they should also be familiar with a range of resources which will support them in this process.

Syllabus (Disadvantage Component)

- The causes of poverty and educational disadvantage and the links between these
- Issues surrounding educational disadvantage
- National and local initiatives to combat educational disadvantage - e.g. Home School Community Liaison, Early Start
- The particular circumstances of Traveller education and the education of non-English speakers
- The implications for schools in areas designated as disadvantaged

Expected Learning Outcomes

- At the end of the course students will have acquired:
- A positive attitude towards working in schools which are designated as disadvantaged
- An understanding of the requirements needed to teach in such schools

Syllabus (Special Education component)

- The concept of special educational needs
- Range of special educational needs
- Current provision in this area
- General learning difficulties
- Reading difficulties
- Emotional and Behavioural difficulties (including ADHD)
- Autistic Spectrum disorders
- Visual impairment/hearing impairment
- Speech and language impairment
- Physical disabilities
- Genetic and Chromosomal disabilities
- Implications of special educational needs for teaching and learning
- Formal and informal assessment
- Programme planning
- Differentiating the curriculum
- Social and emotional development
- ICTs and special needs education
- Partnerships with parents
- Working with teachers and support personnel
- Individual educational plans
- Whole school approaches

Expected Learning Outcomes

At the end of the course students should be able to:

- Assess pupils' strengths, learning styles, and needs
- Critically discuss the rationale of inclusive education
- Devise and implement programmes to meet particular needs
- Work as a team member to promote a whole-school approach
- Identify relevant support services

Visual Arts Education

Syllabus (delivered over the three years of the B.Ed programme)

Practical Workshops

- A series of workshops concerning Line, Shape, Form, Colour and Tone, Pattern and Rhythm, Texture, and Spatial Organisation
- Practical art making activities undertaken in Drawing, Paint and Colour, Print, Clay Construction, Fabric, and Fibre
- Exploring opportunities for meaningful linkage and authentic integration with other curriculum subjects.

Lectures

A series of illustrated lectures relevant to the workshops and aims of the course - on for example: Children's Art and Development, Appreciation of Art, Great Artists and the History of Art, Spatial Understanding in Children's Art, Spatial Representation in Art, The Figure in Art, etc.

Additional Work

Teaching plans and preparation, teaching practice review, art history and appreciation, assignments, journal, reading (compulsory and recommended).

Expected Learning Outcomes

At the end of the course students should have:

- Gained knowledge of the structure, layout, and content of the primary school Visual Arts Curriculum
- Developed their perceptual/aesthetic awareness (visual literacy) of works of art and of the world around them
- A greater understanding of the visual elements and the six strands of the Visual Arts curriculum
- Improved familiarity with media and materials
- Engaged in creative making art and responding art activities during practical sessions covering all six strands
- Compiled a portfolio of personal artwork from all strands of the curriculum
- Increased skill and confidence in their ability to make and look at and respond art with openness and sensitivity

- A deeper knowledge of art, art appreciation, art history, and of children's art and development
- Gained understanding of the legitimate and beneficial linkage between individual strands, and an awareness of authentic integration opportunities
- A deep understanding of the structure, layout and content of the primary school Visual Arts curriculum so that they can plan creative, imaginative, and effective units of work for single and multi-grade classes
- Fostered the teaching and management skills on Teaching Practice, tenable them to undertake the role of teacher of Visual Arts with confidence and competence
- Engaged in research/project work concerning aspects of teaching art to children
- The capacity to recognise visual art lessons/ideas which have genuine creative choice-making - as opposed to merely copying a predefined end product
- Knowledge and understanding of different modes of assessment for Visual Arts education and how to compile personal profiles for children
- Developed expertise to devise creative and educational Gallery visits and/or Art field trips for primary school pupils.

