Becoming a Teacher...
Why to become a teacher....

3 Reasons To Be A Teacher

JUNE JULY AUGUST
Why to become a teacher....

74% to share their love of learning and teaching

71% to help students reach their full potential

85% to make a difference in the lives of children

50% because a teacher inspired them when they were young

32% to have a good work/family balance

39% to make a difference in their community

66% to be part of those “aha” moments

14% to have summers off

4% for the earning potential
Importance of the Teaching Profession

- Quality Teaching = Quality Education
  
  (Tarr et al., 2006)

- Teacher effectiveness is the single biggest contributor to student success.
  
  (Sanders, 1999 and Wenglinsky, 2000)

- Successive years with effective teachers create an ‘extreme educational advantage’
  
  (Wright and Horn, 1997:3)
Complexity of the Profession

In the words of William Glasser (b.1925) teaching may well be “the hardest job there is”.

It involves a complex set of knowledge, abilities, and personal attributes in dynamic interplay.

(Davey, 1991: 121).

Importance of Initial Teacher Training……
TCD PME PROGRAMME
Professional Master in Education

- Two years, full time
- Two main components:
  - University Studies
  - School Placement and Experience
- Strong research element: thesis in Year 2
- 100-120 students in each year
- 10 strands (18 post-primary curriculum subjects)
TCD PME PROGRAMME
12-20 students per strand

- Business Studies (including Accounting and Economics)
- English
- Geography
- History
- Mathematics (including Applied Maths)
- Modern Languages (including French, German, Italian, Spanish, other)
- Gaeilge
- Music
- Religious Education
- Science (including Biology, Chemistry and Physics)
# TCD PME Programme Structure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon-Wed: College</td>
<td>Wks 1-9: School Placement Block</td>
<td>Preparing research project plan</td>
</tr>
<tr>
<td></td>
<td>Thurs-Fri: School (gradual build up of responsibility)</td>
<td>Wks 10-12: Debrief and research methods</td>
<td></td>
</tr>
</tbody>
</table>
# School Placement Activities Year 1

<table>
<thead>
<tr>
<th>September-December</th>
<th>January to mid-March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursdays and Fridays in school from Mid-term</td>
<td>Monday-Friday in school (except Tues and Wed pm)</td>
</tr>
<tr>
<td>Structured observations</td>
<td>Full responsibility for teaching 12-15 class periods per week (focus on Junior Cycle)</td>
</tr>
<tr>
<td>Co-teaching with Cooperating Teacher and/or peer</td>
<td></td>
</tr>
<tr>
<td>Independent teaching for up to 3-5 class periods per week (focus on Junior Cycle)</td>
<td></td>
</tr>
<tr>
<td>2 observations by Cooperating Teacher</td>
<td>2 observations by Cooperating Teacher</td>
</tr>
<tr>
<td>1 mentoring visit from TCD School Placement Tutor</td>
<td>2 assessed supervision visits from TCD School Placement Tutor</td>
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</table>
## TCD PME Programme Structure

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Block</td>
<td>School Block Placement (evening College sessions)</td>
<td>College courses Completing Thesis</td>
</tr>
<tr>
<td>Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(evening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sessions)</td>
<td></td>
<td></td>
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</table>
## School Placement Activities Year 2

<table>
<thead>
<tr>
<th>September-December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Friday in school</td>
</tr>
</tbody>
</table>

- Full responsibility for teaching 12-15 class periods per week (including some Senior Cycle classes)
- Undertaking school-based research project
- 2 observations by Cooperating Teacher

2 assessed supervision visits from TCD School Placement Tutor
Minor Thesis

- 10,000—12,000 words
- School-based project
- Focused on main teaching subject area
- Year 1:
  - Planning: methodology and literature review
- Year 2:
  - Data collection on placement
  - Thesis write-up
To ensure a fair selection, you all get the same test. You must all climb that tree.
TCD PME Selection Process

- Application
- Short-listing
- Interview
- Offers
- Place in school
# Shortlisting Criteria