Drama in Education

Syllabus (delivered over the three years of the B.Ed programme)

- The primary school Drama Curriculum
- Personal Drama Skills
- Dramatic Play
- Dramatising Poetry and Rhymes
- Storytelling through Drama
- Self Development
- Educational Drama Strategies
- Self Development
- Aims and Objectives in Drama
- Integrating Drama with other curriculum subjects
- Dramatising Text
- Lesson Planning
- Critical Reflection

Expected Learning Outcomes

At the end of the course, students should:

- Be familiar with the aims and objectives of the primary school Drama Curriculum
- Have developed personal drama skills
- Be able to interact with children in a dramatic context
- Have the ability to create an active learning environment through drama
- Know how to create and implement drama in education strategies
- Be able to develop script from improvised drama

- Have developed an awareness of theatrical conventions
- Be confident in planning drama lessons for the lower, middle, and upper primary school years
- Have the capacity to reflect on and assess drama

Music Education

Syllabus/Aims (delivered over the three years of the B.Ed programme)

- To introduce students to the underlying philosophy and key principles of the revised primary school curriculum as they relate to music
- To introduce students to the chant and song repertoire of their pupils and to establish the significance of this material in terms of the musical development of the child
- To bring students to a knowledge and understanding of the concepts (as defined in the revised curriculum) in music as they apply to the different levels in a primary school
- To examine the methodologies and ways of structuring a lesson that will help determine effective ways of working with the elements of music
- To explore ways of composing music in a group-setting, using conventional, non-conventional, tuned, and un-tuned instruments
- To learn how to teach some fundamental music skills such as rhythm, melody, literacy, playing instruments, adding accompaniments
- To examine ways of integrating music and the arts into other areas of the curriculum.

Expected Learning Outcomes

At the end of the course students should:

- Understand from experience what is meant by strands and strand units in the curriculum
- Understand and know some of the musical vernacular of children, and be able to select suitable song material for the different groupings in the primary school
- Know and understand the working of the elements in music, and how they operate in the conceptual development of children in music
- Know how to teach certain skills in music
- Be able to integrate music with other curriculum areas
- Be able to assess the musical development of their pupils.

Physical Education

Duration

42 hours in duration. This course is a requirement for all Junior and Senior Freshmen students in the College.

The basic course in Physical Education deals with the art and science of movement. The three basic elements of the course - theory, method and practice - will be largely interdependent.

Objectives

- To give students a practical knowledge and understanding of the principles involved in teaching Physical Education at the in the primary school, as recommended in the curriculum
- To demonstrate to the students, organization and management techniques for Physical Education lessons.
- To familiarize students with the appropriate resources and equipment suitable for the teaching of Physical Education in the primary school.
- To foster an awareness of health and safety issues in a Physical Education lesson
- To enable students to design and implement a programme of Physical Education for the primary school.

Course Content

Through active involvement the students will be shown how to plan, organize and manage Physical Education lessons based on the primary school curriculum and other appropriate sources. These sessions will deal with all the curricular strands, (games, athletics, dance, gymnastics, outdoor and adventure, and aquatics Students will be enabled to see how children can enhance all aspects of their development through physical activity.

Teaching and Learning Methods

- Students will be engaged in practical sessions and demonstrations relating to the activities as prescribed for the primary school.
- A hands on approach to the safe use of equipment will be encouraged.
- Students will become familiar with the theoretical concepts and background of the teaching of Physical Education through lectures.

Assessment

Physical Education is a practical subject, therefore attendance and active participation is essential. Assessment also takes the form of a written exam equivalent to 1 hour and/or coursework.

Physical Education Elective

An elective course of 42 hours has been offered in the Junior Sophister year. The aim of this course is to provide opportunities to extend the student experience of the strands within the Primary Education Curriculum and to further develop and explore a number of relevant issues in the area of Irish Primary PE.

Social Personal and Health Education (SPHE)

Syllabus (delivered over the three years of the B.Ed programme)

- The rationale for SPHE and the philosophy of the primary school SPHE curriculum
- Active Learning Methods

- The content of the primary school SPHE Curriculum
- Developing self-awareness and self-confidence.

Expected Learning Outcomes

At the end of the course students should:

- Appreciate the value and role of SPHE in education
- Understand the nature of SPHE
- Understand the combination of learning contexts necessary for the successful implementation of SPHE
- Explore the needs of children in today's society and the role of SPHE in addressing some of these needs
- Understand the process of learning and the rationale for using active approaches when teaching SPHE
- Become familiar with, and practise a range of the strategies appropriate to the teaching of SPHE
- Become familiar with the range of resources available for SPHE and the criteria for choosing resources
- Become familiar with the structure, content, and layout of the primary school SPHE Curriculum
- Learn how to plan an effective SPHE programme for any primary school level for both single and multiple-class situations.

Religious Education

Syllabus (delivered over the three years of the B.Ed programme)

- Approaches to Religious Education - historical and contemporary
- Scripture: the Hebrew Bible and the New Testament
- Sacraments
- Ecumenism: inter-church and inter-faith
- Exploration of the doctrinal, moral, and liturgical content of R.E. syllabi in use in primary schools
- Experiential work in relation to the above content
- Prayer: forms of, and application to the classroom
- Church history.

Expected Learning Outcomes

At the end of the course students should:

- Understand the rationale for the religious education syllabi in use in primary schools
- Be able to teach the lessons in the Religious Education syllabus effectively and with confidence
- Have knowledge of the history of Religious Education
- Have a real sense of the religious development of a child at primary school level.

Information and Communications Technology (ICT) in Primary Teacher Education

This course aims to:

- Help students to develop their personal ICT skills
- Consider education in the light of opportunities and challenges presented by ICTs for school learning, teaching, administration, and organisation.
- Enable students to develop the pedagogical understanding and skills needed for teaching appropriately with ICTs

Syllabus (delivered over the three years of the B.Ed programme)

- Using applications packages and resources (e.g. word processing software, the Internet, e-mail, presentation software, spreadsheets, file management, use of peripherals)
- Pedagogical uses of applications packages (e.g. word processing and presentation software)
- Creating ICT-based classroom resources
- Matching educational goals with ICT-based resources
- Categories of educational software
- Evaluating web sites
- Educational resource materials and teacher support sites on the Internet

Expected Learning Outcomes

At the end of the course students should be able to:

- Use the following applications and resources to basic level of proficiency: file management, word processing software, the Internet, Email, presentation software, spreadsheets
- Create learning resources using word processing and presentation software
- Evaluate ICT tools and resources with regard to their suitability for use in teaching and learning at primary level
- Integrate ICT-based resources into their teaching and into the learning environment of the school, and relate these resources to the psychology of learning and the goals of the Primary Curriculum
- Discuss the present and possible future impact of ICTs on society and in particular on the education system
- Demonstrate where to find further information and material regarding the integration of ICT for teaching and learning

Development and Intercultural Education (DICE)

Development and Intercultural Education aims to promote both an awareness of the increasingly interdependent and unequal world in which we live, and the ability to recognize and challenge discrimination and inequality locally and globally. It focuses on developing the knowledge, skills and values needed to engage actively with these issues in the context of primary education.

Development and Intercultural Education is taught not as a discrete subject but as a 'dimension' of all the subject areas. It aims to encourage the recognition of the global and intercultural connections already inherent in all subjects and to articulate those connections and dimensions clearly. It is included specifically in Inclusive Education and in the Global Citizenship Elective, but global and intercultural perspectives are also explored in many other subject areas.

Concepts and issues raised include global interdependence, global poverty and inequality, human rights, fair and unfair trade, environmental awareness, sustainable development, conflict and conflict resolution, cultural similarities and differences.

Expected learning outcomes:

- Increased awareness and knowledge of the interdependence and inequality of our world
- An ability to engage in analysis of and reflection on the role of the global citizen in this world
- An understanding of and respect for the diversity of cultures, customs and worldviews, and of the normality of this diversity
- A capacity to recognize and challenge unfair discrimination and to promote the values of equality.

(See also the Intercultural Component under Inclusive Education)