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<tr>
<th>Category</th>
<th>Marks Awarded</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Highest relevant degree</td>
<td>PhD/Masters/I = 42</td>
<td>42</td>
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<tr>
<td></td>
<td>II.1 = 40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>II.2 = 38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>III = 36</td>
<td></td>
</tr>
<tr>
<td>Additional relevant qualification</td>
<td>Second degree = 4</td>
<td>4</td>
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<tr>
<td></td>
<td>Higher diploma = 3</td>
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<td></td>
<td>Diploma = 2</td>
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</tr>
<tr>
<td></td>
<td>Higher Cert = 1</td>
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<tr>
<td>Relevant professional and/or voluntary experience</td>
<td>Full-time up to 5 points</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Part-time up to 2 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voluntary up to 2 points</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>55</td>
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</table>
Interview Criteria

- Effective communication
- Reasons for entering the teaching profession
- Awareness of the role of the teacher

The influence of a good teacher can never be erased
The Role of the Teacher

Symth et al. (2006: 120)
What do the Students think?

**Figure:** Teacher Characteristics of Effective Teaching

Symth et al. (2006: 120)
Interview Criteria

- Effective communication
- Reasons for entering the teaching profession
- Awareness of the role of the teacher
- Understanding of the place of the subject on the school curriculum
Teaching Council Requirements

• Registering after 1 January 2017
  - Required ECTS
  - Required areas of study

Teaching Council Requirements

- Level 8 degree (at least 180 ECTS)
- Including (usually):
  - 60 ECTS of subject for registration
  - 10 ECTS of which at 3rd year or higher
- Defined essential areas of study
- Optional areas of study
- Other relevant requirements:
  - E.g. laboratory work for scientists
  - E.g. residency in country for language teachers
E.g. Mathematics

- Level 8 degree, 180 ECTS

- Essential (40 ECTS):
  - Analysis (min 10 ECTS)
  - Algebra (min 10 ECTS)
  - Geometry (min 5 ECTS)
  - Probability and Statistics (min 5 ECTS)

- Optional (20 ECTS)
  - Dynamical Systems and Chaos
  - Calculus of variations
  - Etc .... Or more of the essential elements above

- PME with Maths Pedagogy (5 ECTS)
E.g. Spanish

- Level 8 degree, 180 ECTS

- Essential:
  - Spanish language study
  - Spanish Literature, 15 ECTS including 2 of the following:
    - Drama
    - Poetry
    - Fiction
    - Media/Film Studies or Communications
    - History of Ideas (Philosophical works in Spanish)
  - 2 months in Spanish speaking country
  - Evidence of proficiency level B2.2 in CEFR for Spanish
E.g. Religious Education

- Level 8 degree, 180 ECTS
- Essential (no ECTS defined)
  - Sacred Texts including the Bible
  - Christianity – origins and contemporary experience
  - World Religions
  - Secular Belief Systems
  - Ethics
  - Systematic Theology and Philosophy of Religion
- PME with R.E. pedagogy
E.g. Music

- Level 8 degree, 180 ECTS
- 80 ECTS in music
- Essential (no ECTS defined)
  - Instrumental and/or vocal performance
  - Harmony and composition
  - Aural, basic keyboard and music technology skills
  - Western Art Music
  - Irish Traditional Music
- PME with music pedagogy
E.g. Chemistry

- Level 8 degree, 180 ECTS

- Essential (40 ECTS):
  - Organic Chemistry
  - Inorganic Chemistry
  - Physical Chemistry
  - Analytical Chemistry

- Optional (20 ECTS)
  - Environmental Chemistry, Materials Chemistry, (Bio)pharmaceutical Chemistry, Industrial Chemistry

- Laboratory practical work

- PME with Science Pedagogy (5 ECTS)

- To teach JC Science: 10 ECTS in biology and 10 ECTS in physics
Website for subject requirements

Aon Ceistenna?
Thank you for attending!